

University of Rhode Island
First Year Writing Program
Department of Writing and Rhetoric

Rhody Writes: A Student Anthology

Second Edition

Stephanie West-Puckett, director of First Year Writing, and
Genoa Shepley, assistant director of First Year Writing, editors



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Acknowledgments

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Stephanie West-Puckett and Genoa Shepley, Editors

A Note about the Book

Rhody Writes is a collection of writing produced by students enrolled in “Writing 104: Writing to Inform and Explain” (WRT 104) at the University of Rhode Island. As you see by quickly flipping through this book, we understand writing in the broadest possible sense of the word—writing with words, writing with images (both moving and still), writing with sound, and writing with embodied gestures and physical movement, as well as the complex combination of these modes of communication.

This anthology has two purposes: first, it celebrates URI’s first-year writers and shares the compositions they produced while enrolled in WRT 104. We are proud of the work they have composed and are eager to give it an audience beyond the walls of the classroom. Second, it is a learning tool that can help you become a more effective writer by studying the texts and techniques of your fellow WRT 104 students.

We hope that these writings will spark rich rhetorical thinking and discussion about the choices these writers have made and the degree to which those choices help the writer to achieve a specific purpose for a specific audience. We like to think that writing is never “finished.” What we love about this work is that it demonstrates first-year writers’ learning as they endeavor to create meaning in tandem with audiences across modes and genres.

This book is organized by the major projects in the course. In this edition, we were able to include examples from Level One and Level Two assignments, along with work from Level Three. Whether you have started working on a badge and are looking for models or you are in the process of choosing a badge, this work can serve as guides to and inspiration for your own composing journeys.

About Writing 104

Writing 104 (WRT 104) fulfills a General Education requirement and focuses on writing as the sharing of information with a variety of audiences through different media, modes, and genres. In this course, you will develop a rhetorical approach to writing and communication that you can use in any academic, personal, and professional setting. This means that you will learn to think critically about the rhetorical situation, which includes your audience and the specific purpose for your writing. You'll consider how different formats, genres, elements, and arrangements can meet the demands of your purpose for your audience. You'll practice a process approach to writing that includes planning, drafting, revising, editing, and sharing your work. You'll also learn foundational strategies for getting feedback on your writing from peers and instructors, as well as giving feedback to other writers. To help you apply writing knowledge and practices beyond a single assignment or course, you'll reflect on the rhetorical effectiveness of your writing process and products. In addition, some sections of this course provide extensive practice in using digital composing tools and digital information technologies.

Writing 104 Course Outcomes

All first-year writing courses at URI require:

- A combination of extensively revised and polished compositions as well as shorter, more informal writing-to-learn assignments
- A focus on revision, with peer review and formative teacher response
- An opportunity to discover and use URI library resources, including research databases, library holdings, and electronic tutorials
- The use of different kinds of research and evidence to inform, explain, or persuade

Writing 104 Learning Outcomes

Writing effectively and demonstrating information literacy are required for the General Education program at URI and are integrated into the assignments and activities of this course. Students in this course are expected to show evidence of progress toward the ten learning outcomes listed below. You will be asked to analyze your writing processes and products in relation to these outcomes in your final course reflection.

1. *Writing Effectively*

Upon completion of WRT 104, you will be able to:

- Complete substantial writing projects that meet expectations for focus, development, organization, and coherence
- Revise and edit to meet conventions of standard Englishes
- Demonstrate awareness of audiences' needs and expectations for style, genres, conventions, and citation
- Reflect upon and explain the appropriateness of your choices for the rhetorical situation, and utilize feedback that addresses both revision and editing
- Research, synthesize, analyze, critique, explain, argue, and explore in a variety of writing assignments

2. *Information Literacy*

Upon completion of WRT 104, you will be able to:

- Identify where support is needed for your claim(s)
- Learn how to navigate databases and various search engines
- Apply the CRAAP test to evaluate the currency, relevance, authority, accuracy, and purpose of sources
- Use phrases that identify attribution
- Cite sources according to MLA or APA style guides

About First Year Writing at URI

The First Year Writing Program (FYW) at URI exists to encourage and inspire you to develop lifelong habits and practices that help you to compose a more

enriching life. The FYW Program administers Writing 104 and 106 and also supports instructors in developing research-based best practices for the teaching of writing. The program works with other writing organizations on campus, such as the URI Writing Center and Write Across URI, to create a vibrant culture of writing on campus. We collaborate on initiatives that celebrate student writers and their writing and encourage the URI community to think broadly about what counts as writing and to recognize the ways that writing is threaded through our personal, professional, political, and academic lives.

Our program is aligned with the national Council of Writing Program Administrators (WPA), and we exemplify the WPA position statements, including the *WPA Outcomes Statement for First-Year Composition* and the *Framework for Success in Postsecondary Writing*. The first statement outlines what you should learn from taking a course in first-year writing. These learning outcomes include developing and applying rhetorical knowledge; practicing critical thinking, reading, and composing; cultivating a process approach to writing; and developing an understanding of the formal and informal conventions of writing in different genres. The second encourages you to practice the eight habits of mind and body that are common to effective writers: curiosity, creativity, metacognition (awareness of your choices as a writer), responsibility, openness, flexibility, persistence, and engagement. Taken together, these WPA position statements help us to design and assess our first-year writing curriculum. More important, FYW at URI is designed to support your long-term growth as an effective writer and communicator.

Works Cited

Council of Writing Program Administrators. *WPA Outcomes Statement for First-Year Composition (Revised)*. CWPA, 2014, wpacouncil.org/files/WPA%20Outcomes%20Statement%20Adopted%20Revisions%5B1%5D_0.pdf.

Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project. *Framework for Success in Postsecondary Writing*. CWPA, NCTE, and NWP, 2011, wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf.

The Writing Center

THE
UNIVERSITY
OF RHODE ISLAND
WRITING CENTER

The Writing Center provides free tutoring to writers across the URI community.
We help all writers at any stage of writing: understanding of assignment,
brainstorming, revising techniques, conducting research, and more.
Bring in anything from a paper for class to a resume.



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Roosevelt 009 (Lower Level)
web.uri.edu/aec/writing

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National Day on Writing

{#whyiwrite}



Celebrate with us!

< October 30, 2019 >

Memorial Union Ballroom • Drop in between 10:00am and 3:00pm

Write ! Share ! Get Free Stuff !

Get a passport sheet, have it stamped in at least **four** of our composing stations, and submit your stamped passport sheet for a chance to

win a wireless charging station, Keurig coffee maker, wireless speaker and more!

+ Ways to participate +

Rent a Poet • Get a Henna Tattoo • Animate It

Write for Change • Tell Us Why You Write

Make Your Own Button • Take a Word Selfie

Remix a Meme • Join the 10K Word Challenge

Tag the Graffiti Wall outside Memorial Union

#whyiwrite NDOW_URI #uri



Writing Across URI • First Year Writing
URI Writing Center • Department of Writing & Rhetoric
College of Arts and Sciences

Department of Writing and Rhetoric

Do you like to write? If so, consider adding a major in Writing and Rhetoric.

The BA program in Writing and Rhetoric supports the practice of writing in a wide range of settings. Our small classes are designed with active participation and multiple opportunities to write for diverse audiences. Writing and Rhetoric majors learn about writing as a vibrant area of study. They probe critical questions in rhetoric, balancing practice in the craft of writing with historical, theoretical, and research-based knowledge about writing and its effects on audiences. Writers also learn how to design visual documents and to present visual information effectively.

The Writing and Rhetoric major is thirty credits, and the course sequencing is flexible.

Coursework is balanced between in-class learning and experiential fieldwork in real-world settings. All graduates design their own digital electronic portfolios prior to graduation, demonstrating their ability to work with a range of technologies in producing and distributing their polished writing.

By the time majors graduate, they have the tools and the confidence to create appropriate responses to almost any situation in school, at work, at home, and in their communities.

Why Writing and Rhetoric at the Harrington School of Communication and Media?

- Internships
- Real-world clients
- Small, workshop-style classes
- Nationally recognized faculty

Degree Requirements

120 credits total required for graduation:

- At least 30 credits (maximum 51 credits) must be in the major; at least 15 credits from the major must be in courses 300 or above
- At least 42 credits (of the 120 total) must be in courses numbered 300 or above

Required Core Courses

- WRT 201: Writing Arguments
- WRT 235: Digital Writing and Rhetoric
- WRT 360: Rhetoric for Writing Majors
- WRT 404: Writing with Community Partners
- WRT 490: Topics in Writing and Rhetoric
- WRT 495: Advanced Digital Writing and Rhetoric

Some popular 300-level elective courses include:

- WRT 302: Writing Culture
- WRT 303: Public Writing
- WRT 305: Travel Writing
- WRT 306: Writing Health and Disability
- WRT 331: Writing Public Relations
- WRT 332: Technical Writing
- WRT 334: Science Writing
- WRT 353: Issues and Methods in Writing Consultancy
- WRT 383: Field Experience with Writing Rhode Island

Interested?

Contact Jeremiah Dyehouse, chair of the Department of Writing and Rhetoric, via email at jdyehouse@uri.edu to learn more about becoming a major.

Writing Across URI

Creating a Culture for Writing at URI

Writing Across URI supports *all* writers at URI through workshops, events, seminars, learning communities, and a site license for Eli Review, an online app where writers give and receive feedback on their drafts.

Writers at URI compose reports, proposals, essays, emails, invitations, chapter stories, web pages, scripts, FAQs, poems, arguments, articles, and more.

But no one “just knows” how to produce these pieces of writing; they have to *practice* and work with others.

Writing Across URI wants writers to *talk about writing*: to share experiences and advice, to identify what’s hard and what’s rewarding about writing, to compare strategies and approaches. Be on the lookout for Writing Boot Camps, workshops on particular challenges for writers, or events like the National Day on Writing!



Publish Your Work in *Rhody Writes!*

We plan to publish new editions of *Rhody Writes* on a regular basis, but that depends on you! As an anthology of first-year student writing, the content of this book is, of course, writing produced by Writing 104 students—students just like you.

So don't just delete that Google Doc or YouTube video you worked so hard to compose. Share it with us so that new groups of students can experience your work, learn from your success (and failures!), and join a vibrant community of writers at URI!

Best of all, it only takes a few minutes of your time to complete and sign a couple of forms and email your work to us. What's more, if your work is chosen for inclusion, you will receive a complimentary copy of the new edition.

How to Submit Your Work

Step 1: Grab a revised copy of your work or a web link to your revised work, if it's available online or in a Google Doc.

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Step 4: Photograph or scan your completed and signed forms.

Publish Your Work in *Rhody Writes!*

Step 5: Email the following to firstyearwritinguri@gmail.com:

- A revised copy of your work or a web link to your revised work (check permissions)
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- A completed and signed FYW Digital Archive Permission Form



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For Critical Identity Narrative Only

What is the Title of Your Critical Identity Narrative?

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List at least 5 key words/phrases that describe the topics on which your story touches. (ex: computer games, books, church, writing, computers, comic books, teaching, learning, libraries, school, reading).

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RELEASE FYW Digital Archive (Please read to 104B students)

You (or your Legal Guardian, if you are under 18 years of age) have been informed that the purpose of the FYW Digital Archive is to collect textual/audio/visual materials produced by first year writers and to store these in a permanent collection which students and/or members of the public can access, study, and learn from.

You (or your Legal Guardian) have been informed that the materials you submit to the FYW Digital Archive will be posted on the Project's Web site and/or social media accounts, including but not limited to YouTube (unless they contain material considered inappropriate by the FYW Program).

You (or your Legal Guardian) can choose whether or not to allow your e-mail address and contact information to be made public. You can also decide *not* to answer any questions that are presented in the form. However, once you (or your Legal Guardian) have submitted your materials to the FYW program and agreed that it can be publicly posted, the information you have provided cannot be removed from the FYW Digital Archive.

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You (or your Legal Guardian) also know that all the materials on this web site will be made available to the public. So, despite the FYW Deed of Gift or Creative Commons License you have attached to your gift, your narrative could be used by others in ways that go beyond your original intent.

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You (or your Legal Guardian) agree to hold the First Year Writing Program harmless against any claims asserted by third parties who say that your work violates their rights or from any breach of promises you may have made in this document.

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If you (or your Legal Guardian) do not agree to be bound by each of the terms and conditions of this agreement, you understand that you should not sign and submit this form. In that case, you will not be allowed to contribute to the FYW Digital Archive.

For questions or further information, please contact

Dr. Stephanie West-Puckett, Department of Writing and Rhetoric, 321 Roosevelt Hall, 90 Lower College Rd., University of Rhode Island, Kingston, RI 02881 Email: stephwp@uri.edu.

Adventurer

Adventurer

Introduction

ADVENTURE WRITING



This badge sends you on an adventure in URI's backyard! Based on the idea that places have a profound impact on our experiences and our identities, this badging pathway gives you the opportunity to share with other students your unique perspective on a special aspect of URI.

After reading and analyzing examples of travel writing, you will choose a theme that uncovers some hidden, unconventional, unfamiliar, weird, or offbeat aspect of URI such as “Historic URI,” “Queer URI,” “Animal Kingdom URI.” Then, you will find and visit several locations around campus that fit your theme, taking field notes while there detailing your observations and ruminations (aka reflections).

Finally, you will compose either an online multimedia guide **or** a reflective travel essay to share your travel experiences with other URI students. You will create multiple drafts, get feedback, and revise your drafts to create effective communications.

Introduction

Note: This is a **research-intensive badge**.

If you enjoy this badge, consider signing up for **WRT 305: Travel Writing** in the Department of Writing and Rhetoric.

The Search for Stillness

Badge Proposal

Alexandra Day

Course Grade

I intend to get [insert grade] in this class; therefore, I will complete [insert badges].

Description and Rationale

For my first badge, I will complete the Adventurer badge. I intend to study and observe local areas and discover their importance to the community. I love to travel and explore new areas, even when they are right in my own backyard. Sometimes, it is in your own backyard that things go unseen. As I home in on the specific theme of what I will explore, I intend for my target audience to be nature lovers and mildly athletic with a focus on well-being and health, both in themselves and in the community I explore. To know the community around you allows you not only to appreciate it, but to possibly give back in a way that is needed or warranted. For example, if I were going to explore local bird sanctuaries, I may be able to point out the dwindling ecosystem and habitat and, conversely, how I or the audience can effect change.

Partnerships

I would like to work on this badge alone. I feel that traveling alone and exploring solitarily makes one more aware of one's surroundings. To be alone allows oneself to be open to new opportunities and experiences in an effort to broaden oneself. Therefore, I will write this alone to offer the audience ideas for independent travel and exploration.

Necessary Materials

The necessary materials will be myself, my feet, my notepad, and my camera. I intend to take pictures, if not for the final presentation, then for inspiration for myself and my audience.

Badge Timelines

According to the semester overview, level I will be completed by Thursday, May 24. This means that I will have read the suggested reading of the two travel essays and completed the travel writing analysis chart. By next Tuesday, May 29, I will have a list of five-ish travel themes, each with a specific audience identified. The badge is due by June 5, in class at 9 a.m., and before that the third and final draft will be completed by peer review.

Questions, Comments, and Concerns

Some of my most immediate concerns will be weather. We have had so much rain, so I hope that the weather improves for me to conduct explorations. Secondly, if the weather doesn't improve, how can I expect my travel guide to be utilized? I would like to incorporate pictures into my essay, or travel guide, because pictures can motivate and tease the reader into continuing on their journey.

The Search for Stillness

Level Two Field Journal Impressions

Alexandra Day

The aim of my travel essay is to convey and describe possible places for stillness and sanctuary on campus for busy students and individuals who struggle to maintain a balance in their everyday lives. This journey also doubled as a personal journey of exploration of campus, being new to URI. Through the course of my journey I was keeping in mind students young and old, staff, and those who juggle academic responsibilities with extracurricular activities, jobs, tutoring, etc. I was conscious of devices and their role in our lives. Personally, I try to find moments throughout a given day where I can slow down for a moment, and stop doing, and try to be. This is an idea I want to share with others.

Initially, this journey was to allow me to search for stillness on campus. University campuses are diverse communities with many different individuals and their respective needs. Yet, we all struggle with balance and the search for peace. Ironically, my search for stillness couldn't have been more ideal. Given my own busy life, I had to complete this journey on a specific day without room for deviation.

I went to campus on a Sunday morning/afternoon of a holiday weekend during summer sessions, on a rainy day. The campus probably couldn't be more deserted on any other day of the year. It was as if I were the only one on campus, more or less. There were a few people here and there, but I was given a gift of seclusion to search for my stillness. I feel as if I got to know some of the sites very intimately. Being so quiet on campus, the animals and birds, for example, were able to behave in different ways as well. I am now trying to decide whether or not this essay is more of an internal quest for stillness among a busy world or if this should be a guide describing options for others to find stillness and sanctuaries on campus. The components of the natural world and the order and balance found within are certainly a theme within my quest. For example, in a busy world and in the grind of daily life, you cannot help but find order and calm in the natural order of things. Seedlings growing into adult plants as viewed in the greenhouse. The benefits of medicinal plants and herbs found within the pharmaceutical garden. The repeating pattern of the circle and its symbolism was all over campus for me during my journey.

The Search for Stillness

Some examples of literature kept popping into my mind to illustrate this type of quest through human nature—such as Robert Frost’s poem “A road diverged in a yellow wood...” and A.A. Milne’s Winnie the Pooh’s “a search for a quiet place...” An essay titled “Society and Solitude” by Ralph Waldo Emerson expresses a version of one of the themes I’d like to explore. These are a few ideas that I would like to visit in a peer review to discover what others would really enjoy more. What kind of journey would others like to take from my observations and thoughts?

The Search for Stillness

A Travel Essay

Alexandra Day

The world gets busier and busier. Our lives get louder and louder. We as a human race struggle to juggle all of life's interests and responsibilities. We humans like to think that we are superior to animals and above the rules of nature. As a new student to the University of Rhode Island, not only am I embarking on a new journey of academia but also the large task of balancing my work, studies, and personal life. When things get extremely busy for me, I tend to get anxious and obviously stressed. I am sure I am not the only one. Attempting to settle into a new phase of my life, I began a journey investigating the Kingston campus of the University of Rhode Island for places to find stillness, a quiet place where I will be able to collect my thoughts and hear myself think. This has often served me well when life gets hectic. A lesson I learned a long time ago: sometimes slowing down to take a breath and gather your thoughts can help me move forward in a more productive way. It's a funny contradiction how slowing down to think can help you be more productive. I am hopeful that there are other individuals on campus who could benefit from the outline of such places to find stillness and hear your own inner thoughts. Perhaps, too, there are some who haven't found certain areas or haven't even considered how reflection can open yourself to new thoughts or experiences.



The Search for Stillness

The day of my exploration, I had the best day searching for stillness. It was as if the day was made for me alone. Due to my own busy schedule, I had to begin my journey on a rainy Sunday of Memorial Day weekend. As I stepped foot on URI's Kingston campus, it felt as if I was the only one there. I was able to have my own personal communion with campus and its many areas scattered throughout for finding sanctuaries or areas of reflection. As I began my solitary journey along the main path alongside what would be a very busy and popular thoroughway, I heard a Robert Frost poem resounding in my head: "Two roads diverged in a yellow wood, / and sorry I could not travel both / and be one traveler, long I stood / and looked down one as far as I could / to where it bent in the undergrowth" (Frost 1). Like Frost, I began walking by the main thoroughfare of the quad, which is, of course, a wonderful green space welcoming all kinds of people to sit, think, read, eat, or talk. But my search was to find places a little more off of the beaten path and more obscure. So I took a roundabout, less popular pathway to find the greenhouses. I began walking behind the library, and I stopped to smell the lilacs, reminding me of my childhood. Their varying shades of pink, white, and purple emit varying strengths of fragrance right now. The rain, luckily, wasn't falling too much. It was more like a mist. As the mist collected on the leaves of nearby shrubs and trees, the drops fell in a beautiful rhythm. Walking toward the greenhouses, I was stopped in my tracks by the immense aroma of the lilacs and other flowering plants within the botanical garden. I decided to start there first.



Within the botanical garden, I was immediately struck with the sight of various places for sitting, an inviting welcome into the garden. In one corner was a bench and a sign describing the foliage within—the native plant collections. Behind me stood the rose garden and the circular arbor that stood above

them. As some plants were in bloom, some had yet to bud, a nice observation of staggered foliage. That means there will be wonderful flowers blooming throughout the season. Behind the rose garden, naturally hugging the path, are a waterfall and pond. The sound of the running water is so soothing. Nearby sits a gazebo, also circular in pattern, again as if the garden is inviting people to come, sit, listen to the water, and reflect. I stopped for a moment to listen. The birds were chirping and talking to each other as I passed through the garden, almost as if warning their friends of an intruder; the sound of the water cascading gently down the waterfall, rhythmically. A bunny hopped in front of me, jolting me from my reflections. As I walked away from the gazebo, I stumbled upon a part of the garden that holds a round stone circle in the ground. Next to that sits another bench, snugly protected by a cluster of trees. In the center of this circle, I felt a feeling of calm and purpose. I felt such gratitude to be in the center of this garden, to be on such a beautiful campus. Behind the stone circle was another circular trellis close to the road, tucked next to protective trees. Most trees, shrubs, and flowers are identified for those who are curious. I couldn't help but see circles through my day on campus exploring and searching for stillness. What does the circle mean? It's a naturally balanced geometrical shape. It's completely symmetrical. It's almost as if within the garden, the circle is a reminder to stop and find balance.



From here, I found a stone pathway that leads to an adjacent area or garden. However, this was set up as an outdoor stage. A straight line leads me to the stage, which is a semicircle. I can't help but imagine outdoor plays, concerts, or graduations taking place here. In this quiet mist of the morning, a strange animal crosses my path. It looks like a cross between a possum and a tiny

hedgehog. I can't help but giggle at my first instinct to run away or hide, like a child. I can't help but find this funny because it has been easy along the way to believe I am the only one in the world; however, constant reminders from my silent companions that surround me keep asserting their dominion over this place. Yet this is just another reminder that nature is all around us and that we are never very far away from it. The plethora of pink peonies budding surrounds me in all stages of bloom. As I enter the center of the stone stage, I feel a rush of intense feelings. I am alone, on the center of the stage, in a beautiful setting. I cannot help but feel that in that moment I am alone in the world and it is mine for the taking. A strange sense of empowerment comes out of stillness and solitude. The straight line leading me out makes me imagine the juxtaposition of life as a line or a circle. Eric Weiner wrote a travel essay about such a dichotomy about life as a straight line versus how the Buddhists believe life is a circle, attempting over and over again to reach enlightenment. He surmises that in Western culture, we are taught to walk the "straight and narrow," while in Buddhist cultures the symbolism of the circle is in everything from stupas to prayer beads to the mandala (circular representation of the universe), which reiterates the belief of birth and rebirth to find nirvana (Weiner). Along my journey and through the gardens, Eric Weiner's article resonates in my mind, as I keep stumbling over circles. Perhaps the universe is reminding us to find balance, thereby being open to enlightenment.



After a few minutes of reflection, I move onward to the greenhouses. There is a sign: "All are welcome" that lists the hours. Of course, on the day that I visit them, they are closed, but it is a wonderful gift of the university to welcome anyone into the greenhouses for reflection and enjoyment. I have been in the greenhouses previously and am aware of some of the settings that have been provided. In one sits a brilliant yellow-and-red iron bench nestled among some special tropical flowering plants, as well as a tiny pond that provides a home

for frogs and fish. The fish swim in circles, while the frogs sit there silently, almost as if they were statues. Within the greenhouse an entire ecosystem exists. This observation makes me appreciate the lives of these other organisms and reminds me of my own place in this world. Among some of the other greenhouses, I observe the formation of baby plants, a kind of a nursery, nourishing the new lives of many kinds of plants. Between two of the greenhouses, another circle occupies “a Thoughtful Spot,” and I cannot help but be thrust back into my childhood, imagining Christopher Robin and Pooh Bear sitting upon these benches, readying themselves for another adventure (Milne 11). These memories circle back to me as if a reminder to be open and willing to try and think new things as we do as children, without hesitation.

As I leave the greenhouse area, en route to the library, I accidentally stumble across the pharmaceutical garden, which I had intended on doing after the library. Yet this ended up being the best decision because of the weather. I was able to explore more of the outdoors before the weather prevented further outdoor exploration. “Christopher Robin was sitting outside his door, putting on his Big Boots. As soon as he saw the Big Boots, Pooh knew that an adventure was going to happen, and he brushed the honey off of his nose [...] so as to look Ready for Anything” (Milne 28). Like Pooh Bear, upon entering the garden I wiped the raindrops off of my forehead and paper and braved myself for another adventure. I was immediately struck by the geometric layout of the pharmaceutical garden. In the center were scattered trees, under which stood oblong benches for resting. Opposite the trees were medicinal plants with identification markers in English and Latin. With today’s developing technology, seeing the garden is a nice reminder of where our medicine originated from and, again, our relation to nature. It is important to never forget. The garden contained terraced-style boxes containing all kinds of plants, from sunflowers, squash, agave, burdock, irises, stevia, sweet Aztec herb, chives, lilies of the valley, and lemongrass. Further on was another square of lungwort, valerian, wild yam, sage, lemon thyme, foxglove, primrose, Oriental poppies, lovage, and apothecary rose. Here I can smell all of the herbs, flowers, earth, and even the increasing rain.

I made it to the library in perfect time, because the rain began to pour down. Again, being that this journey over campus occurred on a Sunday, the basement was closed. Only the study room on the main level was open. But here I entered and sat down among a handful of other students. I sat facing outward so that I could watch the rain. The raindrops fell to the ground with a heavy thud, creating a circle or ringlet around the drop, spreading outward. In here, I could smell the library: the paper, the ink, the humidity. I can feel the hard tables, the soft chairs, and soft carpeting. Periodically, someone moves, stirs, or turns a page. It’s so quiet that you can hear people breathing. In the library, 13

away from sounds, devices, music, and conversations, all you have are your own thoughts. The silence can be so startling it can preoccupy your thoughts, at first. Hence, it takes an effort to block out these distractions to hear your own thoughts. This is, in essence, the basis for meditation. Ironically, it takes a lot of effort to be still and hear yourself. On an ordinary day, this part of the library would be quite loud, with students talking and studying. However, there are other options within the library to find quiet and solitude. Personally, I have always loved the basement, where the hum of the lights and the ventilation system emit a quiet white noise, comforting in its rhythm. Recently, I visited the third floor as well, which is meant to be quiet. There are so many places scattered amongst the stacks where someone could bury themselves in loneliness. “But the necessity of solitude is deeper than we have said, and is organic” (Emerson 13). Like Emerson states in *Society and Solitude*, it is an almost innate need to be alone so that you can hear your own thoughts. There is something powerful to sit amongst all the great writers and great scholars with their astute observations, thoughts, discoveries, and teachings. The infinity of information found within the stacks is staggering. It makes me feel special and insignificant all at the same time.

Suddenly, someone next to me bites an apple and brings me back to where I am. In silence, all sounds are heard. There is simplicity in the crunch. This basic apple, a simple raw food straight from nature, nourishes the body, which feeds the soul. Even in the library, I am reminded of nature. As we juggle more and more, it is nice to remember to keep it simple, even if it’s only sporadic; don’t get so busy that you cannot find the beauty in the stillness of a garden or the solitude of a library. “Solitude is impractical, and society fatal. We must keep our head in the one, and our hands in the other” (Emerson 20). I love this quote because it is a measure of balance in itself. You cannot be solitary all of the time, and yet to be only in the company of others can be detrimental too. The attempt to find balance again conjures the image of a circle as I look out and see the raindrops and their ringlet effect. The circle is always balanced.

The areas on campus that I have visited offer areas to find peace or solitude for the purposes of betterment and well-being. As a busy individual, it is important to find a quiet place for reflection. On campus, there are many areas to find these things and to find the space that most appeals to an individual’s needs to achieve their own goals. I am grateful to the campus for making these spaces so available and welcoming. My initial intention of this journey on campus was to search for stillness; that is, to search for areas on campus where one can find or attain retrospective solitude for mental and physical well-being. Most of these goals were met, and places beyond my expectations were discovered.

In nature, we are able to remember that we are not that different from nature. We are not superior to it. We are a part of it, and finding oneself in nature one cannot forget the delicate line we walk across to advance beyond it, yet being a part of it all the while. To go back to nature grounds one, as if finding yourself again or watering the roots of a new plant. And just like the circles that kept appearing to me, I cannot help but wonder how is the circle relevant? I think we must keep repeating and repeating thoughts and actions, and so we live life in a repeating pattern or circle, but each time we go around and around in our own lives we change a little more each time. Just as we learn something new every day, each rotation around our own life's circle, we are a little different from the experiences and thoughts that led up to that moment. Just as Robert Frost depicts in his poem "The Road Not Taken": "yet knowing how way leads on to way, I doubted if I should ever come back" makes me poignantly aware that my next visits to these gardens and spaces will never be the same (Frost 1). I won't be the same, and my experiences there will never be the same. They will be their own. As I wandered and explored these inclusive and inviting spaces on campus, I realize that every time you return you are a little bit of a different person, which makes each visit a little different from the previous one.

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The Autumn Adventure

Level Two Field Research Journal

Connor Pender and Adam Brennan

Locations

The Quadrangle
Athletic fields
The botanical gardens
Library courtyard
Pond next to the stadium
The Emporium
Barlow Circle stone wall

THE QUADRANGLE

What I Observed	What I Think and Feel About It
<p>Visited November 9th, 2018, at 3:30 p.m.</p> <p>Warm November afternoon; we saw tribes of students pacing to their next classes with the autumn foliage glistening in the bright rays of the overpowering sunshine. Everybody looks genuinely happy because of the amazing weather and it being a Friday afternoon. Some people are laughing with their friend groups, and the wind is nonexistent today. We saw a group of slackliners set up in the trees and another group playing Frisbee.</p>	<p>I genuinely feel a part of a big community when there is this amount of foot traffic with everyone interacting and having a good time in the fall weather. The slackliners were impressive with their balancing skills and jumping abilities. All-around peaceful vibes and the feeling of unreal beauty.</p>

THE QUADRANGLE	
What I Observed	What I Think and Feel About It
<p>Visited November 10th, 2018, at 2:30 p.m.</p> <p>The large area is scattered with a few people, and it's relatively warm out, like yesterday. The slacklines are still in use by students, and the sky is as blue as the sea. The flag was raised to half-mast, and I'm not sure as to why. There are more leaves falling off the trees today compared to yesterday because there is a mild wind. The colors of the leaves look as if the trees are on fire with vibrant reds, glowing oranges, and shining yellows mixing together to create a breathtaking view.</p>	<p>The quadrangle felt like a true hangout spot with a class of cartographers being there, a group of slackliners on their ropes, and constant conversation. I'm glad I was wearing my flannel as well as my winter beanie because the wind was a bit nippy, especially in the open space of the quadrangle. The area was breathtaking with the foliage peaking and the beautiful weather.</p>
<p>Visited November 11th, 2018, at 1 p.m.</p> <p>Today being Veterans Day means everyone is off enjoying their Sunday, but surprisingly many students were out and about adventuring. We saw a group out playing guitar on the grass and another having a picnic a few feet away. Yet again the area is alive and widely used for whatever you can think of.</p>	<p>This place is an actively utilized area that is a home to many to get away. I feel that every time I visit this location there is a new group doing something I've never seen before. The location is a prime benefit of the autumn foliage because it is surrounded by trees, so every angle is unique.</p>

ATHLETIC FIELDS	
What I Observed	What I Think and Feel About It
<p>Visited November 9th, 2018, at 4:22 p.m.</p> <p>Arrived at the athletic fields just before sunset and was able to watch multiple sports teams conclude practice. There was a couple there playing fetch with their two dogs and a sitting area that can be accessed whenever you feel the need to come to find new scenery. There are many trees to gaze upon at this location.</p>	<p>The athletic fields are a type of nostalgic escape for myself because as a child I would spend countless hours around that environment watching and supporting friends/family. I go down there to the fields and watch games and study sometimes because of it being comfortable and beautiful.</p>
<p>Visited November 10th, 2018, at 1:25 p.m.</p> <p>The baseball team was conducting hitting practice, while the outfielders caught their fly balls. The sun came out, and the sky was ice blue. There were constant groups of cross-country runners doing laps around the facility who were drenched in sweat.</p>	<p>The athletic fields are an amazing place to go and disconnect while quietly reflecting on your life. The beauty of its nature speaks to you, and I feel an overwhelming sense of warmth and comfort. I always gain the presence of excitement when I go and watch sports.</p>
<p>Visited November 11th, 2018, at 12:35 p.m.</p> <p>Nobody was practicing on the fields today, but that doesn't matter because the view of the facility was perfect. The trees still acquired most of their leaves, and the only downside is the wind. There is an old man playing fetch with his young golden retriever. Its golden coat shimmers gold in the sunlight as it chases down the glowing tennis ball.</p>	<p>I feel that I will become that old man who comes with his dog in the fall to take in nature and freeze my ass off. Sad there weren't any teams to watch while we researched, but glad we came to see the last couple days the trees have their leaves still.</p>

THE BOTANICAL GARDENS	
What I Observed	What I Think and Feel About It
<p>Visited November 9th, 2018, at 3:45 p.m.</p> <p>We found the perfect example of a person utilizing the garden for good to get some work done on her computer, and we also made some friends who were rolling weed. The beauty of the garden is shown through the amazing features. We found a hammock chair that has the perfect view of the waterfall pond and is close enough to hear the trickle and calming sounds of the water falling.</p>	<p>This was personally my first time entering the Botanical Gardens, and I greatly enjoyed my experience. The place is just excessively decorative and divine. The location exceeded my expectations, and I can't wait to return again tomorrow to explore and meet new people.</p>
<p>Visited November 10th, 2018, at 2:46 p.m.</p> <p>The bright sunlight bounces off the many greenhouses, reflecting a powerful glare in my face. The grass has a fresh mow and is shimmering a really vibrant green. The garden smells fresh and earthy with the occasional fragrance of whatever flowers still remained. We saw many others just outside enjoying the simple act of adventuring, sightseeing, or just plain having fun.</p>	<p>We saw many others just enjoying the simple act of immersing yourself in nature, therefore receiving the natural benefits from it. This botanical garden is a safe haven for nature and wildlife that is easily accessible and is beautiful for its architecture even when the time of year isn't ideal for plant life.</p>
<p>Visited November 11th, 2018, at 1:15 p.m.</p> <p>Today we entered the greenhouses for the first time to find many magnificent plants growing unfazed by the colder temperatures outside. The gardener was there playing classical music out of a speaker while watering/checking up on the plants. We saw the most people there today, and they were all just using the space to relax, socialize, and meet their own personal desires.</p>	<p>The Botanical Gardens is such a big area that offers an array of different scenery, so you can visit it multiple times and find something new each time. The pond, in particular, is a place I plan on returning to to study or read a book. I feel it is essential for everybody to go outside for at least three hours to encounter new things and meet new people.</p>

LIBRARY COURTYARD	
What I Observed	What I Think and Feel About It
<p>Visited November 9th, 2018, at 3:55 p.m.</p> <p>With giant raked piles of leaves engulfing the library courtyard, just one man sits out on the benches while looking on his phone, despite it being an absolutely wonderful day outside. The grass is green, and the sun is out. People pass through the courtyard constantly, but close to none of them sit and stay.</p>	I feel that after our first day of adventuring, the library courtyard was the most mellow place, despite being right in the middle of campus. It was surprising that only one person was in this area because its location is right next to the library, Memorial Union, and Hope. It will be interesting to see how many people we will see tomorrow.
<p>Visited November 10th, 2018, at 2:58 p.m.</p> <p>A Saturday afternoon and for the second consecutive day only one person lays in the library courtyard, in pajama pants and a fur coat. He is laying on his stomach face down, taking an outside daytime nap.</p> <p>The trees around are still dripping in colored leaves as a strong wind pushes them all around this section of campus.</p>	After a second day of only one person at this location, it is clear that the library courtyard is a prime place to go to look at your phone, read a book, or just relax. This location is beautiful and encompassed by stunning scenery all around.
<p>Visited November 11th, 2018, at 1:30 p.m.</p> <p>A much more active Sunday for this part of the campus, as there are plenty of people out listening to a guitarist in the courtyard. The leaf piles are bigger than ever and have been pushed right next to the grey wooden-and-stone benches. People are in sweaters and pants, as the weather starts to become chillier at this time of year.</p>	This area is not actively utilized, but today was a nice change. This area is surrounded by a swarm of trees, so you feel almost protected while in the courtyard, almost like a home. All around this area has been peaceful and a nice place to visit on campus.

POND NEXT TO THE STADIUM	
What I Observed	What I Think and Feel About It
<p>Visited November 9th, 2018, at 4:35 p.m.</p> <p>The sun is setting; the lighting is unimaginably beautiful. However, dampened leaves lay on top of mud surrounding the pond. Structured rocks rest around the pond to give this part of campus a good overall feel.</p>	I feel that the pond next to the stadium is a great way to relax around campus. There is almost nobody around this part of campus, and just listening to the water sway in the pond can de-stress just about anyone and make their day better.
<p>Visited November 10th, 2018, at 1:40 p.m.</p> <p>Nobody is at the pond, and it is difficult to see if there are living creatures in the pond, as the pond is slightly murky. Four brown porta potties are nearby if need be. We can also see an abandoned volleyball court in the distance, as well as a pathway leading to the Keaney Gymnasium.</p>	Through with a second day of observations, we noticed more about what surrounds the pond rather than just the pond itself. We got to appreciate all of this area's supporting qualities and why overall it is a great view to witness during the autumn months.
<p>Visited November 11th, 2018, at 4 p.m.</p> <p>On our final day at the pond near the stadium, two people, looking like a potential boyfriend and girlfriend, sit on a rock facing toward the pond. The man is wearing a red T-shirt and jeans, whereas the female is wearing fluffy boots, sweatpants, and a brown furry coat, as well as a poofball hat.</p>	After seeing the couple today, we realized how intimate and romantic this location is. It is a great way to get away from the busy areas of campus and simply hang out with someone you really care about in a gorgeous setting.

THE EMPORIUM	
What I Observed	What I Think and Feel About It
<p>Visited November 9th, 2018, at 3:20 p.m.</p> <p>Lots of people can be seen at the Emporium. This includes both students of URI, as well as regular civilians. We see an old parking lot that has a lot of cracks in it. A lot of the stores are connected to each other, and from the Emporium you can't see much of the actual campus.</p>	<p>The Emporium is a great resource for students. It is there for when you need to buy toiletries, need real food to eat, or when it's really late at night and are craving some insomnia cookies. This is a great area to adventure in, and I can't wait to see if there are normally this many people on this area of campus.</p>
<p>Visited November 10th, 2018, at 3:30 p.m.</p> <p>Walking to the Emporium today, we witnessed a weed smell coming from Davo's Calzones and Wraps. Not as many people on this Saturday. We see leaves falling from giant brown trees in the near distance, as fall is slowly leaving us for this year.</p>	<p>Heading back on a Saturday afternoon, we were surprised that the Emporium was less full today. We expected a lot of people to be eating at restaurants since school is out for the weekend, but that was not the case. Not the most visually appealing place to visit, but quite possibly one of the most important ones.</p>
<p>Visited November 11th, 2018, at 3 p.m.</p> <p>An even more empty-looking Emporium today, as the parking lots are only about one-quarter full. Loud honking noises can be heard from two individual cars in the Emporium. Wind is gusting rather loudly today, and leaves from trees fifty feet away are falling right in front of us.</p>	<p>Once again, there were very few people at the Emporium, but today it was probably because the Patriots were playing while we were doing our observations. Happy we could visit this area to learn when a good time to visit the Emporium is if you're looking to see or not see a lot of people.</p>

BARLOW CIRCLE STONE WALL	
What I Observed	What I Think and Feel About It
<p>Visited November 9th, 2018, at 4:50 p.m.</p> <p>One man wearing white shorts, a grey sweatshirt, a black backpack, and white shoes is sitting on the stone wall looking at his phone. It is a great day outside, as the sun is nearly set, setting us up for an amazing visual show.</p>	<p>The Barlow Circle stone wall doesn't serve much of a purpose, but we viewed this area as a great place to view so much of campus in one area, where we can really learn a lot. The sun was mesmerizing to us, and we are really excited to come back to this circle over the next two days to see what other things we can learn.</p>
<p>Visited November 10th, 2018, at 1:15 p.m.</p> <p>Plenty of cars have been passing us today to either pick their kids up for the weekend or visit them. Two females sit on the bench right next to each other, with no face-to-face communication, but rather them just looking at their phones.</p>	<p>As Veterans Day approaches, we are not surprised by our observations, in that plenty of students are being collected for the three-day weekend. Still, we witness students on campus walking all around, which is quite surprising. We did not expect this much action to occur on a Saturday afternoon.</p>
<p>Visited November 11th, 2018, at 3 p.m.</p> <p>Right next to the stone wall is a valley gap between the circle and Adams Hall. Here we can see where a bunch of brown, rustling leaves are being stored for the meantime. Nobody is on the stone wall today; however, we can see people leaving the dorms, heading to either do homework or go to the dining halls.</p>	<p>Other than the wall itself, there is a straight road that we can view half a mile down the street, setting us up to experience what students do in their daily lives. This area is different from other places, as we truly experience college life, rather than going to more quiet areas and focusing primarily on the views to get away from society.</p>

The Autumn Adventure



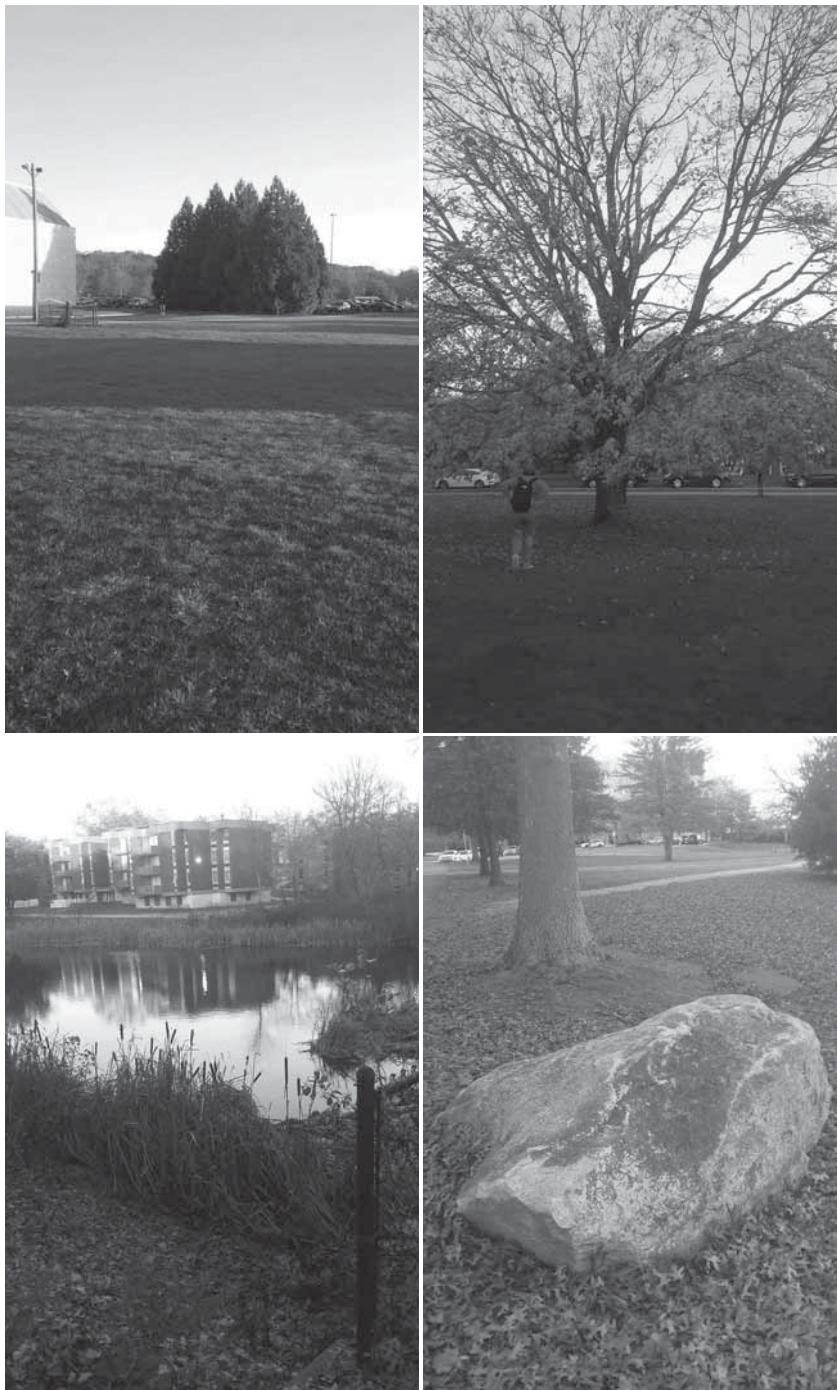


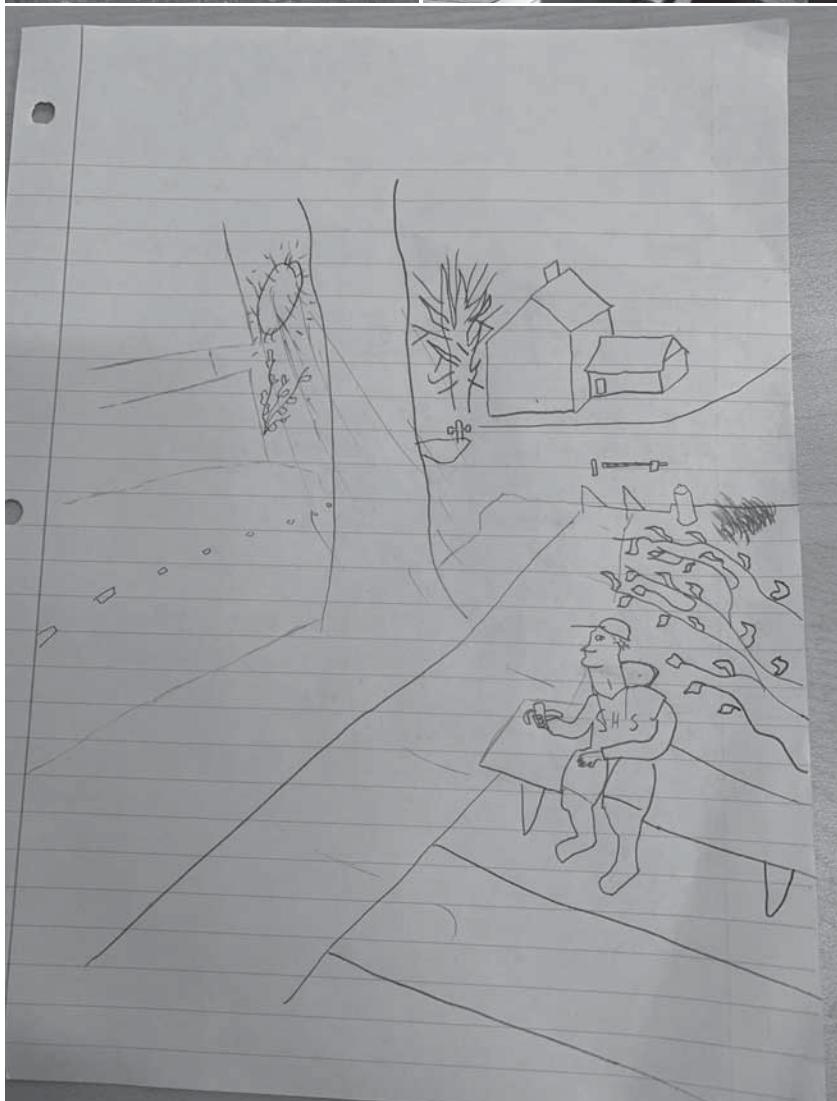
The Autumn Adventure





The Autumn Adventure





The Autumn Adventure



The Autumn Adventure

Travel Guide

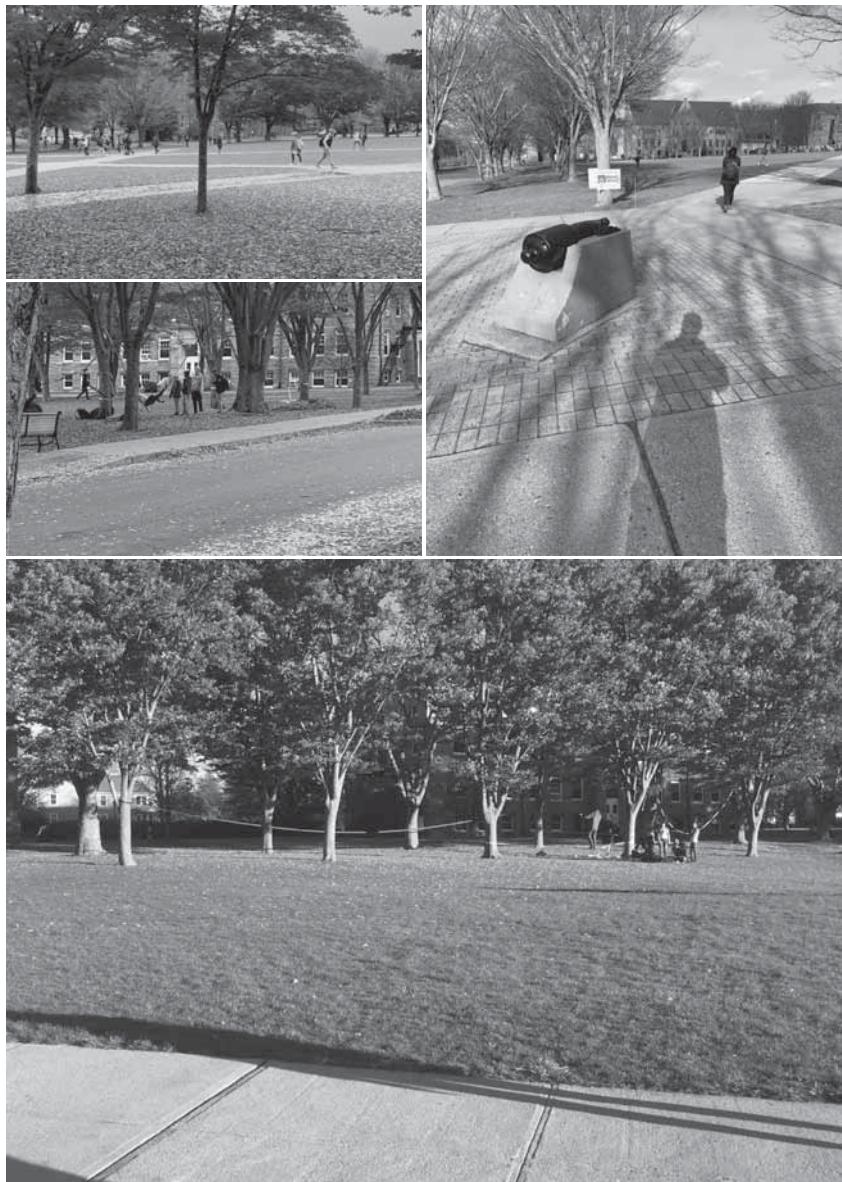
Connor Pender and Adam Brennan

Have you ever witnessed the peak of the autumn foliage in Rhode Island? It is something that everybody should experience, especially if you are on such a beautiful campus as URI. Each day, people may walk to classes from their dorms, get food at a dining hall, and maybe go to the library once in a while. However, with such a giant campus, there is so much more to an adventure that you may or may not already know about. This guide is going to explain in depth some of the best places to check out on campus at the University of Rhode Island to experience the change of seasons in the most enjoyable way possible. This guide aims to help you, the reader, find a special place where you're able to relax and be comfortable or a place to hang out with friends and socialize and to find beauty in the autumn foliage and brisk weather.



The Quadrangle

Our first location and overall idea for the travel guide was found via pure inspiration. While walking out of our writing class flustered from brainstorming useless ideas, we were presented with our answer outside the front door. Right away we were blinded by the magnificent color-turned trees vibrantly shining with the sun's bright rays passing through them. Visualize the leaves forever falling from branches above, collecting in the streets and on the luscious green grass of the Quadrangle. Upon the Quadrangle, we found many lively souls using the space to have fun. We saw a big group of fifteen or more slackliners set up in the trees balancing like they're tightrope walkers, and others were laying as if they were in hammocks, stable and poised on the thin band. Frisbee players were throwing some of the longest distances we've ever seen. We saw a group out playing guitars on the grass and another having a picnic a few feet away. You can do whatever makes you happy. The colors of the leaves look as if the trees are on fire with vibrant reds, glowing oranges, and shining yellows mixing together to create a breathtaking view. The main attraction for us here is the perimeter of brilliantly changing trees combined with the view and overall the sense of nature and feeling from the surrounding architecture. After visiting the Quadrangle many times, we realized it can symbolize the center of campus and is always busy with people utilizing it, so don't be afraid to get involved if you see something that interests you. One of the most interesting features about the Quadrangle is the cannon on display. With interesting research, we found out more about the cannon that remains on the Quadrangle. It said, "...students celebrated [the 125th anniversary of the establishment of the Rhode Island College of Agriculture and Mechanic Arts] through the night with a cannon borrowed from a Kingston resident. But in their exuberance, they packed too much powder in the last round and blew a hole in the side of 'Old Ben Butler'" (Lavallee). We found its history very weird and interesting, and it is for sure worth a visit. The cannon now remains a significant piece of URI's history and is available for viewing in the southwest corner of the Quadrangle.



Botanical Gardens and Horridge Conservatory

After finishing our stroll through the Quadrangle, we were on a journey to unearth our next location on this adventure. In the near distance, we gazed at an astonishing wooden entryway with grassy plants emerging over it, leading to a central courtyard area surrounding a group of greenhouses. We had arrived at URI's Botanical Gardens and Horridge Conservatory. Located near the top of the campus and just south of the Fine Arts Center, the Botanical Gardens have plenty to appeal to the eyes, ears, and especially your nose. In the gardens, you will find an array of plant species, each labeled so you know what you are admiring. These flowers give off a positive aroma and encouraged us to keep exploring. Overall, this area had the most exquisite and earthy scent of every area we adventured toward. Traversing through the gardens, we heard a soothing yet splashing sound and discovered a mini waterfall surrounded by a bundle of smooth and small rocks. There are also greenhouses that store dozens of plants, providing sun, water, and oxygen to keep these plants alive. We were very impressed because in an area with hundreds of plants and massive patches of grass, everything seemed to be bright, healthy, and plenty alive. While visiting the gardens, we found a rather large amount of people using it to relax, despite its unknown location to most. At the center of the gardens on our first day, we witnessed a lady peacefully getting her schoolwork done away from the rest of society. After staying at the gardens a near handful of times, we concluded that this was a location to escape the crowd of URI and get away from all current stress. It is a place to immerse yourself in nature while receiving all of its benefits: the scent, the beauty, and most importantly the way it can make you breathe easy and take a temporary step back from all of your problems.



The Pond

Our next place worthy of visiting is the small, secluded, and very peaceful pond located across from Keaney Gymnasium and behind Eddy Hall. Through days of observations, we noticed more about what the area surrounding the pond had to offer rather than just the pond itself. We got to appreciate all of this area's grace and elegance exhibited through the natural beauty of the season. On the last observation day, we found out firsthand that this place is a great spot to bring a significant other to just talk and have fun. There is the perfect rock for sitting on and relaxing, with the shade of the nearby trees to protect you from the sun. Visiting the pond right as the sun was setting was truly an unimaginable experience you need to have. Nature displayed the most breathtaking reflection of the fiery night sky glistening on the murky water. Sadly it was only temporary because, like always, the sunset soon slowly began to fade away into the black night. We found an interesting-looking tree at the pond that stood out from all others with most of its branches already bare, but the remaining leaves were shimmering gold and melting in the sunlight.

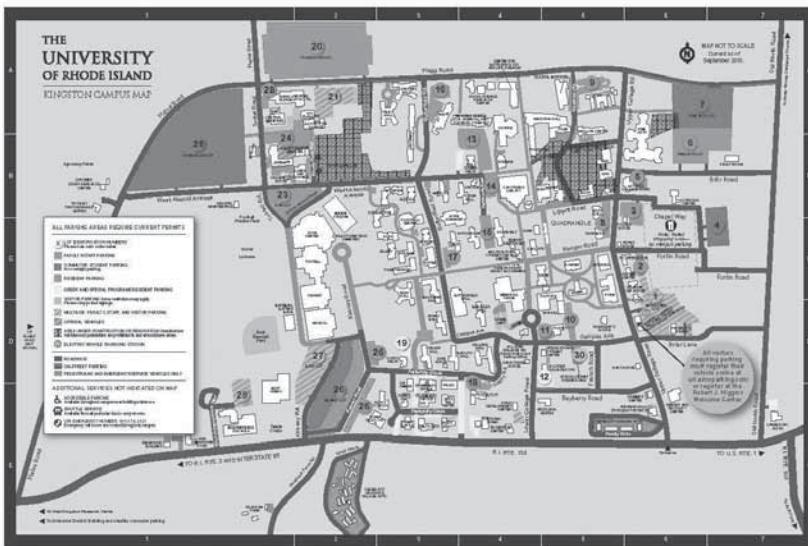


Honorable Mentions

We also visited and recommend checking out the athletic fields behind Keaney Gymnasium, the Emporium on top of campus to grab a bite while seeing the big trees changing color, the library courtyard to relax on the benches while getting a nature experience, and Barlow Circle to take a load off and give your feet a rest on the stone wall. The areas we visited on campus offer the luxury of nature's seasonal beauty while also being capable of being used for almost any activity you can dream up. Whether you are a student who feels trapped in your

dorm and seeks adventure or a touring high schooler looking to experience what the University of Rhode Island campus has to provide, you can use these environments to discover and attain solitude and in return refresh your mind, causing stress relief and overall improved mental health. Through adventuring the campus we learned more about places we'd only previously scratched the surface of and gained insight into the hidden beauty bestowed in the November foliage. If you are visiting in spring, summer, or winter we recommend still visiting these places, as they are beautiful and interesting year-round.

Map of URI



The numbers and letters correspond to the axes of the map (example: A/B = both zones A and B). They are all within a ten- to fifteen-minute walk of each other at the maximum. Have fun exploring!

- **The Quadrangle:** B/C, 5
- **The Pond:** C, 2/3
- **The Botanical Gardens and Horridge Conservatory:** A, 5
- **The Athletic Fields:** C/D, 1
- **The Emporium:** C, 6
- **The Library Courtyard:** B, 4
- **Barlow Circle:** D, 3

Works Cited

Lavallee, Dave. "URI to wrap up 125th Anniversary celebrations with cannon blasts on Quad." URI Today, Nov. 20, 2017, today.uri.edu/news/uri-to-wrap-up-125th-anniversary-celebrations-with-cannon-blasts-on-quad/.

University of Rhode Island. "Kingston Campus Map." web.uri.edu/visit/files/URI-KingstonCampusMap-Web-FINAL.pdf.

Your Rhode Island Surf Guide

Travel Guide

Andrew Estus and Colin Egan

Website link:

<https://sites.google.com/view/yourrhodeislandsurfguide/overview?authuser=1>



Using a QR code reader on your mobile device, scan the square above to view the website.

Critical Identity Narrative

Critical Identity Narrative

Introduction

CRITICAL IDENTITY NARRATIVE



For this project badge, you will explore the different “selves” you are bringing to college, critically considering the identities that you’ve chosen—band member, video gamer, soccer player, football or sci-fi fan, fashionista, etc.—and the ones that you haven’t such as race, ethnicity, socioeconomic status, geographical location, nationality, family size/birth order, etc.

You’ll want to ask yourself, what does it mean to be X? How do you know? How did you learn? How has that identity been shaped by cultural influences or different kinds of media? How has this identity shaped your life, life choices, health and well-being, or success as a student? How has your perception or experience of that identity changed over time? What should others know about your experience of being X?

To earn this badge, you’ll develop a digital story that critically explores the intersectionality of two of your identities. For example, what does it mean to be an African American at a predominately white institution, to be a transgender

Introduction

first-year student, to be poor and queer in the south, or to be a Latina video gamer addicted to WoW?

Note: This badge is not research-intensive. You should complete a research-intensive badge *before* the Critical Identity Narrative badge.

Level One Audience Research

Anonymous

Artist	Trans girl	Optimist	Pessimist	Analyst
- creative	- powerful	- sunshine	- glinting lines	- smart
- colorful	- beautiful	- happy	- honest	- detailed
- twirls	- brave	- bright side	- reality	- critical thinker
- outside the box	- wire	- hopeful	- uses facts	- thoughtful
- confident	- never sad	- good attitude	- pessimistic	- observant
- analytical	- happy	- analytical	- angry	- intelligent
- creative	- confident	- nice	- truthful	- smart
- emotional	- "confused"	- happy	- reality	- smart
- internal struggle	- strong	- positive, fast to become	- real / not true	- smart
- creative	- brave	- bright	- thoughtful	- smart
- creative	- "strong boy"	- happy	- misanthropic	- smart
- creative	- different	- always half full	- grandiose	- smart
- creative	- "you have	- always positive	- real	- smart
- different	- different	- glass half full	- honest	- smart
- messy	- "you have	- happy	- understanding	- smart
- disorganized	- themself	- HOPEFUL	- real	- reflects bottom line
- creative	- confused	- glass half full	- unreliable	- smart
- innovative	- confused	- positive	- reality	- smart
- creative	- creative	- outlook	- honest	- smart
- innovative	- "different"	- "different"	- "different"	- smart
- creative	- "different"	- "different"	- "different"	- smart
- drawing	- "different"	- "different"	- "different"	- smart
- open minded	- "different"	- "different"	- "different"	- smart

Level Two Snapshot Moments

Anonymous

Story 1: Sitting in the shower in freshman year and thinking, "If only I was different I could have been trans, but that's not viable now so it's time to move on from it"

"One important thing that I've learned is that being a realist means that you are steered by what you consider to be reality, and, like ourselves, this sense of reality develops and changes as we grow. My earliest distinct memory of facing my issues with transition came in the middle of my freshman year, as I stood alone in the shower one grim day during finals. I'd only been in college for a few months, and I was already more burnt out than I'd ever felt before. It was a collection of many things coming together to put pressure on me, likely a mix of academic and social factors, and yet the only one I can remember all these years later was telling myself at the time that I had to accept that I would never be able to transition. My body just wasn't right for it, I told myself, so it was time to finally accept that and move on to finding fulfillment in my academic and professional life instead. Of all the sleepless nights and looming breakdowns I went through in my freshman year, none of them have stuck with me like this attempt at emotional triage. I'd been fighting with indistinct thoughts of wishing I'd been born a girl for years before this and had figured everyone felt like that, but this is the first time I can remember confronting it as something more significant than that. And, in my cynical view of what I thought being a realist meant, I thought the best thing to do was to push it down and bury it."

Story 2: The first time I came out

"My resolution on that day in freshman year stuck with me for several years. Resigned to the fact that I'd never be happy with who I was because of the uncertain terror that even thinking of transition brought me, I decided it was time to start focusing on my career instead. The next two years of my life were defined by me trying to fit in with the very masculine social circle I'd fallen into, blaming myself constantly for being unable to connect with the people around me

and my complete inability to define who I was. Finally, one night in the fall of my junior year, I found myself confronting who I was again, but in an entirely different direction than I had a few years ago. I'd felt just as helpless and lost as I had that day in freshman year, but this time my grades had been better than ever thanks to the singular focus I'd put into my work since then. My anxieties and burnout came almost entirely from my lack of sense of self and constant need to guard myself around other people. On this late Saturday night, I'd been chipping away slowly at a class project well past midnight while the rest of my house was out enjoying themselves at parties, occasionally breaking from my work to chat on and off with an old friend. Compared to the pulsating, head-pounding parties I'd arrogantly been trying to fit into with my housemates, I was in my element here, my feet kicked up on my solid L-shaped desk and the lights off, with only the warm glow of my monitor and faint blue, pink, and white LEDs on my keyboard (custom tuned to the colors of the trans-pride flag, 'as an ironic joke,' I'd told myself at the time) to keep the few candles I'd lit around the room company. La Roux's latest album hummed along in the background, a soothing blend of '80s-style synthwave and contemporary pop with a tropical theme that felt utterly distinct from the music my friends and family listened to, something that was completely mine. Sitting there, talking to my distant friend about anything from our favorite animes to issues with our mutual friends and our struggles with anxieties, I felt completely safe and comfortable. At this moment, I felt like I was living a life I could be happy with, replacing all of the forced interactions and failed attempts to grasp a lifestyle I could not abide with friends who accepted me as I was and whom I felt comfortable with, and I could almost imagine living along these lines for the rest of my life. And so, I reevaluated what being a 'realist' meant to me. Maybe I'd been too cynical in the past? All I knew at the time was that I really didn't like myself as I was, and I wanted to be better. I pushed down my 'realist' objections and took an almost uncharacteristically optimistic action, and I finally talked to another person about how unhappy I was as a guy for the first time in my life.

"The message of no return was cautious and measured, and yet even to this day I can recognize the raw emotion I'd felt at the time I sent it. 'Just to get it off my chest, have I given the impression that I'm not my happiest as a guy?' it read. Even with such a roundabout wording, my friend instantly recognized the intent, and she skillfully probed me on the issue and provided the perfect questions to allow me to open up about all the confusion and angst I'd pent up. Contrary to what I'd thought all along, it turns out I really did have a lot to say about it. We stayed up for hours after that into the early morning talking about ourselves and what identity meant to us, and by getting that simple validation that someone

Level Two Snapshot Moments

else recognized what was happening inside me and the affirmation that it did matter, my entire outlook on my life would start to change. Being a realist no longer meant assuming the worst in life, just fitting in with the surface-level norms of the social groups I'd fallen into and ignoring what I wanted to be, or even trying to create a shadow of the person I wanted to be that could fit within the strict confines of what I thought people expected of me.

"By drawing on my repressed optimism, I now realize that being a realist means that it is my personal responsibility to advocate for my own happiness and take an active part in securing my niche in life. Being a realist is more complex and nuanced than just assuming the worst and hoping for the best, and it is not the polar opposite of optimism, like I previously believed. Instead, these two parts of me feed into each other and push me to be a better person, and I look forward to developing these parts of myself as I grow beyond where I am now."

Being a Feminist and an Introvert

Level One Audience Research

Katie Norman

FEMINIST	INTROVERT	STUDENT	FEMALE	BISEXUAL
<ul style="list-style-type: none"> Hostile towards men Strong Independent Smart Strong Confident Shy Socially isolated Smart Strong Independent Smart Not as social quiet, shy hostile towards men hostile towards men 	<ul style="list-style-type: none"> quiet and shy socially isolated shy awkward shy awkward shy stressed intelligent shy awkward quiet quiet quiet quiet 	<ul style="list-style-type: none"> Intelligent and scholarly Academics Stressed Smart Intelligent diligent Smart young people shy quiet, shy quiet quiet quiet quiet 	<ul style="list-style-type: none"> feminine, soft-spoken and kind MacKenzie strong, beautiful, confident feminine smart kind feminine young people quiet, shy quiet, shy quiet quiet 	<ul style="list-style-type: none"> likes to have sex with a lot of people LGBT both genders LGBT liberal lives both genders LGBT lives both genders lives both genders sweet beautiful feminine mom open nonconformist open nonconventional

Being a Feminist and an Introvert

Level One Response to Audience Research

Katie Norman

The exercise of passing around my five-column identity exploration was nerve-racking but also interesting. I was not very surprised by the responses, but someone wrote “normal” under “bisexual.” This surprised me a little because usually the norm is heterosexuality, and many people are uncomfortable with bisexuality. There were a lot of intriguing answers as well! First, the majority of people wrote replies like “strong,” “confident,” “smart,” and “independent” under “feminist.” I was intrigued by this because many people do not view feminists in a positive way. In addition, someone wrote “anxiety” underneath “student.” Although I have anxiety, I never associated these. It does make sense, though! Other people put adjectives such as “feminine,” “soft-spoken,” “kind,” and “makeup” for “female.” These interested me particularly because I do not conform to many of these stereotypical adjectives. Lastly, under “bisexual” was “open” and “nonconformist.” I guess I do not think of bisexual people—or anyone in the LGBTQ community—as such; I feel like nonconformists are more in line with people who deliberately throw away societal expectations, while LGBTQ folks do not have a choice in their sexuality and identity.

While there were some interesting answers, there were a few that bothered me. First, some put that feminists were “hostile towards men.” True feminists want equality between the sexes, not domination. The audience research showed that some had a negative and, honestly, wrong view of feminism. This was not surprising. Another classmate wrote, “Likes to have sex with a lot of people” under “bisexual.” This bothered me because many assume that bisexual people will have sex with anything that moves. As discussed in my identity reflections (in the Level 1 folder), I have faced comments like this. Bisexual people are not ravenous and sex-crazed; they are people who are attracted to more than one gender.

There were a few more stereotypes about feminists and introverts that I will address in my digital story. First, students wrote that feminists are hostile toward men but that they are also strong, confident, and independent. Many

people feel that feminists are hostile toward men because feminists want to address the inequalities within society, which almost always benefit white men more than any other category of people. In order to dismantle patriarchal systems and unequal institutions, feminists try to bring to light the inequities between men and women. This could be seen as an attack on male power. Additionally, feminists sometimes call men out on their sexist behavior, which also could be seen as feminists being antagonistic. Thus, men view feminists as “feminazis” who “hate” men. These are just wrong, as feminists do not want to suppress men—they just want to be equal with them!

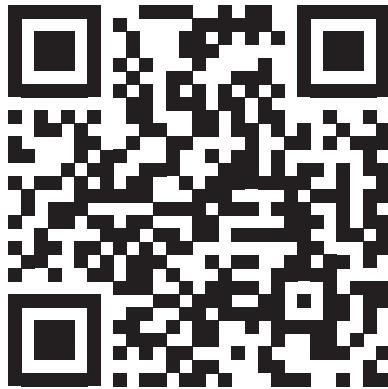
On the five-column list, many people added that introverts are quiet, socially awkward, and isolated. This is true for some people. Personally, I am an introvert and I am quiet and socially awkward around strangers. However, once I am comfortable around someone I can be outgoing and fun. Introversion is different for everyone. For some, it can mean not being good at interacting with others, being shy and quiet, or just needing alone time. These stereotypes that students wrote down are not necessarily wrong, but they are different for everyone. Stereotypes like these will be discussed further in my video.

Being Female in STEM

Digital Story

Danica Ramos

YouTube link: <https://youtu.be/3WGhhd4q5UU>



Using a QR code reader on your mobile device, scan the square above to watch the video.

Being a Homosexual and Roman Catholic Digital Story

Juan Loayza-Miranda

YouTube link: https://youtu.be/G4k_nISXW1k



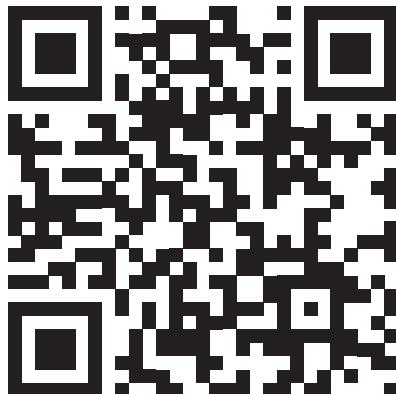
Using a QR code reader on your mobile device, scan the square above to watch the video.

Being a Cape Verdean Girl

Digital Story

Morgan Monteiro

YouTube link: <https://youtu.be/0Ybd81Y95ZU>



Using a QR code reader on your mobile device, scan the square above to watch the video.

Country Kids Take on URI

Digital Story

Justin Crooks and Sarah Titus

YouTube link: https://www.youtube.com/watch?v=UIBfgb7_6Gc&t=1s



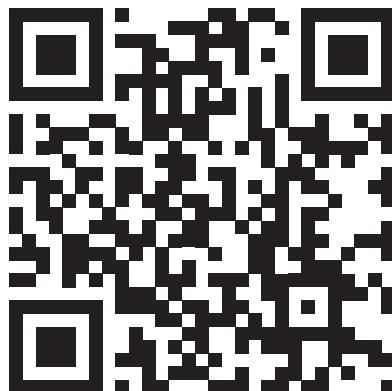
Using a QR code reader on your mobile device, scan the square above to watch the video.

Life as a Part-time Student and a Full-time Daughter

Digital Story

Naleen Camara

YouTube link: <https://youtu.be/3dK-oK14wSE>



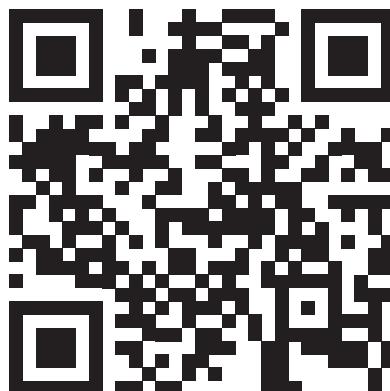
Using a QR code reader on your mobile device, scan the square above to watch the video.

How Having Surgery Affected Me as an Athlete

Digital Story

Samantha Tyler

YouTube link: <https://youtu.be/z1yCCkk6s6g>



Using a QR code reader on your mobile device, scan the square above to watch the video.

How Having Surgery Affected Me as an Athlete

Hacker

Introduction

HACKER



“Unmoderated content consumption is as dangerous as the consumption of sewage water.”

—Abhijit Naskar, The Constitution of The United Peoples of Earth

For this badge, you'll explore events like the 2014 kidnapping of 276 Nigerian girls by the terrorist group Boko Haram, learning how real people are harmed by the production and circulation of fake news. You'll use your evaluative skills to identify fake news and common strategies that the producers of such clickbait employ. Finally, in the culminating project, you'll use Mozilla X-Ray Goggles to “hack” a fake news story, working to correct deceptive language, rewrite poorly written headlines, provide verifiable facts, and use trustworthy evidence to counter spurious claims.

Note: This is a **research-intensive badge**.

Researchers Discover Promising Long-term Health Benefits in Blood-related Experiments

Hacked News Article

Benjamin R. Costa

October 16, 2018 | 5 p.m. |

A report detailing a transfusion of blood-related elements between younger and older rodents has shown deceleration of age-related matter deterioration. Such deterioration results in age-related diseases such as cancer, heart disease, and Alzheimer's.

The report in question was featured in the "natural research journal" *Nature* and was orchestrated by the Max Planck Institute for Biology of Ageing. The full report details developments made by researchers involving different experiments concerning reducing age-related disorders and their deceleration and/or elimination.

Geneticist Linda Partridge, coauthor of the report, wrote the segment involving rodent transfusions detailing that, "Experiments in which the blood systems of mice were conjoined (parabiosis) showed that impaired function of stem cells in multiple aged tissues could be slowed or even reversed."

The report goes further into detailing an experiment developed by the Stanford University School of Medicine in which the researchers hypothesized that the human umbilical cord's plasma could restore neurological and cognitive function within rodents. What they had found was that when injected with purified umbilical cord plasma, aged laboratory mice showed improvement in the condition of the hippocampus and cognitive functions.

While both of these new developments involving rodents appear promising, much more research and further experiments must be conducted before any tests on humans should be made. In the full report Partridge wrote, "The

practical accessibility of both the human microbiome and blood system makes therapeutic manipulation a particularly attractive approach, but research in animals is needed to establish the long-term consequences and possible side effects.”

Warnings from geneticists such as Partridge, however, aren’t swaying other researchers, such as the company Ambrosia, from performing their own research.

Ambrosia is a start-up company, founded by co-founder of PayPal Peter Thiel and physician Jesse Karmazin. The company is involved with a controversial experiment involving blood donations from young people aged 16–25 to be transfused into people over the age of 35.

The experiment involves extracting purified plasma from young blood donors and infusing it into an older person. To take part in the experiment, the participants were required to pay \$8,000 for two liters of blood. The most controversial aspect of the experiment by Ambrosia, however, was the experiment’s lack of a control group.

Despite the controversy, there have been unverified reports that the experiment is successful, with the company boasting that participants’ graying hair has begun to darken.

Whatever the case may be, experimentation on the transfusion of old and young human blood does not appear to have enough backing by the scientific community to warrant further tests.

This does not, however, impact the recent developments made by researchers such as Partridge. Further research into blood’s relation to rodents may yet provide promising results and solutions to age-related diseases.

The opposite was true for younger mice injected with old blood.

Researchers Discover Promising Long-term Health Benefits

Hacked article link: <https://thimbleprojects.org/HTTP/frostwind42/560945/>



Screencast YouTube link: <https://youtu.be/Ff6468jZd7A>



Using a QR code reader on your mobile device, scan the squares above to view the article and screencast.

Kentucky Lawmaker's Viagra Bill Requiring Wife's Permission Meant to Prove a Point about Anti-Abortion Laws

Hacked News Article

Anita Nyberg

Under a new bill proposed by a Kentucky state legislator, men seeking erectile dysfunction treatments such as Viagra, Cialis, or Levitra would need to visit a doctor twice and get written permission from their wives before receiving the drugs.

House Bill 369 would also require a man be married and “make a sworn statement with his hand on a Bible that he will only use a prescription for a drug for erectile dysfunction to have sexual relations with his current spouse.”

Rep. Mary Lou Marzian, a Democrat from Louisville, proposed the law last week as a pointed statement to anti-abortion advocates.

“My point is to illustrate how intrusive and ridiculous it is for elected officials to be inserting themselves into private and personal medical decisions,” she told Reuters.

The proposal comes days after Kentucky Gov. Matt Bevin, a Republican, signed an “informed consent” law requiring women to receive counsel from a doctor 24 hours before having an abortion.

Marzian, who is a nurse, told the Louisville Courier-Journal that her bill is a form of protest against the intervention into women’s health by a predominantly male General Assembly.

“Do we really want a bunch of legislators interfering in private, personal, medical decisions?” she asked.

Kentucky Lawmaker's Viagra Bill

Marzian does not expect the bill to get very far but said she is making a point by proposing it.

This isn't the first time a lawmaker has taken a stance against anti-abortion laws in this way.

In December, Rep. Mia McLeod, a Democrat from Columbia, South Carolina, put forth a bill in that state that would require men to wait 24 hours after receiving a prescription for an erectile dysfunction drug to fill it. Women in the state must wait 24 hours before having an abortion.

Other past attempts to protest anti-abortion laws include a proposed "spilled semen amendment" in Oklahoma, which would declare it an illegal act against unborn children for men to waste sperm, and an amendment to a Virginia bill, which requires an ultrasound before an abortion, that would mandate men to have a rectal exam before being prescribed Viagra.

None of the protest measures actually became law.

Hacked article link: <https://thimbleprojects.org/HTTP/anitanyberg/672391/>



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Coffee Enemas Are Still Unproven and Harmful, According to Medical Professionals

Hacked News Article

William Connelli

The topic of coffee enemas has recently come into the spotlight, largely due to Gwyneth Paltrow's company, Goop, promoting a product for this procedure. In case you are unaware of what this is, a coffee enema involves inserting a tube into the rectum and using that tube to push fluid—in this case, coffee—up into your colon. The purpose behind this is to flush your body of “toxins” that have slowly built up in your digestive tract. Coffee enemas are not a new idea, as research has shown that they date back to at least the 1800s.

Articles that encourage coffee enemas explain that they have a plethora of benefits. According to Katie Young, a freelance lifestyle and wellness writer, they detoxify and improve glutathione levels, improve digestion, boost energy, and reduce chronic pain, among other things.

Many medical professionals, on the other hand, have yet to see any definite research that proves that coffee enemas work. “There is no known way—certainly not through detox treatments—to make something that works perfectly well in a healthy body work better,” confirms Edzard Ernst, professor of complementary medicine at Exeter University.

Coffee enemas have also been shown to produce a multitude of side effects. In the *Forbes* article “Gwyneth Paltrow’s Goop Promotes a \$135 Coffee Enema Kit,” Bruce Y. Lee explains that coffee enemas can cause infections, inflammation, burns, and, in the case of three people, death. “The Dangers of Colon Cleansing,” written by Dr. Ranit Mishori, Dr. Aye Otubu, and Dr. Aminah Alleyne Jones of the Georgetown University School of Medicine, describes the case of a 49-year-old man who, after using coffee enemas, experienced diarrhea, abdominal pain, and vomiting. Over the course of 10 days, he ended up

losing 24 pounds and needed to be hydrated and given electrolytes before he could leave the hospital.

If we shouldn't be using coffee enemas, then what should we be doing? As explained by Howard Mell, MD, a spokesperson for the American College of Emergency Physicians, nothing. "There is no reason for the body to ever be 'detoxed,'" he notes. "That's what your liver and kidneys are for. The idea that you are going to have to remove or cleanse some poisons is an idea that sounds great, but the reality is that that's not how it works. Our bodies clean ourselves out constantly. We have microbes that live in our guts that are very necessary. You don't want to mess with them."

Though it may sound tempting, coffee enemas are not seen as a safe, viable option. It is always best to consult a medical professional and do your own research before you do anything to your body.

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Coffee Enemas Are Still Unproven and Harmful, According to Medical Professionals

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American College of Pediatricians: No Known Link between HPV Vaccine and Ovarian Failure

Hacked News Article

Kevin Kloos

Gardasil, a vaccine for the human papillomavirus (HPV), is typically administered to both boys and girls as young as age 11 to prevent the disease. Gardasil is a four-strain HPV vaccine, otherwise known as HPV4.

Developed by Merck, Gardasil received FDA approval in 2006. The disease did not become of concern until the 1980s, when research first suggested that there may be a connection between HPV and cervical cancer—although we know now that there is a link. According to the World Health Organization (WHO), “Two HPV types (16 and 18) cause 70% of cervical cancers and pre-cancerous cervical lesions.”

Despite what pseudoscience websites like Natural News claim, vaccines that protect against HPV are, according to the Centers for Disease Control and Prevention (CDC), “recommended by WHO and have been approved for use in many countries.”

As reported by the CDC and WHO, Gardasil and other HPV vaccines such as Gardasil 9 and Cervarix are all safe and effective.

While some fear a connection between Gardasil or other HPV vaccines and cancer or ovarian failure, the Global Advisory Committee for Vaccine Safety (GACVS) has not identified any safety concerns. The GACVS is backed by the World Health Administration.

Gardasil, like all vaccines, underwent a plethora of safety trials before being introduced to the public. Double-blind, placebo trials were conducted, with a saline solution as the placebo. Patients were tracked for a variety of different

variables, and illnesses were noted. The vaccine and saline groups were found to have nearly identical results in every category including headaches, fevers, nausea, etc. The results of one of these placebo studies can be found below.

Event	Gardasil (n=1165)	Placebo (n=594)
Any systemic event	541 (46.4%)	260 (44.5%)
Headache	221 (19.0%)	110 (18.8%)
Fever	100 (8.6%)	45 (7.7%)
Sore Throat	52 (4.5%)	24 (4.1%)
Diarrhea	43 (3.7%)	21 (3.6%)
Nausea	38 (3.3%)	22 (3.8%)
Abdominal Pain	38 (3.3%)	17 (2.9%)
Nasopharyngitis (a cold)	34 (2.9%)	22 (3.8%)
Myalgia (muscle pain)	30 (2.6%)	10 (1.7%)
Vomiting	26 (2.2%)	18 (3.1%)
Dizziness	25 (2.1%)	9 (1.5%)
Arthralgia (joint pain)	21 (1.8%)	9 (1.5%)
Pain in extremity	19 (1.6%)	14 (2.4%)

In a memo to a committee studying vaccine safety, President-elect Trump named Robert F. Kennedy, Jr., a vaccine skeptic. Trump himself might even be labeled a vaccine skeptic, having tweeted in 2014, “I’m not against vaccinations for your children, I’m against them in 1 massive dose. Spread them out over a period of time & autism will drop!”

Moreover, a movement appears to be underway for more states to require mandatory HPV vaccinations for pre-teens or teens. Parents might be well advised to study the findings of the World Health Organization and consult a healthcare professional for any questions they might have about vaccinations.

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Maine House Democrats Vote to Discuss the Specifics on Female Genital Mutilation Before Banning It

Hacked News Article

Tiernan Duvally

Published April 23, 2018

By a final vote of seven in opposition, the Maine State House killed a bill that targeted certain religious and ethnic communities with a ban on female genital mutilation, commonly known as FGM (United States Government).

“Why did they do this?” many constituents are asking. Was it to better understand the rules and regulations of female genital mutilation? Was it to better understand the cultural context of female genital mutilation practiced by some Muslims? According to the World Health Organization, nearly one-quarter of all Muslim women worldwide from more than thirty countries have undergone female genital mutilation.

Female genital mutilation is an extremely difficult issue to address in the United States. While uncommon in the United States, FGM is a common practice in some Islamic countries such as Somalia, where 98% of women have been altered (World Health Organization). Female genital mutilation is any procedure involving partial or total removal of a woman’s external genitals. Medical experts note that FGM has no health benefits and can cause severe pain and even death (Shepherd).

The bill that Maine Democrats voted against on April 13, 2018, was to completely ban female genital mutilation in the state of Maine. While deliberating the ban, there was considerable backlash from Muslim citizens in New England. Ultimately, the House of Representatives could not come to an agreement, and the bill to end FGM was killed (Shepherd). Readers should note that this does not mean that the Democrats are in favor of allowing FGM. Rather, they are in favor of gaining a better perspective on who this law will impact before making any final decisions.

"In a survey of immigrant men and women, 70.5% said female genital mutilation is harmful, leading researchers to conclude that while the immigrant community 'as a whole' is against it, there are still community members who tend to cling to this cultural tradition of the past," says Michael Shepherd, a reporter for the *Bangor Daily News*.

While many laud the Democrats' decision to gather more information about the cultural practices of FGM in Maine, Republican Representative Heather Sirocki of Scarborough made a point of noting ironically that Democrats failed to act on the FGM ban in April, which is also National Child Abuse Prevention Month. Based on an article published in an anti-Muslim online blog site titled *Jihad Watch*, Sirocki also noted that the ban was quashed not only in April but also during the "Week of the Young Child." Sirocki stated, "The Democrats like to talk about victims' rights, women's rights, child advocacy, human rights, and justice—but their votes on this horrific form of child abuse do not back up all of their talk" (Spencer).

While Rep. Sirocki brings a valid point in arguing that FGM is considered by some a form of child abuse, she and other Republicans fail to see that good governance is patient and works to include citizens in legislating practices that are held by some groups as sacred or holy. By waiting to ban FGM, Democrats can consult medical experts as well as community members and spiritual leaders while acting in the best interests of young women living in the state.

In addition, the ACLU supports the Democrats' approach. In response to prior Republican-sponsored FGM legislation, which would make FGM a felony, the ACLU wrote, "This bill is nothing more than an attempt to single out behavior that is commonly attributed to certain religious and ethnic communities as different from other forms of abuse. We're also concerned that the bill was crafted without the input of policy experts or affected communities..."

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Maker

Marker

Introduction

MAKER



“Making is fundamental to what it means to be human. We must make, create, and express ourselves to feel whole. There is something unique about making physical things. These things are like little pieces of us and seem to embody portions of our souls.”

—Mark Hatch, CEO, TechShop

Making is at the core of our everyday conversations, of our learning, of our lives. We make choices, breakfast, changes, our beds (some of us!); we even “make” time. On the first day of class, we looked at the relationship of making to composing/writing, and we talked about what we choose to make, why we make it, and how people respond to the things we make.

Making and consuming are two of our most fundamental human activities. Indeed, we engage in dozens if not hundreds of transactions as both producers and consumers every day, even as we perform tasks as simple as texting a friend and receiving a text. While many of our exchanges are intangible and we take them for granted, producing a physical object helps give form to our relationships to the physical world.

Introduction

If you follow this badging pathway, you will have the opportunity both to make something and to teach others to make it as well. To have a fuller experience of making, you will do research to learn all that you can about something you would like to make, its components, history, importance, as well as how to make it. You will make an instructional video of your process, and, finally, you will have an opportunity to think about what you have learned and what you might do differently in the making of things and media.

Note: This is a **research-intensive badge**.

Paper Straws

Level One Plan

Sarah Titus

I have chosen to make paper straws for the Maker badge. People today use paper straws instead of plastic straws to help save the environment. The rhetorical audience is people who are interested in or open to saving the environment. The target audience is people in the United States ages 18 to 25. People of these ages have their own opinions and can have a big impact on society. Young people are shaping the future of the environment. This topic is aimed at people in the middle class with at least a high school education. Making/using paper straws is very affordable. Men or women of any nationality can be interested in this topic. Generally, the people in this audience recycle and realize the importance of using less plastic.

Paper straws have become a new fad in the United States. Earth is home to billions of people, and people are starting to realize that it is crucial that we take care of it. If people use paper straws, the amount of plastic in the ocean and landfills is expected to decrease. That is the purpose of this object. The audience should stop using plastic straws and switch to using paper ones.

Several places, such as Starbucks, have switched to paper straws. This makes people feel as though they are doing good for the environment. For those people who are not concerned with reducing the amount of plastic they use, this movement is affecting them too. They cannot even get a plastic straw from certain establishments. Paper straws are available almost anywhere, but you can also make them at home. For this project, I am creating a video to show viewers how to make their own paper straws. People can watch this video and start using paper straws instead of plastic straws if they feel inspired to make the switch.

Making Movie Props

Interview

Ian Dorsey

For the interview portion of the Maker badge I interviewed my aunt. She is quite the busy woman, so I was lucky enough to interview her during my little cousin's baseball game. The environment of screaming parents made the interview quite entertaining. As she is my aunt, I already had background information, so asking questions such as "What's your name" or "What do you do" were not necessary. Once I met with her I jumped right in to the "Q&A." I said that the process shouldn't take much longer than ten minutes or so, and she was more than happy to answer my questions. In reality the interview turned into an enjoyable thirty-minute conversation.

When did you start building props?

"In high school. I went to a theater high school and actually built props as part of one of our classes."

What was the first prop that you ever made?

"We built a collapsible coat rack from Mary Poppins as a project in one of my prop classes."

What is a prop that sticks out in your mind as being one of the most difficult?

"We had to build a table and a bunny cage that could support the weight of a nine-year-old child. And with a collapsible bottom. Like a magician's table."

What show was the magician's table for?

"Bunnicula."

What is the prop that sticks out in your mind as being your favorite?

"Building a wooden puppet show. The puppet stage and all of the puppets. It was our final project in school. It was a lot of work, but it was a lot of fun. If there was a market for puppet building, that'd be something I'd be interested in!"

When you're given the assignment of making something, do you have an image of what you want in your head off the bat, or do you use references to give you an idea?

"I'd say probably a combination of the two. Even when I have an idea in my head right off the bat I'll still look up what other people may have done. Then you have a combination of your original idea and what other people have done. Then hopefully you'll have made the newest thing."

"If you're trying to make something from a different time period, you may want to replicate the look, but either you can't use the material because it's not cost effective to purchase that material or it may be a material that is too heavy-weight so you need to make a lightweight or smaller version. So if it was made out of brick, but you can't use brick because it has to be lighter weight, you could use shelf paper or paint it to make it look like brick."

You started with the Wallingford Community Theater (WCT) as an actress. So how did you move up to making a lot of the props for them?

"I started with acting, but I've always liked and been interested in the backstage process too for anything with theater. I went to school for it and took classes in prop building, so it was sort of a natural progression, and as I did more and more shows and got to know the people better and found out that there was a need for it, it was really easy to say, 'Hey, I'm interested in that. I can help out. I have an idea.'"

If you got the chance to build the props for any show you wanted, which show would you choose to build props for?

"I'd want a show that has a lot of props. I think I'd want to do something more historical, that I'd have to put a lot of research into to make what they used during a certain time period. So maybe like a Shakespeare play, where they might use things that we don't even have today or materials that we definitely don't use anymore to make it more of a challenge."

How do you prepare for what you're going to build? Obviously, you said you research what you're supposed to build and you research materials and whether you're able to use them or not and then research substitutes. So what does your preparation process look like?

"Preparation is a huge part of the building process. Any time you start a new play you'd have to find out how many people you have who can help you or if you're doing it yourself. Then you would make the prop list. You would have to

write down all of the props that you need and then identify the ones that you already have. So then you would narrow it down to the ones that you need to make. From there you would then start your research and discuss ideas and do your research and see about materials and plans, and your first idea doesn't always work. You would try to put together a couple of the props that you need to make and see if they work, and if they don't you may need to tweak them and try something different and see how they look and how they work on stage."

What's a prop that you've made in the past or tried to make that didn't work the first time around. As you said, not all of them work the first time around, so what's one that you can remember for which you had to readjust your plan?

"Well, actually, the first prop I ever made was that collapsible coat rack, and that was a class project and it worked really well. This last summer we (the WCT) just did Mary Poppins, so we needed a collapsible coat rack. It did not work the first time. It looked like a coat rack, and in fact it did collapse, but it leaned on a forty-five-degree angle and collapsed on stage when it was not supposed to. You could not hang a coat, or a hat, or a feather without it falling over. So we definitely had to tweak that a few times. What we ultimately had to do was rebuild it with a stronger material."

What was the first prop that you made with the Wallingford Community Theater?

"The first one was really more like a costume than a prop. It was during Beauty and the Beast, and I was helping the costume director make the Chip costume and the cart that they pushed. So it was half costume, half prop."

You do this as volunteer work because you enjoy it. So have you ever considered a career in doing this or maybe after having done more shows with the theater? You might have thought about it before and stopped; have you ever thought about doing it again?

"If I could make a career out of stuff like that, definitely. I would love to. Actually, over the last couple of years I've started to get paid through the Wallingford Community Theater for the work I do in the summer. So although it's not a self-sustaining career yet, I think it's moving in a direction that one day it could be."

You had said that you went to a theater high school and you went to college for theater. What made you want to pursue an education in backstage theater and specifically making props and models for theater?

"It's a really interesting process. If you could do something that's interesting that you like doing, it makes the day go by a lot faster, so if I could turn it into a career it would be a very interesting, very satisfying career. I went to high school for it because it was something I had always loved, and I thought it was a great opportunity. So continuing it in college just seemed like the next logical step."

This is a similar question to one that I had asked before, but that was for a play. If you had the opportunity to make the props for a feature film, maybe something you had always wanted to do, even if it's already been done, what film would you have liked to make the props for?

"I think if I were doing a film I'd want to do something that's sci-fi because the sky's the limit, literally not even the limit. There are so many things you could do with that. You don't have to make something that even exists; it can be a completely new idea. No material constraints; anything goes. If I had to pick a specific movie, I think I'd want to do E.T. Like, if they remade E.T., I'd like to do the props for it."

Are there any challenges in general that people, including yourself, may encounter during the research process or when you first start making it and it doesn't work, or even when you get to the final design and it doesn't work? You had said that the most challenging one was for *Bunnicula*, so what are some challenges that you may have to deal with?

"One of the biggest challenges is actually getting in your own way. Sometimes you'll have an idea for something and not be able to let it go because it isn't working, and you're running into problems and you can't see those problems. What you may have to do is scrap the idea, start from scratch, and maybe bring in somebody else and say, 'This is what I need to make; this is what I'm thinking' and look at it from another way and get somebody else's perspective. I would say that's the biggest problem."

So would you say that getting another person's perspective would definitely improve the quality of the item?

"Absolutely. Even if it's somebody who has no experience in prop building. Just having somebody to talk to can make a difference because saying it out loud can make you realize that an idea is not going to work or isn't right, and that can lead you down a good road of brainstorming new and different ideas."

Has there been a time that you had to make something and you had a time crunch where you were coming down to the wire in terms of the deadline? If so, did you have to tweak the item or something that you did in order to get it completed on time?

"Yes. Once again this summer doing the props for Mary Poppins. We needed thirty-two chimney sweepers, and that was an interesting one because you couldn't create a replica, and buying actual chimney sweeps would not be cost effective, and they were being used by dancers. So, they had to withstand some hard hits. We did it in time and they looked good, but as they were being used in rehearsal, all of a sudden a bunch of them were breaking. So a couple nights before the show we had to remake about fifteen chimney sweeps, make them look like the original ones, but we didn't have as much time. So we had to use different materials and lots of spray paint!"

Would you say it's better to have complete creative control over what you're doing or to have some restrictions set by the person you're making it for, or maybe a combination of the two?

"I would say a combination of the two. Although creative control sounds like it would be good, you're building something for somebody else. So I would rather they have input and set clear boundaries as far as what they want. I want to know right off the bat what they're looking for, what they want, and make sure that what I'm building is in line with the same ideas that they have."

Has there been a prop that you made that right off the bat you didn't like the idea but you had to do it anyway or in the end you didn't like how something turned out?

"Yes. We had these props for statues, for actors who were playing statues. One of the actors found this giant blow-up dolphin, and right off the bat we loved it. We thought it'd be great. It was the right color; it would make the statue look like a fountain statue. But because the material was air inside of plastic, keeping it safe every day and keeping it away from the other actors on the stage and making sure that when the actor was on stage he was holding it as if it were rock and not plastic filled with air—that one, singular prop for this one scene out of this entire play took so much more energy and effort than if we just hadn't had it."

You have also done a little bit of costume design, so there obviously has to be a connection between the costume and the prop. So how would you say that relationship works alongside each other to create what you're trying to accomplish?

"I think it goes hand and hand. A lot of the same steps are used whether you're making a costume or a prop. You're still going to be identifying the time period and its historical relevance and materials that you might need and things you might need to do differently now that it's modern day, for cost purposes. Then you of course need to make sure that the props and the costumes work together. Make sure they match, are usable and functional. So the relationship is extremely close. Really, a costume is just a prop that you wear."

If you had any advice or steps for someone who's trying to make a prop or a model or a costume, what would you say?

"I would say don't limit yourself. There's never one right answer. There's an infinite number of answers and possibilities, and just because you found a solution that you want to try doesn't mean you have to stop there. It might work, but something might work better. Don't be afraid to ask people for their opinion and their ideas."

How crucial is time management? You've said that you have deadlines that you need to meet and sometimes you're scrambling because things go wrong. So how important is time management?

"Time management is definitely crucial, and I think that that is something you need to learn about yourself. For me, I might spend far too much time on the research period, not leaving myself quite enough time for the execution period. However, I know that I work better under a closer time constraint. So I might not recommend my process to everyone, but it's one that works for me. So you need to find the best time management process for yourself. Everybody's different."

Godspeed

Interview

Matthew Monfils

For my Maker interview, I decided to interview my friend Adam Land, who is an ocean engineer here at the University of Rhode Island. I chose him because I remembered one time he told me that he had once won a paper-airplane contest on whose could fly the farthest in one of his freshman-year introductory engineering courses.

Part 1

Q: Do you remember the airplane competition you told me about? When was that?

A: Yeah, I remember; we were just talking about it. It was freshman year, first semester.

Q: What was the basis of this competition?

A: To see who could make the best paper airplane, obviously.

Q: What does “best” qualify as?

A: The paper airplane that flew the farthest from where you threw it, but only in one direction.

Q: What do you mean by that?

A: If I threw a plane from the takeoff line and it went perfectly straight and landed fifteen feet away, but you threw a plane and it landed twenty-five feet away but not straight ahead in the direction you threw it but off to the side so it wasn’t fifteen feet away in the direction we were measuring, I would still win even though yours went further because it lacked accuracy to stay on its intended flight path.

Q: Okay, makes sense. What class was this again?

A: I'm pretty sure it was EGR 105 or something. We took it freshman year instead of URI 101.

Q: Do you like to make paper airplanes?

A: Yeah, I guess. I've always made them as a kid, and as I got older and started to study engineering I could figure out how to make them fly better using science and stuff, you know.

Q: I do know. What about it made you like doing it as a kid?

A: I don't know. It was just something fun to do, to play around with.

Q: So you used it as a source of play? Did you ever learn anything from it?

A: I would say I did. I would say that it taught me to be inquisitive, and I always kind of wanted to know why it veered off to the side so next time I could make it better. Or sometimes I wanted it to spin like a barrel roll, so I would take what I learned in my failed attempts at a straight flight path where it did actually barrel roll, and I tried to make it like that to get similar results. So, yeah, I guess I learned how to be a good engineer just by playing with planes made of paper. Would you look at where I am now?

Part 2

I then asked Adam to give me step-by-step instructions for how he would make a paper airplane that would win him another heated competition.

Step 1

Take your paper and fold it in half. Make sure you use the back of your nail to really crease the paper; this is the biggest difference maker, I would say. Then unfold the paper again.

Step 2

Fold the edges from the short sides in on themselves to create the nose of the plane. It should already start to look like a paper airplane. I make the nose very narrow, so I fold down almost the length of the paper. Meet the two corners right on the original crease down the center of the paper.

Step 3

Then take the center fold and crease it back up so that the wings are now on the outside of the plane.

Step 4

I then continue to fold the wings down on each side, making the edges flush with the bottom until I get a long, skinny plane that is compactly folded. It is a lot easier to get a compact plane when you use the technique of creasing with the back of your nail; it really helps keep the fold in place.

Step 5

Almost there. You then want to unfold some of those wing folds and spread them out just a bit so that the plane has some surface area underneath; that's what allows for the lift of the plane as the air flows under it. I like to keep the planes longer and skinnier to reduce drag, which slows it down.

Step 6

I throw the paper airplane with my hand in the front so that I can really direct where its path is and where I want it to go. It also helps the lift if you throw it at a slightly upward angle to get the wind moving under it and try to help it fly longer.

Q: That's it?

A: Yeah, man. That's it.

Q: How did you win a competition? That sounds just like every other paper airplane anyone's ever made.

A: I don't know, but I won it, and you didn't.

Q: Well, I wasn't in it, so I couldn't have won. Anyway, thanks for helping me with this interview. I still think I can take some tips from this and use them to design my own paper airplane escapade. Do you have anything else to add?

A: Godspeed, young airman.

The Clapper

Level Two Mini Essay

William Connelli

Clap On! Clap Off! The Clapper!

A simple phrase for a simple product. The Clapper was a product that spawned in the '80s and allowed the user to clap twice to turn on any device plugged into it. After its release, it began to become a running joke. Many deemed it "The Crapper" because it was too sensitive and barely worked (Smith). One even appeared in an *Austin Powers* movie (Sooney).

The main components of the current Clapper are the Arduino, a breadboard, jumper wires, a light, a microphone sensor, and a 5v relay. The Arduino is a microcontroller created in 2005 by a team consisting of Massimo Banzi, David Cuartielles, Tom Igoe, Gianluca Martino, and David Mellis (Barrett). The main goal of the Arduino team was to create something that was easy to use to build a computer-controlled product (Barrett). Anyone from middle schoolers, art students, engineering students, to adults, etc., should be able to pick it up and create things (Barrett). The microcontroller contains power, analog and digital input/output, among other things.

The second main component is the breadboard, which is a board filled with holes that allows for the creation of circuits without the need to solder (Buckley). Running along either side of the board are two columns of wire called power rails that are used for connecting a power source (Buckley). In the middle of the board, wires run horizontally to connect rows (Buckley). In most cases, breadboards are used to create simple circuits using either the Arduino or the Raspberry Pi (Buckley).

In order to power the breadboard, jumper wires will be needed. Jumper wires are small wires that allow for the flow of current and come in an assortment of colors (Hemmings). They essentially serve the same purpose as jumper cables for a car, but on a much smaller scale. The wires come in three different types: male-to-male, female-to-male, and female-to-female (Hemmings). The

difference between these are the endpoints. Male wires have a pin protruding to plug in to things, whereas females are used to plug other things into them (Hemmings).

Using a combination of the previous three items, you will be able to receive information from sensors, such as a microphone sensor. A microphone detects sound and converts it to electrical signals (Kaur). The main component in a microphone is a thin metal piece called a diaphragm (Kaur). When there is sound, the diaphragm vibrates, causing the other components to vibrate and convert the sound into an electrical signal (Kaur).

With the help of computer code, you can parse the information you receive from the sensor to control other items such as a light. A light consists of three main components: the filament, the glass bulb, and the base (Light Bulb). The filament is a coiled wire that when heated with electricity emits light (Light Bulb). The glass bulb surrounds and protects the filament from oxygen by either being a vacuum or by being filled with an inert gas (Light Bulb). The base allows the bulb to be screwed into a light socket (Light Bulb).

In order to control a current for something such as a light using an Arduino, you will need a relay. A relay is an electromagnetic switch that can turn a large current on or off using a small current (Woodford). When power is sent through the small circuit, it goes through a coil that creates a magnetic field (Woodford). This causes the large current's circuit to be attracted and completed so that power can run through (Woodford).

The Clapper, the product that I am basing my design off of, was created by Joseph Pedott in 1985 (Sooney). It is a power outlet that can be turned off or on with two claps (Sooney). In 1992, the Smart Clapper was released (Sooney). This new version allowed you to control two appliances, depending on if you clapped two or three times (Sooney).

The Clapper was an important product because it essentially began the wave of smart home products. An article written by a group of computer scientists states that the main objective of their smart home product “is to provide people with an efficient, comfortable, safe, convenient and environment-friendly living environment integrating system, service and management” (Li). Taking a look back at the Clapper, you can see the similarities. It was a simple product that could be integrated into your home to make a task more convenient and efficient. The Clapper introduced the public to the idea of smart home technology and created the market that products such as Amazon Alexa and Google Home are now thriving in (Smith).

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The Clapper

Level Three Storyboard

William Connelli

Scene 1:

Dark room. I clap the light on and introduce myself.

Billy: "Oh, hey, didn't see you there. I assume you've come here because you wanted to learn about how to make a clapper? If you're a tech-savvy individual who is interested in a hands-on project, why, you've come to the right place! I, too, had a yearning to create, and, thus, I did. Not only is it fun to make, but it's incredibly useful! Speaking of useful, let's talk to my pal, Doris."

Scene 2:

I switch the video to an older person telling a story (either myself dressed up or a friend) about how incredibly useful this product is. Her name is Doris, and she is lying in bed.

Doris: "I don't know what in the world I would do without this God-blessed clapper. My weak, feeble body doesn't allow for me to travel around much, not even to walk over and turn on the light. Before I had this revolutionary knock-off product made by Billy, I would lay in bed, tossing and turning, hoping that someone, anyone, would come in to turn on and off the light. Thanks to Billy, now all it takes is two claps of my hands."

Scene 3:

Back to me

Billy: "Wow, what a wonderful story, Doris. Anyways, let me stop my blabbering and get on to showing you how to make this thing."

Scene 4:

Slide that says: WARNING. THIS PROJECT CONTAINS LIVE VOLTAGE THAT COULD LEAD TO INJURY, DEATH, OR FIRE. PROCEED WITH CAUTION, AND ALWAYS MAKE SURE CIRCUITS ARE UNPLUGGED BEFORE WORKING ON THEM.

Scene 5:
Picture of components



Billy: "First, begin by gathering the components. You will need a laptop; an outlet box and cover; an outlet receptacle; two clamp connectors; an Arduino with power cord; a 5v relay; a sound sensor; a breadboard; three female-to-male jumper wires; six male-to-male jumper wires; wire cutters and wire strippers; screwdrivers; and a power cord with positive, neutral, and ground wires."

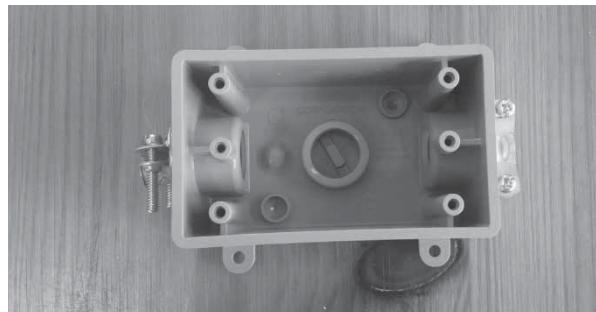
Scene 6:
Picture of components



Billy: "Using the wire cutters, cut the cord so that you are able to split the wires between positive, neutral, and ground. Usually the wires are color coded so that white is neutral, red is live, and green is ground. If you are unsure, you can look up color codes on the Internet or test the wires using a multimeter. Cut about three inches off from the positive wire. Using the wire strippers, strip about one-half of an inch of the plastic off of the wires."

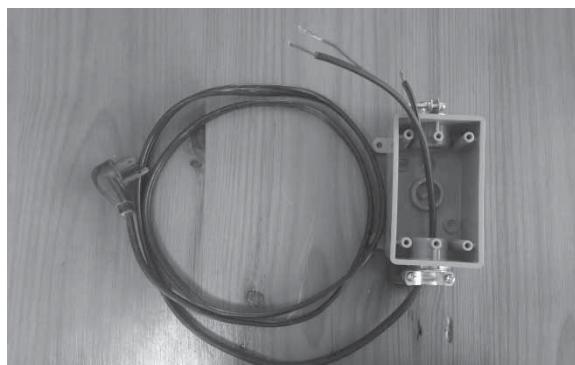
The Clapper

Scene 7:
Picture of components



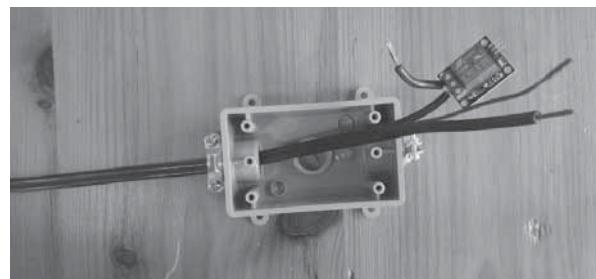
Billy: "Insert the two clamp connectors into either side of the outlet box."

Scene 8:
Picture of components



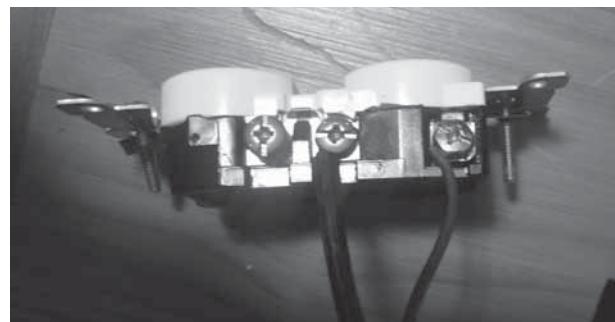
Billy: "Insert the power cord into one of the ends of the outlet box."

Scene 9:
Picture of components



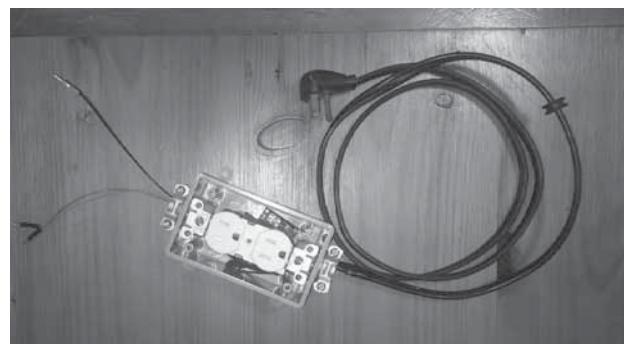
Billy: "Twist the end of the positive wire so that the copper wires stay together. Insert the wire into the common terminal, labeled C, and tighten it down with the screwdriver so that it doesn't move. Do the same with the small strip of positive wire you made before and insert it into either the normally open or normally closed terminal. It doesn't matter which one you choose; all this affects is whether the circuit is completed or not when it is first turned on. Into the other side of the relay, insert your three female-to-male jumper wires."

Scene 10:
Picture of components



Billy: "Next, you will connect the wires to the outlet receptacle. Twist the wires as you did previously. On the back of the receptacle, there should be a strip-length guide that shows you how much wire you need. Cut the wire so that it is this size. The ground goes to the green screw, the neutral goes to the other screws on the same side as the ground, and the positive goes on the screw on the right side of the receptacle. Wrap the wire around, and tighten the screw with a screwdriver."

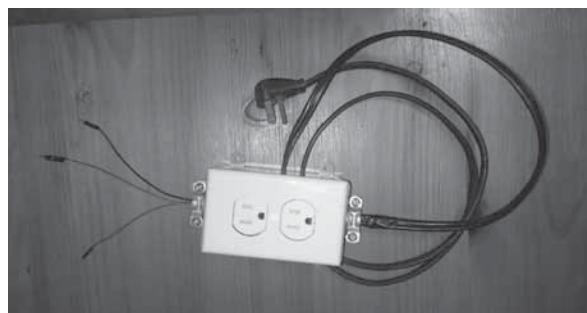
Scene 11:
Picture of components



The Clapper

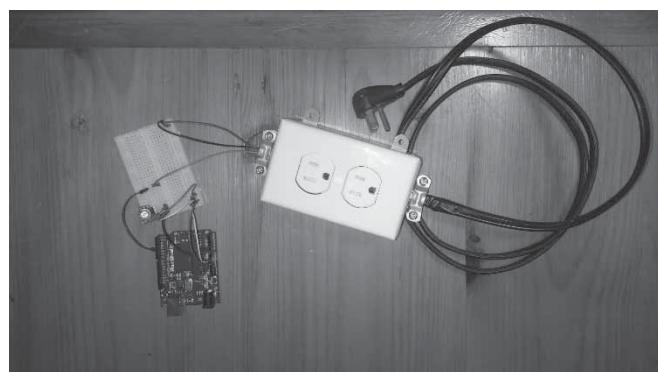
Billy: "Place the relay and the outlet receptacle into the outlet box. Tighten the connector clamps so that the wire is tightened down. If it is still too loose, you can wrap electrical tape or a rubber donut around the wire to thicken it."

Scene 12:
Picture of components



Billy: "Screw the outlet cover onto the outlet box."

Scene 13:
Picture of components



Billy: "Set up the breadboard and Arduino as shown. The sound sensor should receive five volts of power, be connected to ground, and be able to send inputs to an analog pin. The relay should receive five volts of power, be connected to ground, and receive inputs from a digital pin."

Scene 14:

Screencast or screenshot of the code.

Billy: "Finally, upload the code to the Arduino. Depending on what analog and digital pins you choose on the Arduino, they may be different than what I have for the variables in my code, so if this is the case, change them to what yours are. The variables are located at the top of the code. A link for the code will be included in the description."

Scene 15:

Back to me

Billy: "I hope that this project can be as useful to you as it was to me. Personally, I learned more about sensors such as the microphone sensor, how to use a 5v relay to control larger voltage circuits, and more about electricity in general. It was exciting to fully make something myself and learn some of the parts that are actually used in everyday appliances. It was challenging to jump into doing a project based on high-voltage wires since I hadn't worked with them before, but I did enough research beforehand that I was capable."

Overall, I am really proud of the product that I have made. I am especially proud of the code because I didn't follow instructions for this but wrote it how I thought it would work best. If I were to go back, I would make the end product look nicer, since the Arduino and the breadboards are just hanging out there. Otherwise, I am very proud of what I have created.

Scene 16:

Me

Billy: "Well, looks like it's time for me to go. Goodbye!"

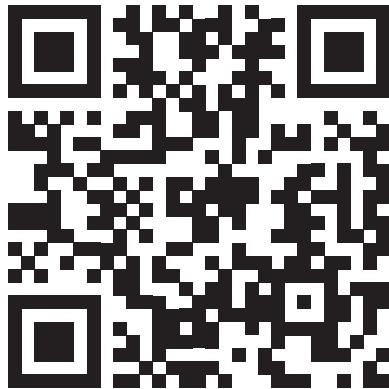
I clap to turn the lights off.

The Clapper

Procedural Video

William Connelli

YouTube link: <https://youtu.be/9r0rWBE6RoY>



Using a QR code reader on your mobile device, scan the square above to watch the video.

Spiritual Pendulum

Level One Plan

Alyssa Guarino

After doing some research and discussing my brainstorm list with my roommate, I have decided to create a pendulum. The specific type of pendulum I plan to create is a spiritual tool used to connect with higher forces of energy. These tools are commonly used by those who practice the religion of modern Wicca. Although spiritual pendulums are most often used by Wiccans, they are also popular among those who are simply curious about the spiritual world. These types of people will be the rhetorical audience for my video. About 50 percent of Wiccans are young adults ages 20–44, 38 percent are over this age range, and the remaining 12 percent are younger than this age range. Wiccans have a strong connection to nature and are commonly attracted to earthy materials. This is why I will be using string and genuine crystals rather than metals or man-made materials.

Premade spiritual pendulums are often expensive and not very widely available in stores. I have only found them in small crystal shops and select online stores. The most common pendulums are made of sterling-silver chains and large crystal pendants, which can be quite expensive. The price of a spiritual pendulum can range anywhere from ten dollars to hundreds of dollars, depending on the materials it is made out of. With the completion of this badge, my purpose is to provide my audience with a do-it-yourself alternative to purchasing a pendulum. The materials I intend to use will be less expensive and more readily available than what most pendulums are made out of. The final video will appeal to my audience because it will provide them with the knowledge and inspiration to create a more affordable, readily available, and personalized version of the typical pendulum.

The purpose of a spiritual pendulum is to have questions answered. This process is called dowsing, which means to observe changes in motion. These are most commonly “yes” or “no” type questions. The weighted pendulum will create different movements for different responses. It’s also common to use a pendulum chart, where the pendulum functions more like a Ouija board. This

Spiritual Pendulum

allows for more comprehensive answers than the crystals can simply point to. Many believe that the pendulum simply responds to subconscious movements within the body, while others believe there is a genuine connection being made to spiritual forces and other energies in the universe.

I can assume that the audience already has a basic understanding of what the item is, so I will only be explaining how to assemble the finished product and how it can be used after it is made. My video will be instrumental in helping those with an interest in higher energy exploration to experiment before investing in other, more expensive spiritual tools.

Spiritual Pendulum

Level Three Storyboard

Alyssa Guarino

<p>How to Create and Use a Pendulum for divination:</p>	 <p>"A spiritual pendulum is a tool used to seek answers to various questions from energy."</p>	 <p>"This is a pendulum I purchased from a local crystal shop in my town."</p>
<p>by Alyssa Guarino</p> <p>"To create your own pendulum, you will need... Scissors, a ruler, a small ring or bead for grasping onto, a metal jewelry chain or sturdy string material, and some type of tapered weight or crystal."</p>	<p>"I'm using a bob is from a ring I already had lying around."</p>	<p>"The first step is to measure out your string..."</p>
<p>"Be sure to leave room for the string to be tied"</p>	 <p>"I found a whole role of this hemp string on Amazon for less than \$10."</p>	<p>you want at least 8 inches but no longer than 11."</p>
<p>"Now you're ready to use your pendulum!"</p>	 <p>"Now attach the ring to one end of the string..."</p>	<p>"Now using the same tying technique, attach bob to the other end of the string."</p>
<p>"a horizontal motion means no..."</p>	 <p>"To use it, hold the ring with your non-dominant hand and place your dominant hand closely underneath the bob; but not touching it."</p>	<p>"keeping your arm and hand steady, ask a yes or no question and wait to see motion..."</p>
<p>a circular motion means yes."</p>	 <p>"Now you're ready to talk to spirits!"</p> <p>Thank you for watching and happy seeking!"</p>	

Spiritual Pendulum

Level Three Asset List

Alyssa Guarino

Assets Needed	How does this asset help convey the purpose of your project?	Why choose this genre or mode for the asset?	From where will you get the asset? Or will you have to create it?	If created, what hardware/software do you need?	How will you get it? Or how will you make it?	By when?
Recorded video	The video will allow the viewer to visually see how to create the item while also listening to instructions and reading subtitles.	It is the most effective way to both demonstrate and explain how to create and use my item.	I will have to create my own video.	Cell phone camera and video-editing software.	I will use my storyboard as a reference to create a tutorial video. I will then record, edit, and post it.	Due date of Level 3 draft 2: 11/20/18
Storyboard	This will show a hard copy of the step-by-step instructions for making the item. It will make the video easier to follow.	This will assist me in creating the video portion of the project by giving me a guide to work from.	I will have to create my own storyboard.	I will draw a sequence of boxes to illustrate everything that will be shown and said in the video.	Pencil, paper, and scanner for uploading to Google Docs.	The due date of Level 3 draft 1: 11/14/18

Assets Needed	How does this asset help convey the purpose of your project?	Why choose this genre or mode for the asset?	From where will you get the asset? Or will you have to create it?	How will you get it? Or how will you make it?	If created, what hardware/software do you need?	By when?
Premade pendulum	This will give the audience an example of what the pendulum should look like when finished.	Showing a pre-made pendulum will give the viewers an overall picture of the finished project and assist them in creating their own.	I will get this from a local crystal shop.	I already bought it.	N/A	The start of the project
Black hemp string	This material is necessary to suspend the bob on the pendulum.	String is easier to work with than a traditional silver chain.	I found and ordered a spool of string on Amazon.	I had it delivered to the campus mailroom.	N/A	The due date of the first video draft: 11/14/18
Ring	This is necessary for an easier grip on the top of the string.	A ring is an ideal size and shape for the function.	I searched my room for a plain ring.	I found a suitable one in my jewelry box.	N/A	The due date of the first video draft: 11/14/18
Bob	Any kind of weighted bob is necessary for the movement of the pendulum.	A crystal bob is always better to harness energy.	I bought the charm from a crystal shop in my hometown.	I went to this shop over one of the weekends that I went home.	N/A	The due date of the first video draft: 11/14/18

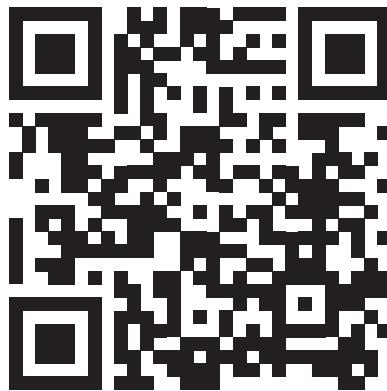
Assets Needed	How does this asset help convey the purpose of your project?	Why choose this genre or mode for the asset?	From where will you get the asset? Or will you have to create it?	How will you get it? Or how will you make it?	If created, what hardware/software do you need? By when?
Scissors	These are needed to cut the string.	It's the most effective tool for cutting things.	I brought them from home.	I found them in my desk in my dorm.	N/A The start of the project
Measuring tape	This is used to measure the length of the string.	It's more flexible than a ruler.	I found it in my mother's sewing basket.	I brought it on move-in day.	N/A The due date of the first video draft: 11/14/18
Research			Online resources are more accessible and convenient for research purposes.	I used the URL library search as well as Google to find online articles.	

Spiritual Pendulum

Procedural Video

Alyssa Guarino

YouTube link: <https://youtu.be/2k18dImq4vo>



Using a QR code reader on your mobile device, scan the square above to watch the video.

The Cobra Braid Paracord Bracelet

Level Two Mini Essay

Megan Sadler

Cobra braid paracord bracelets seem to be the latest trend; however, paracord and the bracelets it can make have been around for almost eighty years. The cobra braid is the most common of the survival bracelets you will find being sold today (Shields 2018). Paracord bracelets are used today by military members, survivalist enthusiasts, and nature lovers all over the world. Survival bracelets are lightweight and easy to hook onto yourself or a backpack for easy transport (Shields 2018). Paracord bracelets can be made very quickly, and you can find how to make one on multiple websites and in books that have been published. One thing remains: paracord bracelets have multifunctional uses and continue to be very popular today.

Paracord is made from a synthetic material called nylon and was invented just before World War II due to the lack of availability of silk (Levy 2018). It was originally used in the suspension lines of U.S. parachutes during World War II; hence its name—a blend of parachute and cord. Soldiers, however, found that this miracle rope was useful for far more than their paratrooper missions. In the ensuing years, both the military and civilians alike have found hundreds if not thousands of uses for paracord (Levy 2018). Today we use many variations of paracord to make bracelets and straps that can be easily carried. The cord is dubbed 550 paracord, since it can hold up to 550 pounds (Wethal 2018). Due to the way nylon is manufactured when making the paracord, it will not get moldy and can be reused over and over. The core difference between standard nylon cord and paracord (besides paracord being three times stronger per mass on average) is the way that paracord can be easily modified to fit any number of situations (Xavier 2017).

There are multiple uses for the paracord bracelet that survivalists find most useful. When unbraided, you can use your bracelet to build shelter, secure gear to your backpack, or hang food out of reach of animals (Levy 2018). You can also use it to make a clothesline or fishing line, snares, traps, snowshoes, a bow drill for making fire, or a splint for a broken ankle. If you unravel the fibers,

you can even use it as sewing thread, as dental floss, or to make a fishing net (Levy 2018). In fact, paracord is so reliable and durable that astronauts have used it to make repairs to the Hubble Space Telescope (Shields 2018). First-aid uses for paracord can also include a sling, makeshift stretcher, or tourniquet in an emergency medical situation. The paracord itself is so flexible it can be used for bootlaces, belts, and even suspenders. Survivalists use paracord for everything including towlines and pulley systems.

Military personnel were among the first to use paracord in the elements. A few ways military personnel have used paracord are by making a trip wire, fashioning handcuffs, and cleaning a firearm. You can tie knots and soak the cord in bore cleaner to clean your rifle if you don't have a bore cleaner brush (Levy 2018). The beauty of this is that you can tie the knots to match the size of any of your bores, so you don't have to worry about having several sizes of rods or bore cleaner tips during an emergency. A gun cleaning kit is always nice and ideal, but it sure is good to know how to clean a gun when you are not under ideal circumstances. As a bonus, you can make a paracord rifle sling to keep on hand for this purpose (Levy 2018). Trip wires and handcuffs can be fashioned out of paracord and used in self-defense. Of course, the military will use paracord for similar reasons a survivalist might, like trapping food in a snare trap or making a bow drill to create fire.

Paracord has been around for many decades and continues to show its importance in real-world applications today. While some might see the cobra braid paracord bracelet as the latest fashion trend, others like survivalists and military members have found multiple uses for it (Shields 2018). Some survivalists will say they do not go into nature without one because you just never know what might happen. While the cobra braid bracelet is the most common, there are other variations out there of the paracord survival bracelet. Paracord bracelets are carried or worn on backpacks, keychains, and a person's wrist. In today's unpredictable world, you never know when you might need a strong piece of rope.

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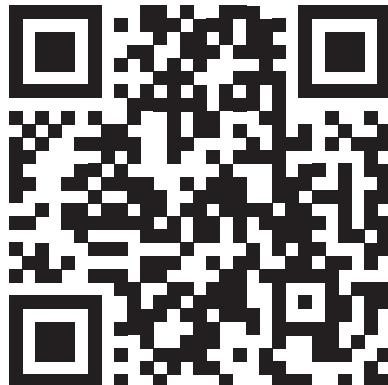
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How to Make a Cobra Braid Paracord Bracelet

Procedural Video

Megan Sadler

YouTube link: <https://youtu.be/ZhdowNUAGag>



Using a QR code reader on your mobile device, scan the square above to watch the video.

Fancy Dorm Ramen

Procedural Video

Caden Cabral and Tim Murley

YouTube link: <https://youtu.be/x-ZbnIcgJe0>



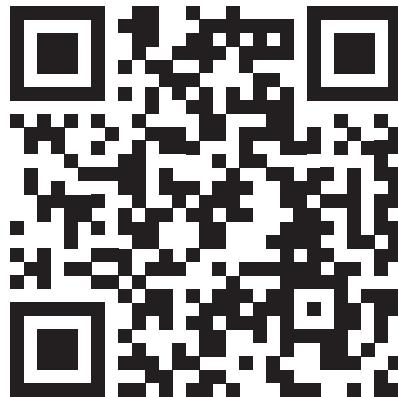
Using a QR code reader on your mobile device, scan the square above to watch the video.

SugarRUSH

Procedural Video

Jose Rivera

YouTube link: https://youtu.be/dBjLQT_WDMA



Using a QR code reader on your mobile device, scan the square above to watch the video.

How to Pack for a Backpacking Trip

Procedural Video

Ben Hooks

YouTube link: <https://youtu.be/KteZra4Sh7Q>



Using a QR code reader on your mobile device, scan the square above to watch the video.

Science Communicator

Introduction

SCIENCE COMMUNICATOR



“Ignorance of *science* threatens our economic well-being, our national security, and the democratic process. *We* must do better.”

—Carl Sagan

Many of the big decisions we face as a society require us to have knowledge and understanding of scientific concepts and processes; yet many of us think science is something done only by experts or professionals. For this badging pathway, you will explore citizen science, participate in a citizen-science program, and practice your hand at communicating public science.

Note: This is a **research-intensive badge**.

If you enjoy this badge, consider signing up for **WRT 334: Science Writing** in the Department of Writing and Rhetoric.

Midnight Bloom

Blog Post

Benjamin R. Costa



Sean Pavone/Shutterstock.com

Space. To fictional character Captain James T. Kirk, and many other intrepid explorers, it is considered to be the final frontier. The last place where humans have yet to explore and whose beauty continues to last without mankind's interactions with it. Space offers peace to those who see it and a challenge to those who wish to explore it. Yet many people cannot enjoy the majesty that is the night sky, with its billions of stars, planets, and other heavenly bodies. Many find it difficult to even see a single constellation (such as *Ursa Major*) in even the clearest of night skies due to one simple problem: light pollution. In many major cities, the presence of *light pollution* becomes very apparent, and to many stargazers, campers, and astronomers it is a source of great distress.

What Is Light Pollution?

Light pollution occurs when there is an excess amount of light produced by any artificial light sources. These sources of light can be large and obnoxious light fixtures—such as bright neon billboards—as well as simple streetlights that you would normally see everywhere. Now, light itself is not the main problem of light pollution; it is the excess amount of it that is the real problem. The excess amount of light pollution, which appears more noticeably in areas with a higher population density, produces a formation known as sky glow, which is one of the most negative effects of light pollution.

In a scientific report published in the research journal *Nature* titled “Worldwide variations in artificial skylight [sic],” the authors noted that sky glow “raises the overall background nighttime light level over vast areas, and can screen out celestial signals from individual stars, the Milky Way, and the polarization pattern of the moon” (Kyba et al., par. 3). In other words, sky glow goes beyond the boundaries of artificial light and can block out huge areas of the sky with light. This article, and others like it, describe how while direct artificial light is harmful, its after effects—sky glow (akin to secondhand smoking)—can cause a dramatic increase in the natural magnitude of light produced by the night sky within the surrounding area.

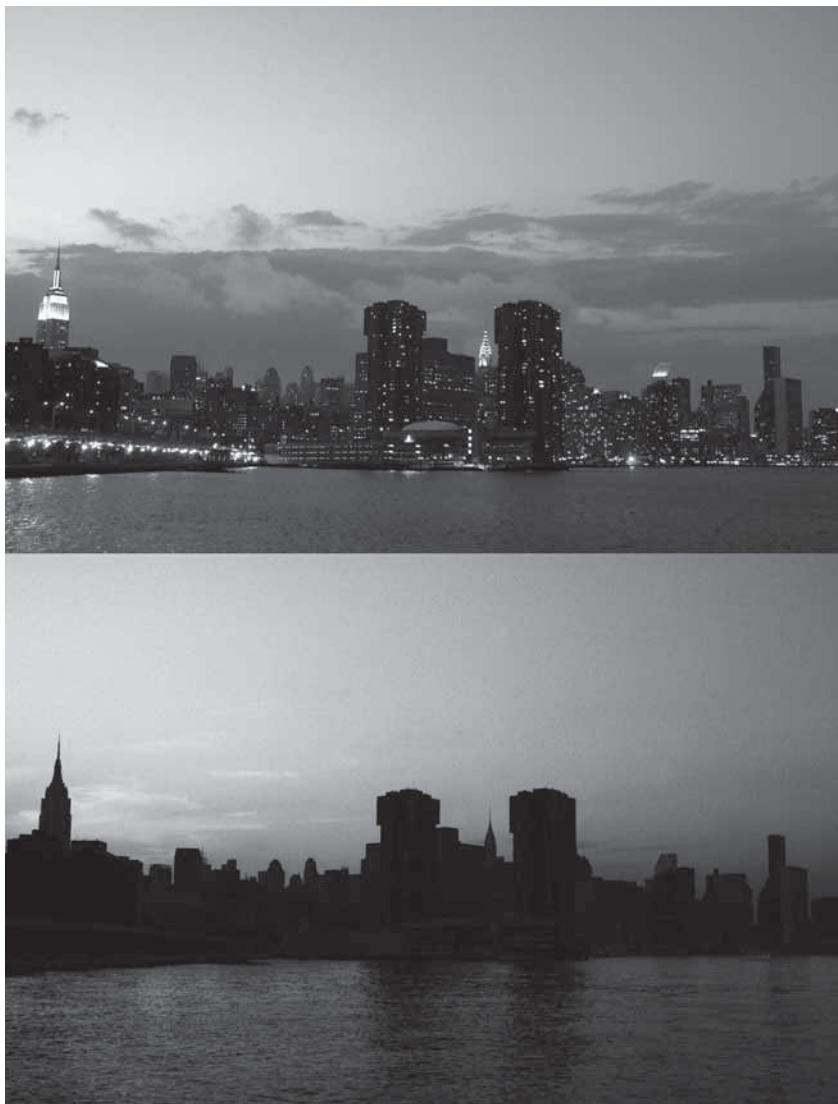


Figure 1. Before and during the 2003 Northeast blackout, a massive power outage that affected 55 million people.

It's More Harmful than You Might Think

When people normally think of the “harmful effects” of light pollution they typically associate it with stargazers and astronomers not being able to see as many of the stars as they would like to see. While there is some truth to that claim, it downplays the actual harmful effects that sky glow produces for both humans and the ecosystem at large. Campers and skygazers are all too familiar with the effects that sky glow has on their viewing of the sky. Even if they set up their sites a great distance away from the rest of civilization, they know that the aura of light that is sky glow would detract from their stargazing and nighttime experience. Even though this sort of “depletion” of natural beauty can cause psychological harm to humans, namely regarding their overall moods and mental health stability, it can also cause major harm to the local ecology (Obayashi, par. 5).

Sky glow, in its impressive ways of creating harm through the simplest of means, has been shown to cause “disrupted natural daily, seasonal, and lunar light cycles as experienced by a diversity of organisms, and hence it has also altered cues for the timings of many biological activities” (Gaston, par. 1).

And as more and more data comes out about the harmful effects of light pollution and its by-product sky glow, it is important to note that everyone can make a difference in combating its presence. One of the most important things that people can do is perform additional research and gather data for scientists from their own observations in related citizen-science projects.

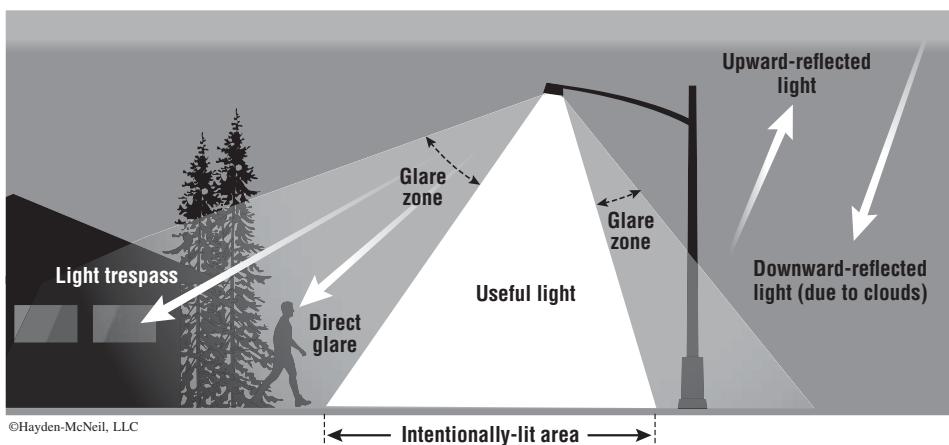


Figure 2. The infographic above illustrates the different components of light pollution and what “good” lighting looks like.

The Globe at Night Project

In order to help protect against the effects of light pollution, I have participated in the citizen-science project known as Globe at Night. Globe at Night is “an international citizen-science campaign to raise public awareness of the impact of light pollution by inviting citizen-scientists to measure & submit their night sky brightness observations” (About). Through this citizen-science initiative, amateur scientists (like myself) who are invested in the beauty of the night sky can make observations of star visibility within their local area. These observations help other scientists gather levels of light pollution that can be used for further research by the Association of Universities for Research in Astronomy (AURA) and other organizations aimed at astronomical research.

The website Globe at Night has events for different parts of the year in which they select a specific constellation in the night sky that users can try to find with their observation apps. They appear to promote these types of events in order to engage their users and acquire more citizen scientists to go out and gather observational data. During an observational period of nine days from October 31st to November 8th, I was attempting to locate the constellation Perseus, named for the slayer of the gorgon Medusa from Greek myth. On many nights of my observations I found myself disappointed because I was usually unable to see a single star in it.

Participants in the project are able to collect and catalog their observations of starlight visibility through applications such as Loss of the Night. This application has its users go outside with their smartphones (or other similar devices) and record the quantity and visibility of stars, asking them to select the current weather conditions and answer other questions. After recording my observations, the app allowed me to see which stars I had observed, the limiting magnitude of the star, and the light magnitude of the surrounding area. Limiting magnitude is described as the brightness level of the dimmest star that can be observed through a telescopic lens, with a larger magnitude equating to a more indistinct star visibility. Lighting magnitude is similar to limiting magnitude in that it is the brightness level of the surrounding area. Thus by using the Loss of the Night app I was able to access the visibility in my area accurately.

◀ My measurements User information

10/31/18, Transmission status: successfully sent

Number of stars observed: 8, Limiting magnitude: 4.97 ± 0.1

Star name: Altair (7557)
barely visible
Ra: 297.75, Dec: 8.87, Mag: 0.77
GPS - Latitude 41.4863, Longitude -71.5274
Time 6:30:42 PM

Star name: Etamin (6705)
barely visible
Ra: 269.10, Dec: 51.49, Mag: 2.23

For my observations I had decided to pick a particular location known as the Quadrangle at the University of Rhode Island (URI) in Kingston. I picked the Quadrangle because of all of the places it seemed like the ideal place to get an accurate representation of the overall star visibility of the area. The entire perimeter of the Quadrangle is covered in light from the buildings that surround it, but there is a large portion of it in the center that is mostly devoid of direct light. Being from the suburbs I am used to a good amount of light pollution from the streetlights but not as much as at the University. There are so many people here that there is an even higher concentration of light pollution, which had made it that much more difficult to find stars.

The data from my own nightly observations can be found at the link here: https://docs.google.com/document/d/1-tE2k4oxnvHNm9aBQu6rvdh-AdGi4pD1_ubzovmiNtk/edit?usp=sharing



Figure 3. Image of the Quadrangle and the surrounding area during the day.



Figure 4. Image of the Quadrangle and the surrounding area at night.

On the first few days of my observation I was hardly able to see any stars at all and was sorrowfully disappointed. Most of the time the weather was unfavorable and the evening sky was filled with dark clouds that reflected light back at me. On the last night of my observations, I was able to see so many more stars than I had seen on any other night previously. Despite the number of lights surrounding the Quadrangle, the visibility and quantity of stars in the night sky were very high, and I was even able to see most of the constellation Perseus, when in previous recordings I was only able to see one or two stars. I believe that this could have occurred due to a lack of moisture in the air at the time of the recording. I recall that the temperature was lower than in any of the other recordings, and the perfect viewing conditions could have resulted because of it. In any event, I felt relieved to see so many stars in the sky that night. Since I had gotten so used to being disappointed by the number of them I would normally see, I had considered the area a lost cause for trying to view stars. As luck would have it I was pleasantly surprised, and while at first I was not looking forward to doing this project, it has given me a new perspective on light pollution and how I can help others gather necessary information for future research and hopefully its reduction. By participating in this citizen-science project I have come to have a better appreciation of the night sky and all of its wonders.

The Public Dilemma

Many people don't consider light pollution to be an actual problem because they just don't know the effects that it has on people physically and mentally. The purity of the night sky is not just something that people use to entertain themselves; it's a big part of the world's ecosystem and keeps people and animals stable. Light pollution throws a wrench into the careful balance between night and day and transforms the darkness of the night sky into infinite twilight that neither man nor beast can use to help guide their way. Intrepid campers, astronomers, and explorers, like Captain Kirk, use the stars for navigating through wilderness and unfamiliar lands. Without them at night, it is as if they are set adrift out into a sea of twilight, unable to find their way.

As big of a problem that light pollution generates for people and animals alike, it is important to note that citizen-science projects—such as the *Globe at Night* project—help deal with and attempt to diminish the negative effects that light pollution brings. There are many other citizen-science projects that contribute to the well-being of others and the preservation of the natural resources available to them. A significant amount of good can be done through the contribution of data to scientists, and I'm glad that I was able to participate in that process.

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Cloud Cover: Just How Crucial Is It to Our Environment?

Blog Post

Adriana Lopez



Photo: NASA via International Space Station

Climate change. Global warming.

Both phrases have been thrown around frequently in recent years as the state of Earth's climate only continues to worsen in severity.

Heat waves. Hurricanes. Massive storms.

All of which are known to be associated with being just a small part of the shift into unnatural weather phenomena that are occurring throughout the world due to the extreme and fast-paced changes in our environment. Brought to us by—well, us.

The Issue at Hand

While these phrases may be used frequently, what are the exact definitions for climate change and global warming? As stated on dictionary.com, **climate change** is defined as “the long-term change in the earth’s climate.” **Global warming** is defined as “the increase in earth’s atmospheric temperature that causes corresponding changes in climate.” The two phrases aren’t too different, especially since both relate to certain aspects of the earth’s environment. However, this is only scratching the surface and, in these instances, neither term is used in a positive light. Climate change and global warming go beyond what most people know, negatively affecting biodiversity and ecosystems, health, agriculture, and even transportation. It goes to show that the effects of climate change can change everything that humans know to be part of everyday life.

The effects of climate change are largely influenced by human activities, such as gas emissions that trap heat in our atmosphere and even the aerosol in cans of hairspray. Who would have thought that something so mundane would have such an impact on our environment? In fact, there are many studies with evidence suggesting that over the past fifty years humans have been the main cause of such a drastic spike in global temperatures. Global warming does happen naturally; however, it is currently at a level at which natural causes such as volcanic eruptions and sunlight would never be able to accomplish the same level of change within the same time frame. In the United States alone, the average temperature has increased by 1.9 degrees Fahrenheit since 1895, with 2012 being the hottest year on record. While global warming isn’t linear and often fluctuates, temperatures are still climbing and can be detrimental to humans and animals. With the high temperatures that stay for longer periods of time come droughts, fires, heat-related illnesses, and death (National Climate Assessment).

Climate change has also affected precipitation, which has been recorded as heavier throughout the United States, with rates as high as 71% in some regions. And with the combination of the heavier rainfall and melting glaciers come rising ocean levels as well as more frequent and severe flooding in coastal towns and cities near large bodies of water (National Climate Assessment). From a different perspective, research conducted over a span of thirty years, mainly in eastern China, focused on the reduction of lighter rain days and their association with global warming. The data showed that within that time frame, there was an 84 percent decrease in light rain days in partly cloudy weather, and things like aerosol, cloud cover, and water-vapor content were factors that were pointed out specifically to have played a part in the reduction. Part of these

factors are related to climate change and indirectly affect other aspects of life, as light rain is essential in drought control in China since it can directly affect their water conservation efforts and soil (Wu et al.).

Why Clouds?

So how does cloud cover play a part in this? Believe it or not, clouds are actually an essential part of the earth's environment and global temperature because of how they interact with sunlight and pass through the atmosphere. Clouds can typically cover up to 70 percent of the sky at a time, and, depending on the types of clouds and how much cloud cover is present, they can each affect how sunlight interacts with the earth and its climate in different ways. Clouds that are higher in the atmosphere act as insulators and are meant to keep heat in. Denser clouds that are closer to Earth's surface are meant to bring down the temperature and reflect the sun's rays and energy back into space. Some clouds barely have any interactions with sunlight at all (Types of Clouds).

However, there's still a lot about cloud cover that remains a mystery. This is why scientists are currently conducting research on clouds to study exactly how they can affect certain phenomena that occur on Earth, including climate change. For instance, there was research conducted over a twenty-five-year period, located at the Ny-Ålesund, Svalbard, Arctic site, that focused on how cloud-base height contributed to surface-radiation balance in the area as well as furthered the understanding of meteorological processes (Maturilli and Ebell 2018). The researchers' observations concluded that the extended summer season from May to September had the most cloud cover compared to other seasons, which in turn resulted in surface temperatures rising to above freezing and surface conditions becoming somewhat free of snow. It is very clear that the amount of cloud cover in the sky has a direct correlation to the changes in temperature and surface condition in an arctic environment. If more research can be conducted on clouds, there is more that could be found on how cloud cover affects climate change and global warming, which in turn can lead to finding new ways to protect our environment.

The Project

I wanted to do my part in contributing to research through one of the many citizen-science programs available to anyone who may be interested. In this case, I chose to participate in the GLOBE Observer—Clouds citizen-science project to help make more observations on cloud cover in my area. The scientists involved in the project, partnered with NASA, are trying to get a better understanding of the sky and clouds from above and below. They have several satellites orbiting Earth to gather data on the clouds from above, but in order to get the full picture they are asking citizen scientists to record that data from below since we are on the earth's surface. From the information collected from both satellites and citizen scientists, researchers are able to make further strides in their mission to find out more on how cloud cover affects Earth (Globe Observer).

The experiment itself was actually quite simple—all that was asked of the participants was to download an app (available in iOS and Android) and upload photos of the sky. Through the app, you can make observations of what types of clouds are in the sky at the time you took the photos as well as the number of clouds and surface conditions. NASA satellite images taken in real time are also available to make comparisons between the clouds seen from the ground and from above.

My data was collected over the course of two days, twice a day, at around the same times. I also made sure to take photos when there was sunlight so that I could get the best visibility and make the best observations possible. When taking photos, participants were asked to take photos of the sky in different directions (north, south, east, west, and upwards); however, since the photos are very similar, I will only be showing one photo for each observation made throughout days one and two. All photos shown were also taken within the University of Rhode Island Kingston Campus.

Observations

Day One (February 19, 2019)

Time: 11:21 a.m.



During the late morning of day one, there was no observable cloud cover in the sky, as it was clear and deep blue in color. Surface conditions at this time were some snow/ice with a mix of dry and muddy ground.

Cloud Cover: Just How Crucial Is It to Our Environment?

Day One (February 19, 2019)

Time: 4:16 p.m.

During the late afternoon of Day One, there was a clear change in the amount of cloud cover in the sky compared to the morning. The cloud cover was scattered, taking up between 25 percent and 50 percent of the sky. The clouds observed were translucent and considered to be cirrus or high-altitude clouds that are typically thin and wispy. There were also signs of persistent contrails, which are lines of clouds made by aircraft engine exhaust or changes in pressure. Surface conditions stayed the same.



This is a satellite image taken of Rhode Island and the surrounding areas on day one. As you can see in the image, the surface is very visible and there are very few clouds present at this time.



Cloud Cover: Just How Crucial Is It to Our Environment?

Day Two (February 20, 2019)

Time: 11:34 a.m.



During the late morning of day two, the cloud cover had changed drastically from the day prior. The clouds were overcast, covering between 90 percent and 100 percent of the sky, and they were opaque. The clouds observed were a combination of altocumulus clouds, middle altitude with larger and darker segments, and altostratus clouds, also middle altitude that are typically in gray layers (Types of Clouds). Surface conditions at the time included snow/ice and dry ground.

Day Two (February 20, 2019)

Time: 4:56 p.m.



During the late afternoon of day two, cloud cover conditions had stayed relatively the same. However, the cloud type transitioned to a nimbostratus state, which means that the clouds had become darker in color, set in uniform layers, and could indicate precipitation (Types of Clouds). There was also no change in surface conditions.

Cloud Cover: Just How Crucial Is It to Our Environment?

This is a satellite image taken of Rhode Island and the surrounding areas on day two. As you can see in the image, the amount of cloud cover in the sky had increased significantly from day one, as the earth's surface is not visible.



Final Thoughts

Despite having only participated in this project for two days, I can see why collecting more data on clouds is so important for the future of environmental science, and I'm glad that I was able to contribute to the research. Global warming is an issue that deserves more attention than it has, and if nothing is done to prevent it our world as we know it will slip between our fingers. With more information about how not only clouds but other factors as well can affect Earth's climate, we could find a way to prevent conditions from worsening to a point beyond saving.

Scientists have been saying for years that something needs to be done now in order to keep Earth from being completely destroyed at the hands of the humans who inhabit it, and perhaps with further study and research our world leaders will take notice and help make a change. For now, you can find ways to contribute to the cause. Join this project or other citizen-science programs to help contribute to scientific research regarding climate change and global warming. Are you not that interested in this topic but would still like to help? There are several other programs you can join in many different scientific fields that also need more research.

Many people think that because they are just one person there isn't much that they can do to help make the world a better place. However, there are so many others who think just as you do and can use your help. Change starts with you; it's just a matter of taking that first step.

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Blue Water Task Force: How We Participated in a Citizen-science Project

Blog Post

Matthew Monfils, Scott Ligouri, and Will Degnan

Citizen science is community-driven, professionally led research. With the modern age bringing instant communication through the Internet, many scientists have realized the potential of everyday people collecting data and the greater spectrum that ordinary citizens can bring to scientific research. Citizens can volunteer to collect data samples or make observations on almost any topic of research, which gives scientists a much greater quantity of data than they could possibly collect by themselves. Citizen-science topics can range from computer programs that utilize computer power to run simulations all the way to creating new homes for bees to nest in during the current bee crisis. Citizen science not only helps professionals obtain critical data but also encourages everyday people, regardless of age or profession, to get involved in the science community.

The Blue Water Task Force (BWTF) is an organization that works to clean the beaches around the nation and track ocean pollution. One of the subsidiary programs of the Surfrider Foundation, the BWTF has beginner and experienced volunteers from all over the nation, including California, South Carolina, Rhode Island, New York, Oregon, Virginia, Washington, and Hawaii, collect water samples to be tested for pollution and toxicity levels in order to monitor if the beaches and coastal waterways have acceptable water levels. If high toxicity levels are detected from the samples, members of the task force will work with local authorities to identify the problem and resolve the issue. The water-sample-test results are compared to the Environmental Protection Agency's (EPA) water-quality standards to determine if the samples are acceptable or not (Surfrider).

The BWTF's mission is very important to local and state beaches and helps bring awareness to people who may be affected in the local communities and

towns. By conducting the tests to determine bacteria levels in the water, the program helps to keep the public and wildlife safe by alerting authorized officials of any failed results, who can then shut down the waterway or beaches, keeping people from swimming in affected water, which could potentially cause health concerns. If possible, officials can clean the beaches to resolve the issue and help the local ecosystems and wildlife flourish.

Our citizen-science research team, consisting of Matt Monfils, Scott Ligouri, and Will Degnan, was tasked with collecting water samples from eight different locations, beaches, or piers around the Narragansett area. We met with Tom Pontbriand, the Narragansett-area normal sample collector, who showed us to the spots where the samples would be collected, gave us the containers, and explained the collection procedure, including how and when to take the samples and where to drop them off after collected. We were given the option of collecting on Sunday, April 8th, or the following day, Monday, April 9th, 2018, and had to coordinate with Elizabeth Herron, the director of URI's Watershed Program, about dropping off the samples. Elizabeth explained she would put a cooler outside of the south loading dock of the Coastal Institute building of URI's Kingston campus, where there would also be a clipboard to document when the specific location samples were collected and by whom.

As a team, Scott and Matt drove to six of the locations, where Matt would collect the first three samples and Scott would collect the second three samples. The first collection location was called "The K's." When we inquired about the name to Tom, he said that most of the collection sites were also surf spots, and the task force just used the nicknames that already existed, so we never got any additional information about the meaning.

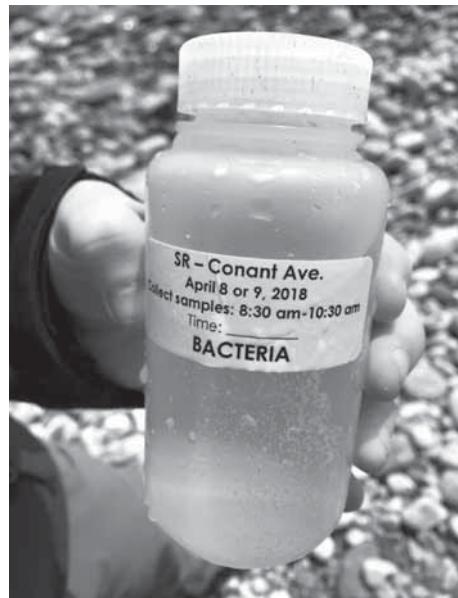


The pictures on the previous page were taken at The K's, where we collected the first samples. We had to park on the street and walk down a path to the beach, where we stood on the rocks and filled our sample container.

We then drove over to our next sample site, known as Conant Ave. While the path we took wasn't off of said street, it brought us to a rocky beach behind a street of that name.



We again filled our sample container with the seawater and sealed it back up. You can see the final product below.



We next drove to Scarborough State Beach to collect Matt's last sample. He had to walk out on an outcropping of rocks at the far south end of the beach in order to get his water sample bottle full without getting too wet.

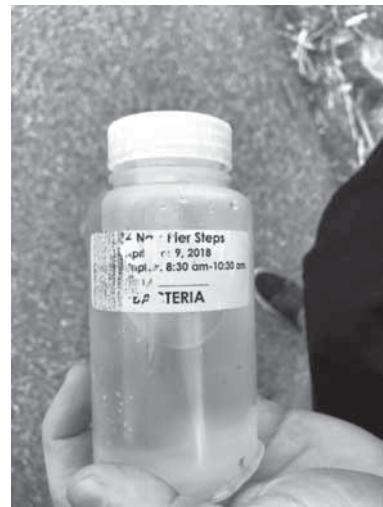


Next up was Scott's first sample collection at Scarborough DEM Surfing, which is an area on the opposite end of the state beach as the previous sample. This time it was his turn to attempt to collect the sample without getting too wet. He ended up stepping out on some rocks but not escaping a dry man.

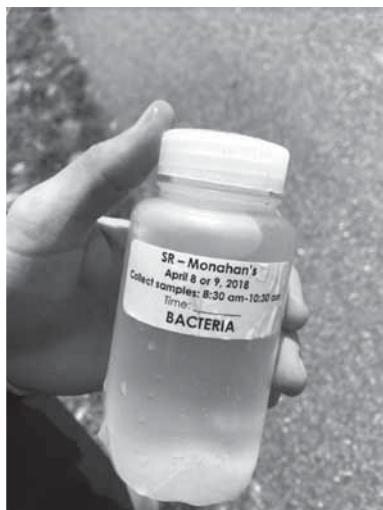
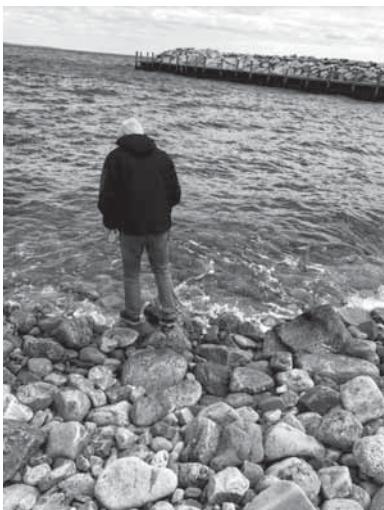


Afterwards, we traveled to the Narragansett Pier Steps to collect another sample. Scott collected the water by waiting for the water to wash up a boat ramp.

Blue Water Task Force: How We Participated in a Citizen-science Project



For the last collection of the trip, we then went to Monahan's, a local crab shack that is right on the water. It was easier to collect the sample as the water washed up in between the rocks. There was a scare, however, when Scott nearly fell in the still-frigid New England coastal waters.



In a separate vehicle, Will went to two different sites. The first site Will attended was Conant Avenue about a mile from the Point Judith Lighthouse. The site was down a short path to a very rocky beach, which is not often visited by many people, especially during this time of year. The water was very

cold, and it was quite windy. Once Will collected his sample, he was quick to get back to his truck to warm up.



The next stop Will made was on Bonnet Shores Road, which was about a fifteen-minute ride from the first stop of the day. Bonnet Shores Road is right by a cove and has very tall grass growing on either side of the road. There was a good deal of flooding on the road when Will arrived, and he did not have to walk far to get a sample for this container.



Finally, we headed to the Coastal Institute building on URI's main Kingston campus. Here, Elizabeth Herron had provided a cooler for us to leave the samples in and a logbook to write down the following information: sample collector, date, and time. This information was important so that scientists could track whether it was high or low tide when the samples were taken.

Blue Water Task Force: How We Participated in a Citizen-science Project



Overall, our experience was a great one, as we were able to help a local scientific program that does research to benefit the well-being of the southern Rhode Island coastal community. Not only were we introduced to the idea that through citizen science we could contribute to scientific research that is tracking the toxicity of our local coastal waters, but we also hope that in sharing our experiences other University of Rhode Island students will get involved with projects such as Surfrider that make science accessible to all.

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NOise: We're Not Gonna Take It

Blog Post

Andrea Hasbora

Wrap your ears around this for a moment. You are running in to a grocery store, a must-do on your daily task list. The doors glide open to an array of sounds, smells of fresh fruits and vegetables, colors that feed the eyes that associate to the smells around you. All seems pleasant so far. Focus in on the sound. If you were to close your eyes and even hold your breath, other than the discomfort of the obvious, the experience may not be so pleasant. Mobile carts are beeping, warning of backward motion. Watch out! Chatter of couples arguing over who wants what. Try not to get involved; actually continue to keep your eyes closed. It's best to avoid all eye contact. Squeaky sounds like mice from unoiled wheels of hand carts. We do not like to think of mice and food in the same place. The sudden loud slams of the packages hitting the surface of the shelves by the workers, making you jump as if someone said a loud "boo!" during a scary movie. But be careful not to jump because remember, there's a mouse in front of you. Subtly you begin to hear the bustling checkout centers with the constant beeps and clicks as customers are trying to scurry out, like the mouse you almost jumped on again.

Open your eyes. How is your anxiety right now? How about your agitation level? Your heart may be racing a little, and you probably want to race with the heart outside the door of the grocery store that you just walked in. Unfortunately, you have to eat, and the expense of takeout is no more an option. My advice to you, then, is to lean the ears more toward the music that is playing in the background. Even if it is not your favorite tune, give it a chance and focus in. Oh, no, there is no music? Then try to hum a tune. Don't worry about anyone noticing; just focus on the hum—the hum at certain tones, preferably around the key of A; this key works for me, for it has a soothing tone that produces a certain type of frequency, or hertz, to be more specific. This is similar to why a baby sleeps to the white noise of a vacuum cleaner. The frequency, the certain hertz, helps to block out the annoying sounds. I have replicated this by myself humming to the vacuum cleaner to my hums. I know, I know. You haven't brought your tuning fork with you, but think of what feels good to you.

For those of us who used to have phones that actually had buttons for keypads and hung on the wall, well when you picked it up it had a tone; that is the specific tone I speak of, just as a guideline. Certain notes send certain vibrations to your eardrums. It's kind of like the little hairs in your ears are drumsticks and your eardrum is, well, the drum. Also, these vibrations, a.k.a. frequencies, set a certain mood or adjust the waves on the brain to readjust our moods. Now, I am not saying you have to be like Julie Andrews singing "do re mi" all the time, but subtle tones at anxious moments can be extremely beneficial to your general well-being.

This scenario above is just one mere example of the effects of sound on a daily basis. When you wake up until when you fall asleep, actually even when you are sleeping, all the different sound elements are slowly affecting you. There are certain sound elements that surround us all the time that we may just become accustomed to, such as street noise, the noise of the TV that may drone on, even while you sleep. (By the way, if you want more restful sleep, you should use earplugs or shut the TV off an hour before you sleep so that you can wind down and avoid disturbing your natural sleep cycles.)

We do not realize the effects of everyday exposure to these noises, but scientists are studying the effects of noise pollution, which can contribute to anxiety, hearing loss, lung disease, and even heart disease (Spaulding). You may be thinking that this seems to be a bit of a stretch. Heart disease, really? Yes! Every little bit of added stress can lead to higher blood pressure, higher anxiety and stress levels, all of which contribute to heart disease. Heartbreaking, isn't it? Are you excited to graduate from URI and move to the big city? You may want to reconsider that, at least as a long-term option. Sound pollution in bigger cities is more harmful than in rural locations, as the everyday soundscape includes emergency sirens and construction. Think you'll just commute to the city instead? You may want to reconsider that too, as the daily noise of traffic, beeping horns, and road construction can be just as harmful.

The impact of noise pollution is being studied by a group of scientists, nQuire-it (<http://www.nquire-it.org/#/home>). They are studying the effects of noise in relation to our moods and our overall health. This is one of the projects you can check out on a website called *SciStarter* (<https://scistarter.com>). *SciStarter* is an online clearing house of citizen-science projects, which encourages anyone to join a group, become a researcher, and collect data that scientists need to answer questions about our world. Check it out! It can be more fun than Angry Birds and as easy as Instagram to download right on your phone. Not interested in noise pollution, or maybe I already fulfilled your curiosity? No worries.

There are many different types of projects, from helping scientists understand Alzheimer's to collecting water from the Narragansett Bay to understand toxicity and pollution to looking at the night sky to understand how astronomy is impacted by light pollution. The two projects that I joined, nQuire-it and Noise Tube, both use mobile applications to measure the range of noises in particular locations by simply pressing the record button on your phone. The graphs that visualize these sounds appear on your screen and are recorded and sent to the organizations. The noise-level graphs are then posted on the organizations' websites, where you can compare and contrast your results with other citizen scientists.

But first, you have to understand the measurements, which are calculated in decibels. According to Stephen Smith, a professor who studies sound, a decibel is a type of unit that measures the intensity of sound. Decibels are measured in relation to the human range of hearing, with 0 noting complete silence. On the other end of the scale, the loudest sound that we can handle is approximately 194. Our greatest exposures in most workplaces is normally to level 85 for a maximum of eight hours. A rock concert typically logs 108 decibels. What do your ears sound like after a concert? Can you hear? Probably not very well, since the most common decibel range is from 30 to 60, which is considered the safety zone.

To participate in the nQuire-it citizen-science project, I downloaded their app on May 25, 2018, and started recording random sound bites at my home. While the Sense It project also has a mobile application, I mostly used nQuire-it because that was more convenient and more user-friendly. When I was just sitting at home accompanied by my dear husband, who was playing video games, unbeknownst to him I began recording and collecting data. While he was engaged with a fantasy fighting game, the decibel level in my house ranged from 32 to 43. So those of you out there who are gamers are safe, unless you blast the volume for a more immersive experience.

The next day, during the late morning and early afternoon, I took a stroll from my house to the downtown area of East Greenwich, Rhode Island, to collect more data. It is a sprawling suburban town of about sixteen square miles and 14,000 residents, and it has a small-town feel with locally owned shops, cafes, and restaurants lining Main Street. The decibel range recorded there was between 42 to about 63. The most noise was produced by the neighbor mowing the lawn, while his dog was barking. Together, those sounds reached 48 to 63 decibels. If he was mowing every day and producing over 63 decibels, this

would be considered noise pollution, but luckily the grass doesn't grow too fast in Rhode Island, so that is not the case.

In a regular week, we may all have to encounter some shopping, and I am no different, considering my husband fears the grocery store scene that I described to start this essay. At the local grocery store, Dave's Marketplace (which my husband highly recommends), the decibel levels reached between 58 and 63 decibels, including the crying baby. It was a weekday afternoon, so the store was not crazy-busy like, say, the day of a Super Bowl game, but for the most part, Dave's has a steady customer flow. I found this decibel range to be just enough to possibly annoy me but not enough to prompt me to intentionally drive your cart into an unsuspecting shopper.

The highest decibel level I encountered, however, was when I was driving back home from the store. The road I was on that afternoon is a pretty busy main road, Division Road, which crosses over with access to the highway of Route 4 and Division and leads you to the main shopping center of East Greenwich and Warwick. With the window down and rock music playing on the radio, I recorded 69 decibels, which included both sounds inside and outside the car. While I enjoy listening to music on the radio, like most other drivers, I was careful to keep my volume under the concert average of 108 decibels. At this level, the music drowned out the main noise of traffic, but I could also hear if one was beeping the horn. For those of you concerned about my data collection while driving, especially after the 2018 law took effect, know that I was using all hands-free devices.

Sound is also a concern when at school, from preschool to college. We all know how little ones are easily distracted—more power to the teachers who must redirect their attention. (Hmmm ... perhaps some soundproof windows could be of help, but it is hard enough to get new books.) Even in college, it is hard to remain focused when there is noise from cars riding by, blaring music, shouts from people enjoying themselves on the quad, and the noise of cranes and bulldozers working on yet another campus construction project. Noise pollution can raise students' stress levels, worsen anxiety, cause panic attacks, interfere with sleep, and even contribute to depression, issues that many college students already face (Andrews). I collected sound data on May 27th at the University of Rhode Island during the first summer session. Because there were, of course, fewer students and faculty around during this time of year, campus was quieter than usual. My measurements never exceeded 60 decibels, and I'll have to admit, with this relative quiet, it is much easier to stay focused on the important aspects of learning.

After collecting all of my sound data for this citizen-science project, I found the most relaxed that I felt was when the sound (or relative lack of it) was at 28 decibels, with no video games, no TV, no mowing, and just the sound of a quiet breeze flowing through the window. This was at home, when I was taking advantage of the time to meditate when no one else was there and not much going on outside. Meditation is something I highly recommend, especially when noise is changing your mood. As you can see from my data, my daily routine does not involve too many extra noise stressors of over 60, so I am in a healthy soundscape. Also, since I am diagnosed with an anxiety disorder, remaining in a low-stress environment is important to me and to others who are diagnosed with mental illness. The more triggers we can avoid, the better when trying to make it through day by day. By no means does that mean we should completely avoid sound, but we should find ways to reduce harmful noise to tolerant levels. No one should hide in a sound bubble, but no one should be forced to endure noise pollution either.

To minimize the negative impacts of sound pollution, I have some suggestions for you. If you are in an environment that has the quirky range as seen in Figure 2 or the constant high range as seen in Figure 1 (see next page), I would recommend what I call an “ear detox.” Take a moment in a quiet place with the decibel range of 10 to 40, because total quiet, to some, can be just as unnerving. Find some peace of mind in a place of quiet. Taking this moment will energize you not just mentally but also physically because taking care of the mind takes care of the body, and vice versa. If you have important work to do, spend a little longer in this quiet place. You will not only get more done, but you will achieve more of your goals in a more efficient and creative manner.

Finally, ask yourself, “Do I want to keep running away from noise?” Maybe there are ways to cultivate a healthy soundscape for yourself. Another suggestion for peace of mind that was also recommended by a therapist is to find a certain frequency. This means we should seek out sounds of particular megahertz because particular sound frequencies/wavelengths affect the ways we feel. For example, at 486 MHz, most people feel a calming sensation. You can find music at this frequency just by typing in 486 MHz on your YouTube channel, and an array of selections will surface. So give it a try; it has worked for me. Basically, what this all boils down to is to be aware of what may be damaging you. You may not think of noise as something to consider in terms of health and well-being, but the negative effects of noise pollution can add up over time. The main point is even though we cannot always have a tuning fork or headphones at every moment we encounter a disturbing noise, it is important to remember moderation is the goal in your soundscape.

NOise: We're Not Gonna Take It

The images below are some examples of the decibel levels in the nQuire-it application that can help you visualize sound in your environment.



Figure 1. This is the decibel range from when I was jamming out in the car to some rock music, ironically blocking out the noise from the traffic.

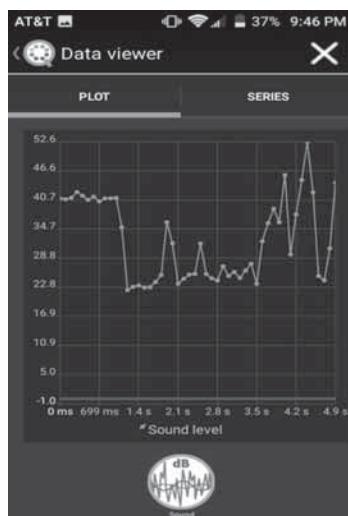


Figure 2. This is an example of the noise captured while sitting at home with the video game playing in the background. You can see the diversity of the range here. There is a bottom point of relaxation and quiet of 22.8, then it quickly jumps up to close to a high range. This type of diversity can actually be very distracting.

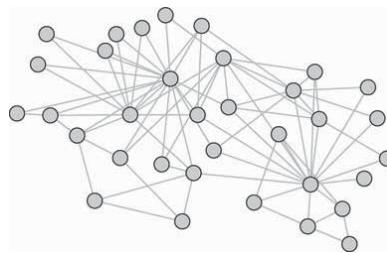
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How Are Words Related to Each Other? It Depends on Who You Ask!

Blog Post

Jose Rivera



I. Making Connections

Have you ever wondered how your brain connects the dots between subjects subconsciously? Well, it turns out that a process like this is all dependent upon your past experiences and memories. By this, I mean that learning from your past tends to influence your future decisions in problem solving, or your *heuristic technique*. One study in particular, which was coined the name “Mind Paths” and led by researcher Javier Borge-Holthoefer, aims to create a grand physical representation of a general mind-structured network based upon word connections. There is a current lack of understanding of how humans navigate their “semantic landscape” when solving problems, and this research aims to better comprehend that process. This sort of research particularly drew my attention because I have become very interested in how efficiently humans utilize information to make connections and solve a given problem. Information is stored in the brain in a sort of labyrinth, and to be able to see a glimpse of a particular way in which our brains organize data to solve a simple task is really exciting to me.

The research group responsible for this experiment, Cosnet, is entirely oriented around understanding the fundamental properties that contribute to and that are characteristic of dynamic, network-based systems. Specifically, this

study, Mind Paths, aims to fabricate one of these complex networks in order to better understand semantics, which is an area of linguistics that involves the meaning of sentences, phrases, words, etc.

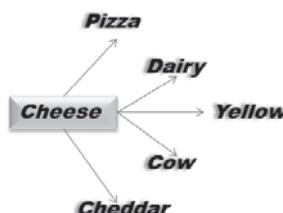
This experiment is dependent upon the utilization of citizen science, which is a powerful tool in collecting data for research of all sorts. Essentially, it allows anyone to make observations or participate in an experiment that is a part of a grand research project. Data is compiled in mass quantities, which researchers are then able to analyze and interpret the significance of their study's results. What really appealed to me in this experiment is the ease of its access. Because it is all online, I could make contributions anywhere at any time, provided that I had an Internet connection. Here's what I found in my citizen-science endeavors.

II. Significance of Semantics

Semantics, specifically semantic memory, is the part of an individual's long-term memory that is acquired through factual-knowledge gain. Over one's lifetime, their semantic memory expands, and it is used on a daily basis to help solve problems, whether they be trivial or complex. This experiment is dependent upon one's semantic memory and is a testament to how efficiently it functions to help an individual reach a goal or solve a simple *problem*.

III. The Experiment

The way the experiment proceeds is that you are first given a "source" word, with a variety of words that are *similar* to this source word. For example:



Cheese is the source word. Essentially, whatever normally comes to mind when you think of cheese is also presented as options to begin your network. The secondary aspect of the experiment is the "target word"; that is, the word you wish to reach via a network of related words. For example, a target word in this case could have been anything, say *painkillers*. In the end, after choosing the words from your source word that you feel more closely relates to your target

How Are Words Related to Each Other? It Depends on Who You Ask!

word, you will have made a physical network that maps your brain's connection between words. For example:



This sort of physical network (illustrated above) is a representation of the process that your brain carries out when given this specific task. As is already evident, after many of these activities have been completed, the *map* that your brain creates can be twisting and winding and, overall, very, very complex. That is what makes this experiment so fascinating; not only are you able to manifest semantics in a physical, observable manner, but you are able to understand how your own mind interprets what you know as language. Essentially, this data is collected in the form of a game in which you are using your unique heuristic technique.

IV. An Interesting Trial

Among the numerous trials of this experiment that I was able to participate in, there were some that especially stood out in their mapping. The ones that I felt were special were the abnormally long ones. For example:



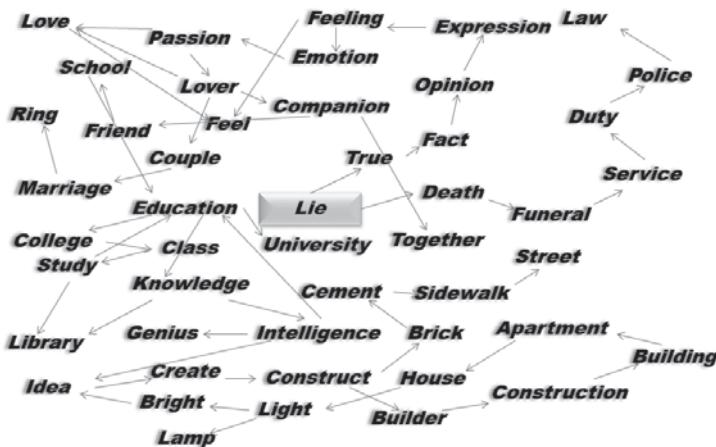
Note that the source word is *idea*, while the target word is *street*. Normally when these trials progress, the *distance* between two subject words is not too great. However, this was not the case in this situation. Here, it was clear that the way in which I uniquely solve problems, my heuristic technique, showed to be a function of semantic memory. I chose words that I felt were more closely associated with the target word, based upon what I have learned throughout

my life. Effectively, I constructed a pathway that was *long* in nature. This reflects how conceptual knowledge of language is organized within my brain and within yours! The retrieval of data (word relations) within your brain is shown to be not a relation of the similar structure of words but rather similar meanings of words.

V. Results of the Individual

After making numerous contributions to the experiment, I wanted to see what sort of *maps* were being created and the way in which my brain connected subjects. In order to do this, a compilation of a few trials were collected and made into a physical representation in the form of a network in order to see what words were being related to each other. Here are my results. Keep in mind that this is only a handful (four to five) trials out of the thirty-plus that were taken part in.

A Networked Manifestation of an Individual on the Relationship Between Different Words



From just a handful of trials, a network of this magnitude was able to be constructed. You could imagine that if thirty or more trials were incorporated, this would rapidly become a mess. However, that is the beauty of the results of this experiment, as I have come to understand. Everything here, in one way or another, is connected. A network of much larger magnitude would need a third dimension to even display a comprehensible representation of this system. In the end, this is what this research hopes to achieve: a grand system that correlates words on the basis of similar meanings. If you observe the given network,

you will notice that words are not connected by their similar physical structure, but rather they are correlated through meaning or interpretation.

VI. Reflecting on the Start

At its core, this experiment is one of a psychological nature. Given this, an individual's results will be unique to that person's personality, intelligence, region, etc. Referring back to the original proposed question—*How are words related to each other?*—the answer truly is, I feel, that it is a function of who, when, and where you are. People in different positions of power, sexual orientation, cultures, etc. will cause them to think uniquely. As a result, their heuristic technique will differ and distinguish their methods from others. Empirical data have shown that semantic memory is organized in a sort of network. To generalize, though, all of us interpret language in a structured manner, in which the meanings of words are correlated in order to solve linguistic tasks, such as the word game presented in this research. I think this experiment is successful in utilizing citizen science in order to verify and collect data for this claim. With increasingly more data like this, scientists will be able to decode semantic strategies in order to model conceptual knowledge organization.

VII. Your Turn

This study is very effective in mapping the way in which humans utilize their semantic memory in order to make connections, even when it may seem there are none. I encourage anyone to participate in this to not only discover a way in which their own mind creates pathways but to contribute to the already vast and intertwining network being established from this study. When this study concludes, the grand network that results from the data will be a physically astounding sight to be seen. In addition, models will be constructed that will successfully mimic semantic memory techniques that humans exhibit.

For more information about this kind of research, I recommend taking a look at Holthoefer & Arenas's "Categorizing words through semantic memory navigation," as they aim to utilize data like this in order to construct and propose well-fitting models.

Social Justice

Introduction

SOCIAL JUSTICE



"Injustice anywhere is a threat to justice everywhere."

—Dr. Martin Luther King, Jr.

This badging pathway is meant to help you form a personal theory of social justice and understand the role that writing and research play in coming to voice about human rights and social issues. During your journey toward earning this badge, you will think globally and act locally, using reading, writing, and research as vehicles for understanding and engaging social justice broadly while developing particular expertise with one issue of your choice.

This badge pathway includes articulating your vision of social justice and watching TED Talks to expand on these ideas. It culminates with an interactive teach-in demonstration, complete with resource materials that you've written, that will help your peers understand, engage with, and take action on an issue of your choosing.

Note: This is a **research-intensive badge**.

Introduction

If you enjoy this badge, consider signing up for **WRT 303: Public Writing** in the Department of Writing and Rhetoric.

Level One TED Talk Summaries

*Erin Baker, Lauren Dowd, Allison Vessella,
and Erin McLaughlin*

Summary

Title: “Why gun violence can’t be our new normal”

Author: Dan Gross

Credentials: Gun control activist

Publisher: TED

Purpose: Inform

Big picture statement/umbrella statement: How gun control and laws need to be stricter to make us safer

- 90 families lose a loved one every day due to guns
- Brady background checks should be used for every gun purchase
- % of school shootings are done with guns from home (Sandy Hook)
- 300 million guns in homes today
- 2006 42% of people thought guns made homes safe
- 2016 63% of people thought guns make homes safe

In the TED Talk video titled, “Why gun violence can’t be our new normal,” Dan Gross, a gun control activist, tells us about gun control and gun laws that need to be stricter in order to ensure our safety. In the United States 90 families lose loved ones every day due to guns. Most of the deaths are caused by guns in homes, since there are more than 300 million guns in homes today. Whether a mass shooting, an accident, or a school shooting such as what took place at Sandy Hook Elementary School, which was perpetrated with a gun from a home, it still causes heartache to the families who lost loved ones. This is why Brady background checks need to be used more frequently; in twenty years they have stopped 2.4 million people from purchasing guns because of

their criminal or psychological background. Dan Gross hopes that one day children will only be able to imagine gun violence and not have to experience it like we do today.

Title: “How we talk about sexual assault online”

Author: Ione Wells

Credentials: Visual and radio journalist

Publisher: TED

Purpose: Informational

Big picture statement/umbrella statement: Ione’s story/letter about her experience with sexual assault

- Campaign started by Ione Wells
- Pros of social media’s effect on the issue
- Cons of social media’s effect on the issue
- Ione on social media

In a recent TED Talk video titled, “How we talk about sexual assault online,” Ione Wells, a recent graduate of Oxford University, discusses her experience with sexual assault and her stand against it. Ione Wells reads to the audience her letter that she wrote to the individual who assaulted her. Writing the letter ultimately started Wells’s healing process; she discussed how the action affected not only her but her entire community that made up who she is. This letter was published in the Oxford University paper in the hopes that it would have an impact on others who have also been sexually assaulted to feel comfortable in coming forward. This soon turned into a campaign against sexual assault, after going viral overnight. Wells also discussed the pros and cons of social media related to sexual assault. Social media allows individuals to discuss their personal experiences and feel that they are not alone and should not be blamed for what happened to them. Social media also has a negative effect; it allows individuals to hide behind a screen and point fingers based on one’s ethnicity or race. Wells also was accused of lying to complete her “feminist agenda.” Wells’s message about social media is to not discourage it but rather to be more careful with our responses when it comes to more serious injustices such as sexual assault. She says that it is actually the best to not react immediately but rather to wait, because one’s natural response is revenge and anger. Wells lastly stated: “We need to find the difference between criticism and insult.”

Response

The two TED Talk videos discuss issues with social justice and the actions that need to be taken to ultimately fix the problems. The topics that we homed in on include gun violence and sexual assault. Learning about these social injustices has educated us further on what social justice really means. They expanded our views because we were able to learn about actions that should be taken to allow a decrease in the number of injustices that are taking place in today's society. Learning about these injustices has taught us not to jump to conclusions nor to forget about these matters because they either have not directly affected us or have not been experienced by us firsthand. After watching these videos we came to the conclusion that our current understanding of social justice was not contradicted. Rather, our views were supported by these videos as they discussed taking a stand against gun violence as well as sexual assault. Social justice is something that is very important in the world we live in today. This is because negative actions should have consequences due to the effect they have on individuals, whether they are directly or indirectly affected. The problem in today's society is that not all injustices are taken seriously and are being ignored due to the fact that it is easier to disregard a problem rather than face the issue head on. In conclusion, this is why a light needs to be shone on social injustices so we as a society can ultimately become better and safer as a whole.

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How Should We Talk about Sexual Assault and What Should We Do about It?

Teach-in Video and Slideshow

Sherif Fahmy and Bella Aracena

Teach-in video YouTube link:

https://www.youtube.com/watch?v=_wTkreVjj8U&feature=youtu.be



Slideshow link: <https://qrgo.page.link/6N6vX>



Using a QR code reader on your mobile device, scan the squares above to see the video and slideshow (also printed on the following pages).

How Should We Talk About Sexual Assault and What Should We Do About It?



Teach-in by: Sherif Fahmy and Bella Aracena

What is Sexual Assault

RAINN defines Sexual violence as: "The term "sexual violence" is an all-encompassing, non-legal term that refers to crimes like sexual assault, rape, and sexual abuse." (**RAINN, Types of Sexual Violence**)

RAINN (Rape, Abuse and Incest National Network) is an American non-profit anti-sexual assault organization that is the largest in the country.

Organizations that are doing something about Sexual Violence

- 1) RAINN <https://www.rainn.org/content/video-rainn-you-are-not-alone>
- 2) NO MORE <https://nomore.org/shop/>
- 3) National Sexual Violence Resource Center
- 4) National Alliance to End Sexual Violence
- 5) End Rape On Campus <https://endrapeoncampus.org/>
- 6) #NOTokay
<https://www.npr.org/sections/thetwo-way/2016/10/11/497530709/one-tweet-unleashes-a-torrent-of-stories-of-sexual-assault>
- 7) The Consensual Project <http://www.theconsensualproject.com/action>
- 8) Know Your IX
- 9) The Grateful Garment Project

How Should We Talk about Sexual Assault and What Should We Do about It?

Ione Wells: How we Talk about Sexual Violence

https://www.ted.com/talks/ione_wells_how_we_talk_about_sexual_assault_online?language=en



Sexual Assault Statistics (in the United States)



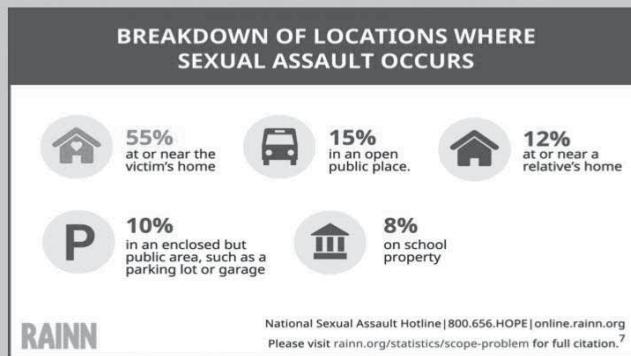
Sexual Assault Statistics (in the United States)



Sexual Assault Statistics (in the United States)



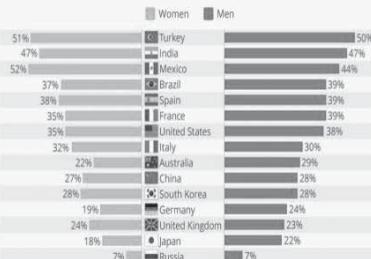
Sexual Assault Statistics (in the United States)



Sexual Assault (rest of the world)

Where Sexual Harassment Is Seen As The Biggest Issue

Share agreeing that sexual harassment is the biggest issue facing women



n=19,428. Interviews in 27 countries (26 Jan-9 Feb 2018)
Source: Ipsos

statista

Is sexual harassment explicitly prohibited in the workplace?



Source: WORLD Policy Analysis Center, Discrimination at Work Database, 2017

It's not my place: Bystander intervention

- What would you do?
- What do you think you would do?
- What should you do?

<https://www.youtube.com/watch?v=Uu-Ely0zFt8>

Notice the Event

Interpret It as a Problem

Assume Personal Responsibility

Know How to Help

Implement the Help – Act!

SIGN THE PETITION!

Change.org

#changerhodyconduct

<http://chng.it/VNC5h8j4Pf>

**PLEASE
PROTECT
US**

Survey

- What resources/assets stood out to you most in this teach-in?
- Would you consider joining one of the campaigns or signing the change.org petition? Why or why now?
- What could we have done to make this teach-in more effective?

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Protecting American Students from Gun Violence

Level Two Annotated Bibliography

Justine Pollard

Gereluk, Dianne T., et al. “Normative Considerations in the Aftermath of Gun Violence in Schools.” *Educational Theory*, vol. 65, no. 4, Aug. 2015, pp. 459–474, EBSCOhost, onlinelibrary.wiley.com/doi/abs/10.1111/edth.12127.

In an article in *Educational Theory* called “Normative Considerations in the Aftermath of Gun Violence in Schools,” three authors who work in the Werklund School of Education at the University of Calgary—Dianne T. Gereluk, who is the associate dean of undergraduate programs in education and associate professor in leadership, policy, and governance; J. Kent Donlevy, who is an associate professor; and Merlin B. Thompson, who is the educational researcher and sessional instructor—discussed gun violence from many perspectives and related it to the *standard of care* by trying to find a way to create gun measures that will keep students safe while not making the school a place that is cut off from the world and just appears dangerous. The article starts out by discussing how gun violence is a very serious issue that is plaguing our society today. It was discussed that there is a push to find the cause for gun violence and to help protect students from it. Next the authors talk about some laws that have already been passed to try to prevent gun violence. The 1990 Gun-Free School Zones Act and the 1994 Gun-Free Schools Act (GFSAs) were discussed. They also covered the eight points found in the 2007 *Indicators of School Crime and Safety Report* that has a list of ways to keep students and staff safe. Some of these include practicing lockdown procedures, having picture ID for staff, identifying visitors entering or leaving the building, increased security measures of students, and more. Next, *standard of care* was discussed. The authors said the relationship between teachers and students is a duty of care and that it is the duty of the school to ensure that the students are safe in school. The article also discussed the importance of making sure that any laws that are made about protecting students from guns are reasonable. The authors state that it is good

to have many safety measures in place, but it should be made sure that safety measures should only be put in that will really be appropriate for each individual school. They said that when putting in safety measures, administrators need to be careful because even though things like surveillance are meant for safety, it can also hinder the sense of trust and openness you want at a school. Basically, the article wants people to find measures that can be put in place that would be practical and would provide the level of care needed for the students. This text is an article that is meant for the public to be made aware of what is taken into account when putting in gun-safety regulations at various schools. It also is made for legislatures and school administrators to read while deciding what exactly needs to be done to give the students the safest environment possible and to combat gun violence. This text was organized under various headings and was written very clearly and understandably.

This article passed the CRAAP test. It was written in 2015, which is only a few years ago, and since information on this topic is constantly changing it is important that this article was not written too long ago. This information is relevant to my topic. It discusses the thought process that occurs when making laws regarding gun safety in schools and highlights why certain rules can be made and others cannot. I understood the information presented and was able to understand more about why certain measures to fight gun violence might work and why others might not. It is important for me to know this to be able to make a presentation that can give reasonable solutions to this social-justice issue. The authors who wrote this article have the proper authority. It was from a trusted source titled *Educational Theory*, and all three authors work in the Werklund School of Education at the University of Calgary and have all their credentials listed in the article, as well as an email that can be used to contact them. This article has extensive footnotes and cites all information when necessary. There are no typos or grammatical errors, and this article has been peer reviewed, which makes me confident that it is accurate. The information does not seem biased. It examines both sides of most points and does not try to change anyone's opinion and merely tries to educate the reader on what is acceptable for gun control in schools and what needs to be considered. This article is part of a series of articles published in this journal that examines gun violence and gun safety in schools, helping educators and the public gain a better understanding of these issues.

This article helps to give a little history on measures that have previously been completed to try to combat this issue. Some of these include the 1990 Gun-Free School Zones Act and the 1994 Gun-Free Schools Act (GFS), which I plan to share that they exist during my presentation. It also provides some

ideas of what measures should be taken in the future. It talks about the several factors that contribute to taking measures to combat this issue and what needs to be considered to take acceptable actions. Lastly, this article gives me the information needed to explain to my peers what type of measures would be best to fight gun violence in schools and how each situation is unique, so we need to be careful on the acts and laws we want passed regarding this issue. To make this information relatable to my classmates, I will talk about why certain measures are acceptable in some schools and others are not by connecting it to our own school experiences and how they would feel if we were living with these measures.

"Gun Violence in Schools." *Brady Center to Prevent Gun Violence*. N.p., n.d., bradycampaign.org/gun-violence-in-schools. Accessed 26 May 2018.

In a report released by the Brady Center to Prevent Gun Violence titled "Gun Violence in Schools," written by those who are a part of Brady, the danger that guns pose for the children in this country and what can be done to prevent further tragedies from occurring were discussed. This report particularly looked at data about gun violence from August 1, 2016, to March 17, 2017, and the data were certainly frightening. During this time there have been 558 incidents in schools, and fifteen people have died. It was stated that 68% of these students who are contributing to this gun violence obtained these firearms from their home or relative. The report stated that 1.7 million children have access to unlocked, loaded guns in their homes. To prevent these students from getting access to these guns it is recommended that parents and relatives make sure any guns they own are safely stored away. Another way to combat gun violence is to make people aware that any talk of gun violence should be reported to the proper authorities to prevent these events from ever happening. People can call 1-866-SPEAK-UP to report these discussions, and schools should try to obtain trained counselors that know how to deal with threats and how to work with the police force for students to report talk of gun violence to. The statistic was given that in four out of five shootings there is someone who knows of the attacker's plan. Lastly, it was suggested that people participate and hold active-shooter drills. This report was very aesthetically pleasing, complete with a chart, bolded subject lines, and bulleted points. The text was written for the public, specifically students, parents, relatives of students, those who work in schools, and legislatures, so they can learn how to keep students safe and different methods to prevent more tragedies. These ideas were provided in a way that was concise, clear, and easy to follow, making it very easy to understand.

This report passes the CRAAP test. The article was current since it was written about the 2016–2017 school year, which is important because this is a constantly growing topic, which means all articles studied should be current. All information was extremely relevant, since it gave statistics about gun violence and how we can work to combat it. It was also extremely concise and easy to understand. This information was presented by a group with the mission to make America a safer place to live in by cutting gun deaths in half by 2025, meaning that this group is dedicated to fighting this social-justice issue. Since this is the case, this organization is constantly researching this topic and staying up to date on statistics and ways to combat this. On this website there is a page titled “contact us,” where all contact information is located. This report had a works cited provided, and all the information was very clear and easy to understand. The only possible problem that could exist is that the information could be a little biased, since this is an organization that wants to get rid of gun violence; however, the article only presented facts and never tried to force the reader to want to support their cause or solve the issue. Rather, it seemed to just want to inform.

The report talks about how many people have been affected by this issue during the seven and a half months studied and shows that no one really benefits from gun violence existing; rather people just die or are injured. In this report, it discusses how parents and relatives who keep their guns in places children can reach them and those who do not report when they hear people discussing gun violence contribute to this social-justice issue. Parents and relatives should keep their firearms in places not accessible to students, and any talk of gun violence should be reported. This article also discusses how inaction will not solve this problem and we must all help in the fight to prevent gun violence. From this report, I can make my peers aware of how they should always report any talk of possible shootings to the proper authorities and how they should make sure that they keep any firearms they have in safe, inaccessible locations and should encourage any friends and/or family who have firearms to do the same. Lastly, I can suggest that they participate in the active-shooter drills that occur on campus. I can also provide them with the information about the statistics that go along with this issue and help them see just how prevalent of a social-justice issue this is.

Warnick, Bryan R., et al. “Gun Violence and the Meaning of American Schools.” *Educational Theory*, vol. 65, no. 4, Aug. 2015, pp. 371–386, EBSCOhost, onlinelibrary.wiley.com/doi/abs/10.1111/edth.12122.

In an article from *Educational Theory* titled “Gun Violence and the Meaning of American Schools,” Bryan R. Warnick, the associate professor of philosophy of education in the Department of Educational Studies at Ohio State University, Sang Hyun Kim, the assistant professor of philosophy of education in the Department of Education at Chosun University, and Shannon Robinson, a doctoral student in philosophy of education in the Department of Educational Studies at Ohio State University, discussed how the environment of American schools contributes to school shootings. The article starts by pointing out that no two school shootings are the same. It was stated that most school shootings are caused by white rural or suburban males who are socially troubled and have easy access to firearms and believe that schools are the appropriate place to use them. The authors studied three reasons why students may interpret schools as an appropriate place to use firearms. First, schools are often a place where microaggression and symbolic violence occur. Students are forced to attend school and to complete assignments both in and outside of school. Force is considered a form of violence, and physical violence also often occurs in the bullying that is found in school settings. This symbolic violence can then lead to real violence and school shootings. Next, schools are often looked at as a place where students can find refuge and find friends and romance. When students do not fit in within the social construct of a school and do not have success in making friends or having romance, some students end up becoming distressed and resentful. This can lead students to perform gun violence at schools to get back at those who made them not have the social success promised to them. Lastly, it was stated that in many school films it is seen that schools are a place for individual expression. It can be seen in the cases of many school shootings that these students perform these violent acts as a way of defiant self-expression against social groups or to express the hatred they feel. By looking at these distinct reasons why schools may be a place of violence, schools can reform to prevent future school shootings. One idea is to make schools more student-centered and less coercive. Another is to make schools better live up to their expectations and help those who do not fit in to find refuge. However, some students may still be left out and be even more resentful. This means that schools could also go in the other direction of instead lowering the expectation and putting less emphasis on this idea of romance and solid friendships. Lastly, schools should keep the idea of individual expression but maybe give students more opportunities to let out negative feelings and emotions. This

article was made to inform teachers, those leading schools, parents, and those in media to transform the way they present schools to students. This article wants people to make the classroom a place where students can be expressive, avoid any form of violence in the classroom, and help students have reasonable expectations of the school. The authors also want students to feel they can talk to teachers and administration if they feel they are having any problems. Hopefully if these reforms are made, students will not feel gun violence is the best solution to problems and not think this is something appropriate to occur on school grounds. This text is very organized, with headings of all the different topics. It is also easy to understand.

This article passes the CRAAP test. This article is current, since it was written in 2015. It is important for this article to be written recently, since this is a topic that is always changing. The information is relevant, since it explains why gun violence often occurs in schools and how this can be prevented from happening in the future. All information provided makes sense and matches up with other research performed. This article is from the trusted source of the *Educational Theory* journal and was peer reviewed. Two of the authors are trustworthy philosophy of education professors at universities, and one of the authors is a doctoral student in the philosophy of education. Their emails are provided in the article, so they can be contacted. Throughout the article there are many footnotes, and all quotes are cited. All the information makes sense, and there are no grammatical or spelling errors. Lastly, the article is not biased and is meant to inform. It has a lot of information that has been researched about why schools are places that incite violence and how people can work to minimize these occurrences.

This article will be extremely useful to my teach-in. From this article I have gained plenty of information I can use to help my peers understand why students perform gun violence in schools. By doing this I can relate these students to my peers and help them see what can be done to combat these feelings that students often have. This article provided some examples of why students in the past have performed gun violence, which I can share with the class. It also gave examples of several factors that have contributed to gun violence in schools, such as the fact that schools are a place that have violence in them, students are often disappointed in what they get from school in terms of their social life, and how schools are looked at as a place of self-expression. By knowing this, we can limit these ideals held in school or in the case of self-expression channel them in new ways to help eliminate gun violence.

"Raimondo Signs Rhode Island Red Flag Executive Order to Prevent Gun Violence, Save Lives." RI.gov, N.p., 26 Feb. 2018, www.ri.gov/press/view/32584. Accessed 28 May 2018.

In a recent press release on *RI.gov* titled "Raimondo Signs Rhode Island Red Flag Executive Order to Prevent Gun Violence, Save Lives," what Governor Raimondo has recently done to help prevent gun violence in Rhode Island was discussed. The press release starts out by stating that Raimondo is the first governor in America to take executive action to establish a "red flag" policy. This policy keeps guns away from those who are a danger to themselves and others. It allows law-enforcement agencies to consider all red flags and remove firearms from anyone who exhibits them. The policy also allows the Executive Office of Health and Human Services, the commissioner of education, and the Department of Public Safety to be able to give the public information on these red flags so they can report any threats. Lastly, it allows Rhode Island to participate in a multistate gun-safety coalition. Raimondo hopes that by taking these guns away from at-risk people, they will seek help rather than perform violence. The governor is also joining up with the New York, Connecticut, and New Jersey governors in the States for Gun Safety coalition, where they hope to create a multistate database to trace and intercept guns used in crimes and traveling between state borders. They also plan to study gun violence to help in policy making. Lastly, it was stated that Raimondo is working with Moms Demand, the Rhode Island Coalition Against Gun Violence, and others to help fight this serious social-justice issue. This press release was meant for the public of Rhode Island. It lets us know what is being done by our local government to help keep ourselves and our students safe from gun violence. This text was well organized and was written in a way that is easy to understand.

This press release passes the CRAAP test. It was current, since it was released earlier this year and was in response to recent gun violence occurrences. This article was relevant because it shows some measures that Rhode Island has already taken to help prevent gun violence in the state. It was written in a way that was easy to follow and is appropriate to the topic. The article was written by the Rhode Island government and should be accurate regarding what the Rhode Island governor has done. A link was provided where the reader is led to a website that provides information on how to get in contact with the governor. There were no typos or grammatical errors, and all quotes have who said them listed within the article. The information was made to inform the public of what measures have been taken to protect the public from gun violence. It is not meant to change the reader's opinion on anything but merely to inform them on what is going on.

This press release helps to make it clear that this is an issue that is relevant in Rhode Island. No one is safe from gun violence. A shooting can occur anywhere, and from this press release we can see Governor Raimondo is aware of this. In this press release we can see what is being done in Rhode Island to help protect us from gun violence and what is hoped to be done in the future. This is important for me to share in my teach-in, so my peers can see what is being done in our state already to combat this issue and to see that it is something that we must be concerned with in this state.

Amos, Denise. “Gov. Scott Lays Out Plan to Address Safety in Schools, Stricter Gun Control.” TCA Regional News, 23 Feb. 2018, ProQuest. Accessed 27 May 2018.

A recent article in *The Florida Times-Union* titled “Gov. Scott Lays Out Plan to Address Safety in Schools, Stricter Gun Control,” written by Denise Amos, a trusted reporter of *The Florida Times-Union*, discusses what the governor of Florida plans to do to fight gun violence. The article starts out by discussing how Governor Rick Scott wants to spend half a billion dollars on safety in schools and mental health. He would like to put law-enforcement officers in every school and to make it illegal for anyone under twenty-one years of age to own a gun. He also would like to have all Florida schools have metal detectors, bullet-proof glass, steel doors, and upgraded locks. The governor expects all schools to spend their money on making their schools safer before spending it on other items. He also wants to set up “threat assessment teams,” where a teacher, a law-enforcement officer, a Department of Children and Families employee, and a Department of Juvenile Justice employee meet with a principal monthly to review potential threats. The governor also wants to provide mental health counselors for students. Some other ideas that the governor of Florida has is to have active-shooter drills and code-red drills during the first week of each semester, tougher criminal laws for people who make school threats, and prohibit violent or mentally ill people from having access to weapons. All these actions are good in the fight against gun violence, but Governor Scott’s opponent thinks that more needs to be done, such as criminal background checks for all gun purchases and the banning of assault rifles. This article was well organized and easy to read. It was aimed at the public and helps make people aware of what the governor in Florida is doing in response to the recent tragedy in Parkland. Other school systems should consider implementing these procedures to prevent future tragedies.

This article seems to pass the CRAAP test. It is current, since it was written this year in response to a recent tragedy. The information is certainly related to the social-justice issue of gun violence and provides ideas of how this issue can be combated. All the content is clearly described and makes sense. This information was published in *The Florida Times-Union* and was written by Denise Amos, who is an education reporter for them. A phone number to contact her is located at the bottom of the article. The information is written for a Florida newspaper about an issue in Florida. There are many quotes provided with the source clearly stated, and all the information makes sense. No spelling or grammar errors can be found in the article. The purpose of this article is to inform the public of what the governor of Florida is doing about gun violence. There is no bias really present, which can especially be seen in how there is even an opposing point of view mentioned and quoted.

I can use this article to help in my teach-in. This source helps to show that it is necessary to take action to fight this issue. By not taking action and preventing at-risk people from having access to guns and making schools more secure, we run the risk of tragedies such as what happened in Parkland occurring. Governor Scott is taking action to prevent this from happening again in Florida, and every other state should do the same so as to prevent events such as this happening there. The class can help measures such as those that Governor Scott wants to put in place in Florida happen in Rhode Island by writing about this social-justice issue and these possible solutions in letters to their legislators. They can also sign the petition that the Rhode Island Coalition Against Gun Violence has to get the Safe Schools Act up and running. This act will make it where only trained police and peace officers can be armed on school grounds, which will help keep students safe. I will be sure to make this known to my peers during my teach-in.

Gray, Sarah. "Everything You Need to Know about March for Our Lives."
Time.com, 20 Mar. 2018, p. 1, EBSCOhost, uri.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=128584000&site=ehost-live&scope=site.

A recent *Time.com* article titled "Everything You Need to Know about March for Our Lives," by Sarah Gray, a trusted reporter for *Time*, discussed the March for Our Lives movement. This article discussed how students from Marjory Stoneman Douglas High School have organized the March 24 March for Our Lives movement in response to the February 14 shooting in Parkland, Florida, where seventeen students were killed. These students are sick of waiting for something to be done about gun violence and have visited their state capitol,

met with lawmakers, and even planned a march in Washington, D.C. In response to this recent tragedy, the Florida government has already put some gun-control measures in place, such as the banning of bump stocks, making it so only people over twenty-one years old can buy guns, implementing a three-day waiting period on the purchase of guns, and providing more funding for school safety and mental-health resources. Even with these recent actions, students feel like a lot more can be done, and they no longer want to sit tight and wait. They have already raised \$3 million on a GoFundMe that will cover the expenses of this movement and will go to the families of the victims. This movement occurred in locations across the country and was supported by many celebrities, who even donated to the cause. Those who are leading this movement do not believe that this issue is a political one but just want to see a comprehensive and effective bill that addresses gun violence to be brought to Congress. The article also mentions that on April 20 the nineteenth-annual National High School Walkout will be occurring. This article was very easy to understand and was organized like an article you would find in a newspaper. The audience intended for this article was the public. It was meant to explain a movement that students from Florida are participating in with the hope that others will participate in this movement near their own location. Also, this article makes it aware that something needs to be done about this issue because students are no longer feeling safe at school and are losing patience in waiting for action to be taken to limit the occurrences of this tragedy.

This article passes the CRAAP test. It was written in March of 2018, showing that it is very current, which is important for this topic. This information is very relevant. It explains a movement that has already taken place to fight this issue and shows that students really want more to be done about gun violence. The author of this article is a trusted reporter for *Time* and cites everything that she quoted. There is also a mention of the actual March for Our Lives website, which talks about how to get involved in the movement and describes a petition they are trying to get signatures for that works to get a law passed that will ban the sale of assault weapons, prohibit the sale of high-capacity magazines, and close the loophole involved in the background-check law. There are no grammatical or spelling errors in this article, and all information lines up with other articles I have read or what I saw happen during the time when March for Our Lives occurred. This article was made to just inform people of this movement and only stated facts. It did not try to convince anyone of anything.

The article focuses on how students have been so impacted by this issue that they have now started taking the matter into their own hands by starting movements to work at combating this. These students have seen other students

perish and family and friends of these students mourn because of gun violence, and they want no more of this to occur. We can see that this issue exists because we need stricter gun-control laws on school campuses and need to prevent the selling of weapons to at-risk people. These students saw that if we do not act, these events will continue to keep happening to students. By presenting this information to my peers, I can let them know about a movement that has already occurred to fight this social-justice issue and point them toward a group that is working toward ending this problem. On the March for Our Lives website there is a petition that I would like to urge my peers to sign that is working toward banning the sale of assault weapons, prohibiting the sale of high-capacity magazines, and closing the loophole that currently exists with background-check laws.

Shootings and Gun Control in America

Teach-in Video

Caroline Cohen

YouTube link: <https://youtu.be/FbmbJItJz6Q>



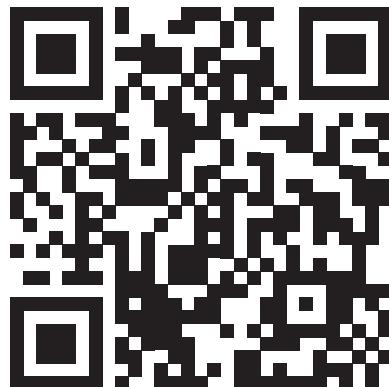
Using a QR code reader on your mobile device, scan the square above to watch the video.

The Richest Starving Country in the World

Teach-in Slideshow

Anthony Florenz

Slideshow link: <https://qrgo.page.link/U3EpZ>



Using a QR code reader on your mobile device, scan the square above to view the slideshow.

The Richest Starving Country in the World

Anthony Florenz
24 April 2019



("Here's How Food Waste at UCI, Some Supermarkets Is Being Converted into Electricity")

**Food Waste is an Issue.
Food Insecurity is an
Issue.
Let's Bridge this Gap**

"Throwing away food is like stealing from the table of those who are poor and hungry."

-Pope Francis

"Pope Francis: Wasting Food is like Stealing from the Poor." Washington Post. https://www.washingtonpost.com/national/religion/pope-francis-wasting-food-is-like-stealing-from-the-poor/2013/05/16/gip-187c-cpt2_11p2_8971_story.html. Accessed 17 Apr. 2019.

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NOT FOR DISTRIBUTION - FOR INSTRUCTORS USE ONLY

What is Food Waste?

Food Waste-

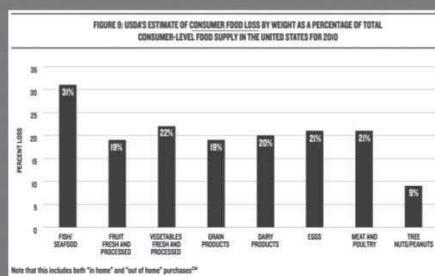
Discarding/alternative use of food that is **safe and nutritious** for human consumption

- 50% of U.S. **land** invested in food production
 - 10% of U.S. **energy** budget
 - 80% U.S. **freshwater** consumption
- 40% of **food** in the U.S. is wasted

"Wasted: How America Is Losing Up to 40 Percent of Its Food from Farm to Fork to Landfill." NRD
<https://www.nrdc.org/resources/wasted-how-america-is-losing-40-percent-its-food-farm-fork-to-landfill>. Accessed 17 Apr. 2019.

Jaw-Dropping Food Loss

- 33% Seafood
- 28% Fruits and Vegetables
- 27% Grain
- 17% Milk
- 12% Meat



Effect on the Environment



US EPA, OA. "Overview of Greenhouse Gases." US EPA, 23 Dec. 2015, <https://www.epa.gov/ghgemissions/overview-greenhouse-gases>.

- Food is largest contributor to solid waste
- Leading source of methane emissions
 - **16% methane emissions (2017)**
 - **25x More potent than CO₂**
- Accelerates the rate of Climate Change

History of Food Waste

Prior to 1950s

- food considered a **scarcity** for most people
- Cook books stressed frugality

1950s

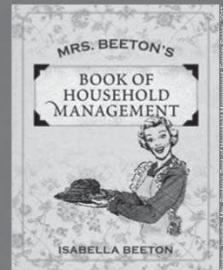
- Post WWII, change in behavior in food industry
- Farmers maxed out yield without regard to surplus

Post 1950s

- **Surplus** of food in U.S.
- Population becomes desensitized to food waste

2008-Today

- Global Food Crisis
- Cultural and policy shift that acknowledges food waste



Evans, David, et al. "A Brief Pre-History of Food Waste and the Social Sciences." *The Sociological Review*, vol. 60, no. 2_suppl, Dec. 2012, pp. 5–26. SAGE Journals, doi:10.1111/j.1467-954X.12035.

Benefitters

- Landfills
- Composting investors
- Companies in food industry who ignore food waste*

Sufferers

- Long term: **increased total cost**
- Damages Environment
- Low-income consumers
- Everyone

*Short-term benefits, long-term consequences

Video!



1:37-2:22

(252) Food Waste Is the World's Dumbest Problem - YouTube <https://www.youtube.com/watch?v=6RlxvSFrkIM> Accessed 17 Apr. 2019

Food Waste Exists on Campus

Low-Income Consumers Face the Most Adversity

- **1/6 Americans** currently **struggle** to feed themselves/family
- Projected increase in prices of food will burden the lower class
- **~40% college students** face chronic hunger
- In a class of **100 students**, **40 of them** do not know where their next meal is coming from

(252) Food Waste Is the World's Dumbest Problem - YouTube <https://www.youtube.com/watch?v=6RlxvSFrkIM> Accessed 17 Apr. 2019.
Home, <https://web.un.edu/holy-cutpost/> Accessed 17 Apr. 2019.

URI Food Services Calculation

- Almost **9 tons** of food waste are sent to the landfill **every week.**
- **324 tons** of food waste **each school year!**

Step 1. A.m. Shift place all organic waste/scrape for morning in designated barrel. Weigh at end of shift. Multiply answer times 1.5

Total = all organic from prep waste/day Amount_ 35bags*1.5=52.5bags/day Blend

Step 2. Weigh somai waste for duration of busiest 30 minute period. Multiply amount out for length of meal time (4hrs or 8/30min periods) 15,17,13,10,10.5 lbs bags. Multiply answer times 2

Total= all customer waste during meal period^sper day Amount_70bags*8=560 or 1120lbs/day blend

Step 3. At end of lunch, weigh all food destined for the disposal or garbage can. Note this also includes bakery items. Multiply answer times 2

Total= all kitchen cooked waste. Amount_ 114bags*2=228 day twice

Step 4. Combine weight of prep, customer waste, and cooked waste

Total=amount of organic waste from Hope Mainfare per one day. Amount_ 53+1120+228=1461lbs/day

Hope Mainfare amount times 1.75. Total= Combined for Butterfield and Hope per one Day. Amount_ 2452lbs /day/ @ seven days/week =17,164lbs weekly

McCullough, Michael. URI Dining Hall Food Waste Calculation. University of Rhode Island, p. 1.

What Can We Do About This?

Action Plan

- Donate to Rhody Outpost
- Donate a Meal Pass
- Conscious Portion Control
 - Only put on your plate what you know you will eat
 - You can always go for 2nd
- Eat Perishable Foods Before Processed Foods
- Tell your Friends and Family About This Action Plan



To Help with the Hunger Struggle Off Campus

You can support local food banks and pantries!



- **Rhode Island Community Food Bank**
 - (401) 942-6325
- **RICAN**
 - (401) 364-9412
- **Food Recovery Network**
 - development@foodrecoverynetwork.org.
- **McAuley House**
 - (401) 941-9013
- **Johnnycake Center of Peace Dale**
 - (401) 284-0303

Rhody Outpost

- St. Augustine Church (15 Lower College Road)
- Monday/Friday 3-5 pm
- Memorial Union Rm 302
 - Drop off Gift Cards/ Monetary Donations
- 401.874.5633
- dsooutreach@etal.uri.edu



Home: <https://web.uri.edu/rhody-outpost/>. Accessed 17 Apr. 2019.

Issues With Rhody Outpost/URI Dining Hall Collaboration

Obstacles

- Lack of volunteers
- Restrictive Time Availability
- Poor Locations

Solution

- **Volunteer** at Rhody Outpost!
 - Solves lack of volunteers, and time availability.



"Rhody Outpost." St Augustine's—Episcopal Center at URI, 19 Nov. 2014, <https://staugustineuri.org/rhody-outpost/>.

Items Currently Needed

Food Items

- Mac and Cheese
- Ramen Noodles
- Soup
- Bread
- Gluten-Free items
- Cereal (Full-size and individual size)
- Snacks like Granola Bars, Crackers, etc.
- Fruit – canned and fresh
- Rice/Grains
- Pasta
- Pasta Sauce
- Tuna/Sardines

Non-Food Items

- Hygiene items
- Disposable plates, bowls, cutlery
- Laundry detergent
- Cleaning supplies
- Paper towels
- Disinfectant Wipes
- Soap

Home. <https://web.uri.edu/rhody-outpost/>. Accessed 17 Apr. 2019.

Consequences of Inaction

Pros

- More time to do... homework!

Cons

- More food goes to landfill
- Increases methane emissions
- Increases rate of climate change
- Total cost of food will increase
- Food Prices Increase for everyone
- **Also, someone on your dorm floor will go to sleep hungry...**

Leib, Emily, et al. *Keeping Food Out of the Landfill: Policy Ideas for States and Localities*. Toolkit, p. 84,

https://www.endhunger.org/PDFs/2016/Harvard_FoodWaste_Toolkit_Oct2016.pdf. Accessed 26 Mar. 2019.

Consequences of Action

Pros

- We make a dent in local food waste and food insecurity
- Our friends on campus can go to sleep with full bellies

Cons

- One less guest swipe

Leib, Emily, et al. *Keeping Food Out of the Landfill: Policy Ideas for States and Localities*. Toolkit, p. 84,

https://www.endhunger.org/PDFs/2016/Harvard_FoodWaste_Toolkit_Oct2016.pdf. Accessed 26 Mar. 2019.

"Vote with your fork and vote with your vote!" - Marion Nestle

Domb, Alex. "Activists Combat Global Food Waste at NYU." *Washington Square News*, 5 Oct. 2018. <https://nyunews.com/2018/10/04/10-5-news-foodwaste/>

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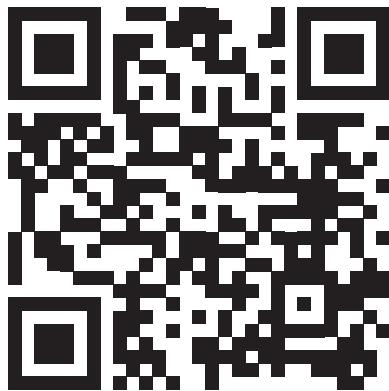
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Water Scarcity

Teach-in Video

Sean McCarthy

YouTube link: <https://youtu.be/BNlLGUy0-fo>



Using a QR code reader on your mobile device, scan the square above to watch the video.

Unfair Labor in the Chocolate Industry

Teach-in Video

Jenna Leone

YouTube link: <https://youtu.be/xETjEHBCcz0>



Using a QR code reader on your mobile device, scan the square above to watch the video.

Writing Lives

Introduction

WRITING LIVES



Practicing auto-ethnographic research methods common to the social sciences, this badging pathway helps you examine and understand how writing, in all its forms, functions in *your* daily life. After some preliminary reading and research about writing in the lives of young people, you will come up with a focused, significant research question to explore through data-collection methods of self-study like journaling, think-aloud protocols, daily logs, and/or artifact analysis. You'll spend at least seven days collecting data that help you answer your question related to your writing habits, tools, genres, media, emotions, etc. and then analyze that data to "find your findings" about the role of writing in your daily life. To share your inquiry and results with the university community, you'll produce a research poster suitable for URI's Showcase of Undergraduate Research.

Note: This is a **research-intensive badge**.

R U Stressed?

Level One Mini Essay

Joel Caputo

Writing in my life is a necessity in more ways than one. As a musician and a music teacher, I am obsessed with writing various reminders in the music that I play and teach. Also, I use writing when taking notes, specifically with pen and paper, as I find this to be most effective in solidifying the information that I am trying to remember. As far as electronic writing is concerned, I use social media and messenger apps to communicate with friends, family, and colleagues. I also use social media as a platform for self-promotion and networking within my profession.

Aside from my basic necessities, I also occasionally use writing as a vehicle for self-expression. From time to time I will take a shot at writing short poetry, particularly when I am experiencing something emotional that I feel like I need to dictate. Also, if I'm taking a general education course (like this one), I will be required to write essays, reflections, research papers, etc. I would say, however, that most of my day-to-day writing is in the form of direct communication via electronic device.

My perception of writing is difficult to pinpoint with mediums such as social media and texting, mostly because I am processing messages and not really thinking about the writing itself. I do notice when there are errors in spelling and grammar, but otherwise I don't feel that I am perceiving much outside of the message content. I can say, however, that when reading a well-written article, novel, or poem I can thoroughly appreciate the intrinsic beauty of language, evocation, and rich vocabulary.

Young people today live in a fast-paced world filled with automation and instant gratification. Thus, it only makes sense for these young folks to follow suit in their everyday texting. This is, of course, referring to the shorthand abbreviations for commonly used words and phrases; e.g., lol (laugh out loud).

For myself, I have recently adapted using some of these abbreviations, but only after a long streak of avoiding them. At one time I had thought that if I used these abbreviations I would forget what I had learned about proper spelling, grammar, etc. However, not only was I wrong, but I can now admit that using condensed words and phrases sometimes makes a significant difference in how much time I spend texting. The *Pacific Standard* article “Texting Erodes Writing Skills? RU Kidding Me?” by Tom Jacobs verifies my experience exactly: that using text-message abbreviations does not, in fact, erode writing skills, according to the research conducted with university students.

Aside from texting abbreviations, there is also a growing trend in how young people are writing due to social media and social apps. Ultimately, there seems to be pressure to conform to trends that will likely result in a user obtaining likes on their post. In *The Chronicle of Higher Education* article “Young People Let Digital Apps Dictate Their Identities, Say 2 Scholars,” Dr. Howard Gardner, creator of the multiple intelligence theory, spoke on this idea, stating, “The pressure is to consolidate and to post and to have as many friends and likes as possible, not to experiment and to learn from one’s more or less successful attempts” (Parry, 1). The results of this trend seem to be more risk aversion and less creativity in writing among this generation.

For myself, I can honestly say that I’ve tried to abstain from most social media trends (e.g., memes) primarily because I don’t want to surrender my creativity and originality when writing anything.

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R U Stressed?

Poster

Joel Caputo

Joel Caputo · WRT104 Writing Lives Badge

R U STRESSED?



ABSTRACT

Cellphones, and now smartphones, have revolutionized our lives, especially in the ways we communicate. We document and share our lives with our friends, family, and followers instantaneously no matter where we go. Although social media apps have gained much popularity in recent years, we go to our phones for communication in still classic text message. Studies have shown (see links in references) that young adults use texting the most. With that said, it only makes sense that there would be concern in how much time we spend texting, and to research and monitor the effects it has on our health and well-being.

LITERATURE REVIEW

"Is Texting Stressing You Out?" by Dr. Susan Whitbourne. Dr. Whitbourne draws conclusions such as that texting can cause stress due to misinterpretation due to body language. She also notes a connection to greater stress among heavy text message users (Whitbourne, 2013). The user day uses over average (Whitbourne, 1).

"How Texting Can Affect Relationships" by Jocelyn Baron. She touches on the ambiguity created from texting due to its lack of voice tone (Baron, 1).

"Stress, Texting, and Being Social" by psychologist Romeo Vitelli mentions that when people receive messages and/or respond to new text message right away, he also suggests a link to testing and poor sleep (Vitelli, 1).

"Emotional Support During Times of Stress Can Test Messaging Competence With In-Person Interaction" by Susan Holtzman, Drew DeClerk, Kara Turcotte, Diana List, and Michael Woodworth, a study that found that higher volume tested texting poses greater potential for misinterpretation due to a notable lack of hearing auditory cues (Holtzman, DeClerk, Turcotte, List, & Woodworth, 1).

"Texting and Its Effects On Well-Being" by Kaitlyn Hanisko, her findings suggested that high volume text message users were more likely to experience symptoms of stress, anxiety, and energy spent texting (Hanisko, 1).

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INTRODUCTION

I am deciding to conduct my own study in response to sending and receiving text messages. This experiment will last 7 days, from Monday to Sunday, and I will be recording and tallying my stress levels for each text I send and receive. It is important to note that I generally send somewhere around 30 text messages per day, and receive approximately 30 messages per day. These messages are SMS messages, as well as messages from the Facebook embedded messenger app. My units of measuring stress will be consisting of four categories: no stress (NS), little stress (LS), moderate stress (MS), and severe stress (SS).

QUESTION:

Over a the span of week, to what degree are sent and received text messages contributing to my stress levels?

HYPOTHESIS:

I will feel at least a little stress in response to 50% of sent text messages and 50% of received text messages.

METHODS AND MATERIALS

What do I need?

1. smartphone
2. something to record data on (I used a notebook)
3. pen or pencil

What is the procedure?

1. send or receive text
2. evaluate stress level (see introduction for units of measurement)
3. record stress level
4. repeat steps 1-3 for every message sent or received message for 7 days

RESULTS

The data (see graph below) shows that there was at least a little stressed induced by 48.1% of sent text messages, and 54.1% of received text messages.

TOTAL BREAKDOWN:

Sent Messages:	Received Messages:
NS: 51.9%	NS: 45.9%
LS: 30%	LS: 30.3%
MS: 18.1%	MS: 22.5%
SS: 0%	SS: 1.3%

Total number of messages sent: 217

Total number of messages received: 231

Considering that I send and receive approximately 30 messages (30 sent, 30 received) pr. day, this 7 day study reflects what could consider a relatively average week based on the total number sent and received (30

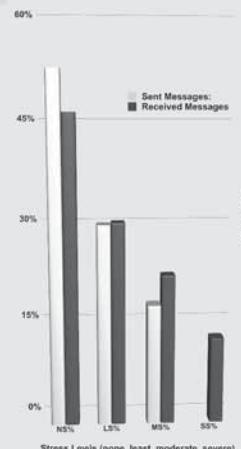
DISCUSSION AND CONCLUSION

As evidenced by the data and results, stress was induced to some degree by approximately 1/2 of all text messages sent and received. I hypothesized that I would experience stress induced by at least 50% of both sent and received text messages.

The hypothesis is rejected since I experienced stress in response to only 48.1% of messages sent (the hypothesis would be accepted if it were only referring to received messages).

However, there are limitations in this lab study. The most significant limitation is that the results are designated to one individual and will be subjective to that person. Also the study only lasts 7 days, and therefore the percentages could vary if the study was extended to a longer period of time. Also, this study does not take into account other variables and factors that would make me more susceptible to stress.

To improve this experiment, one could apply this test to multiple individuals of different ages and demographics, and have them record their data over a prolonged period of time.



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IMAGES:



Joel Caputo

Digital poster link: <https://qrgo.page.link/fCLVk>



Using a QR code reader on your mobile device, scan the square above to view the poster.

How Does Writing for Recreation Affect My Mood?

Level One Mini Essay

Alyssa Guarino

The writing that I engage in throughout my own daily life is very diverse and multimodal. I frequently upload posts on my Instagram and other social media accounts. Instagram posts are multimodal pieces that often include a caption of text. In my everyday life, I also attend classes and complete homework. I am constantly taking lecture notes, writing essays, answering test questions, and annotating literature for learning purposes. I also like to read BuzzFeed news articles, generally on an everyday basis. These articles are mostly for entertainment purposes, but sometimes they focus on more serious and informative real-life issues. Another simple way that writing is integrated into my everyday life is in the form of text messages. This is a way that I stay connected to my friends and family throughout the day. Most of these text messages are light-hearted and personal. For recreation I also frequently write poetry in my personal journal. I find myself writing mostly about social justice issues as well as expressing my emotions toward my current relationship. Most of my writing is informal, for the purpose of self-expression. I have found that my writing styles and genres have changed significantly over time. As a younger adolescent, my journal entries focused more on the exploration of my own identity. Now that I have become more solid in my understanding of myself, I tend to write more about advocating for basic human rights and equality. My journal entries are generally written at night after my other priorities have been fulfilled.

After reading the articles posted for my badge, I have found that my writing tendencies have some similarities and differences as compared to other young adults. As discussed in the article titled “Texting Erodes Writing Skills? RU Kidding Me?,” I sometimes find myself accidentally using texting lingo in my academic writing. Although the article states that it is not too common for this to occur among college students, I will sometimes find myself shortening words and phrases by accident. The article specifically states that, “It’s possible that young adults who are not in college may be more susceptible to the

influence of textism use on literary skills" (Jacobs 2014). This is most likely because texting among youth is so frequent, but college students have more experience in writing academically. I do not relate much to the topic discussed in the article titled "Opinion: Video Games Taught Me How to Write." Playing video games has never been a hobby or interest of mine. The aspect of my adolescence that helped me most in developing writing skills was watching slam-poetry videos. Although these videos were focused on the aural mode, I believe that hearing the English language used in a creative way helped me to develop my own writing style. The ideas in the article titled "Young People Let Digital Apps Dictate Their Identities, Say 2 Scholars" are not very applicable in my own life, as I don't necessarily base my identity off of social media. My social media accounts are for entertainment and staying connected with my friends and family. Yet I have noticed that a lot of teens look at other people's social media posts in envy and begin to feel insecure through comparison. The article states that, "The pressure is to consolidate and to post and to have as many friends and likes as possible" (Parry 2013). I have found this to be true because a lot of my peers tend to obsess over the number of likes they get on Instagram, seeking validation from peers.

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How Does Writing for Recreation Affect My Mood?

Poster

Alyssa Guarino

How does writing for recreation affect my mood?

Alyssa Guarino, WRT 104, Writing Lives Badge
alyssa_guarino@my.uri.edu

Introduction			Literature Review			Results																				
<p>The practice of writing is widely viewed as an effective form of psychotherapy. After reading through various sources, I have decided to put this to the test in my own life. I have conducted my own study by observing my feelings and emotions before and after writing daily for recreation.</p>			<p>- The article titled <i>Writing Therapy: Using A Pen and Paper to Enhance Personal Growth</i> by Claremont University graduate of psychology Courtney Ackerman states that art is an effective form of therapy, and that writing itself is an art form.</p> <p>- The article <i>5 Ways to Process Your Emotions Through Writing</i>, written by Margarita Tartakovsky (Masters of Science in Psychology) discusses a few guidelines that can assist you in writing to explore and process your emotions. The author claims that these practices can make for an easy and creative do-it-yourself form of emotional therapy.</p> <p>- A professional writer and the author of the article titled <i>Use Writing to Change Your Mood</i>, Monica Clark, uses her own experience in writing a novel to argue that writing can actually make you a happier person by providing you with a sense of accomplishment.</p> <p>- Another article written by Margarita Tartakovsky called <i>The Power of Writing: 3 Types of Therapeutic Writing</i> explains that writing can be beneficial for everyone regardless of skill or experience.</p> <p>- The article titled <i>Health: The Power of Therapeutic Writing</i>, written by Jim Pollard, says that writing is one of the best forms of therapy because it is cheap, readily available, and commonly seen as helpful in dealing with depression and anxiety.</p>			<table border="1"><thead><tr><th>Date: writing activity</th><th>Emotions before writing</th><th>Emotions after writing</th></tr></thead><tbody><tr><td>October 8th: Writing a letter to my boyfriend</td><td>Frustrated, resentful, confused</td><td>Relieved, hopeful</td></tr><tr><td>October 8th: Copying down my favorite author's poetry</td><td>Lonely, lost, upset</td><td>Loved, complete, understood</td></tr><tr><td>October 10th: Writing a to-do list</td><td>Overwhelmed, under accomplished, hopeless</td><td>Motivated, organized, excited, relieved</td></tr><tr><td>October 10th: Daily journal entry</td><td>Anxious</td><td>Fulfilled, accomplished</td></tr><tr><td>October 11th: Texting my best friend</td><td>Lonely, bored, tired</td><td>Awake, loved, ready for the day</td></tr></tbody></table>			Date: writing activity	Emotions before writing	Emotions after writing	October 8th: Writing a letter to my boyfriend	Frustrated, resentful, confused	Relieved, hopeful	October 8th: Copying down my favorite author's poetry	Lonely, lost, upset	Loved, complete, understood	October 10th: Writing a to-do list	Overwhelmed, under accomplished, hopeless	Motivated, organized, excited, relieved	October 10th: Daily journal entry	Anxious	Fulfilled, accomplished	October 11th: Texting my best friend	Lonely, bored, tired	Awake, loved, ready for the day
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Methods and Materials

Materials:

- Pen
- Paper
- Free time
- Creativity

Methods:

1. Find some free time
2. Record feelings and emotions before writing
3. Write freely for at least ten minutes
4. Record feelings after writing

I can shake off everything as I write; my sorrows disappear, my courage is reborn.
— Anne Frank

Conclusions

My findings have supported the idea that writing can positively alter moods and allow for better emotional processing. I have found that most times, I find myself drawn to writing in times of heightened stress and anxiety. The after effects of writing are most often positive. I would recommend writing as a form of therapy to anyone who is struggling with stress, depression, or anxiety.

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Digital poster link: <https://qrgo.page.link/SCHUW>



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Understanding Why We Make Lists and What We Do with Them

Poster

Bailey Ricci

Digital poster link: <https://qrgo.page.link/Cp2Yt>



Using a QR code reader on your mobile device, scan the square above to view the poster.

What Is the Motivation Behind My Commonplace Book?

Poster

Sienna Caparrelli



ABSTRACT

Commonplace books can be used as a source to relive small moments/memories that could've otherwise been forgotten. This poster demonstrates my use of a commonplace book in the college setting. The results show categories that each of the comments falls into, and which category held the highest percentage. This percentage will give light onto what pattern each entry has with one another. Along with that pattern will be the answer behind what motivated my friends and I to start writing down these tiny moments for us to always remember.

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What is the Motivation Behind My Commonplace Book?

Sienna Caparrelli, University of Rhode Island

INTRODUCTION

Commonplace books popularity dates back to the era of the fifteenth century, where the writer would compile their favorite sayings or quotes for rhetoric advancements (Carbone). Doing this allows the writer to later return to their book with those specific chosen sayings, so they can go back and relive the thoughts/memories behind what they chose to write down. Commonplace books gives the reader the opportunity to connect with the world around them, touching upon many different aspects and outlooks of life (Burke). Those outlooks could be humor, society, school, memory and anything the writer decides to incorporate in their book (Burke). No matter what the motivation, commonplace books were made as a way for one to remember the past, and use it to advance it's present self.

RESULTS

The results found prove that the motivation behind my own commonplace book was: humor. The humor category had 41 comments, equaling a total of 38%, 31 comments fell into the miscellaneous category, totaling 29%. The offensive category held 19 comments, equaling a total of 17%. Lastly was the sarcasm category, which held 17 comments that total to 16%. Below down is an example of a quote that fell into each category. Below the examples is a pie chart to demonstrate the results, and how close/far away each categories percentages were from one another.

Ruth: what's this juice, I love juice
Sienna: it's water
Ruth: h2o no thank you

Picture 1: Example of a quote in the humor category.

You're gonna be Kris Jenner - Lindsay
Sienna

Picture 2: Example of a quote under the miscellaneous category.

You know I'm not your butler, OK. Look here
you go home's your f*cking food and a silver
f*cking platter there you go one you happy OK
- Tina to sienna

Picture 3: Example of a quote under the offensive category.

Ain't nobody talking to yo Kim Possible
redheaded looking ass - Ruth to Lindsay

DISCUSSION

Humor reigned supreme with 38%, meaning humor is the answer to my question, what is the motivation behind my commonplace book? The answer being humor did not surprise me one bit. Humor is a big way people bond, and that is the case for my friends and I. I was however very surprised that the sarcasm category had the least amount with 16%. My circle of friends have a very sarcastic sense of humor, which I expected to show when looking at the results. I was surprised when it was the complete opposite, with miscellaneous having the second highest percent. I asked my friends what categories they thought would place where, and they were all equally surprised by the findings. They expected offensive comments to rank higher than third, one of them saying she thought it would have landed in first. Along with offensive comments, they also expected a higher percentage of sarcastic comments, confirming my previous belief.

CONCLUSION

In conclusion, this poster was used to represent what I found to be my motivation for my own commonplace book. The average college student can connect to this if they have funny pictures or videos of themselves or their friends for remembrance. A commonplace book allows the writer to remember a certain sentence/phrase/quote/comment for whatever reason, humor related or not. Every snapshot saved to the memories file is an addition to that person's "commonplace book". College goes by in the blink of an eye, and I think everyone realizes that when it's too late. By saving these little snippets of time in word or video form, you're preserving a moment you would've otherwise forgotten about.



Figure 5: This pie chart expresses the percentage of comments that fell into each category. The Humor category is the largest with 38%.

Digital poster link: <https://qrgo.page.link/JWLgU>



Using a QR code reader on your mobile device, scan the square above to view the poster.

What Is the Motivation Behind My Commonplace Book?

Peer Review

Introduction

PEER REVIEW



To earn this badge, you must submit two peer reviews that you have completed **by responding to your classmates' writing.**

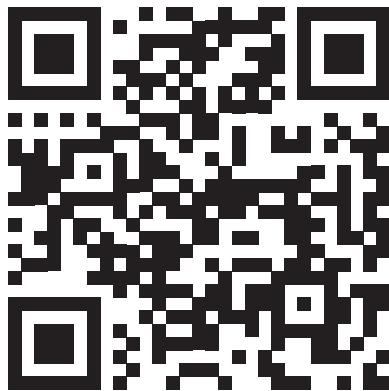
The writing conference is a time for focused, productive dialogue between writers and readers. This dialogue is important as writers work to revise their writing. Revision is a messy and complicated process, and the writing conference can provide a space for writers to receive meaningful feedback, support, and encouragement. Remember that being overly nice is not necessarily helpful for the writer. Also remember that the writer needs detailed, actionable feedback in order to improve.

Peer Review

Rhetorical Situation

Sarah Titus, Tim Murley, and Caden Cabral

YouTube link: <https://youtu.be/a5Rp05uFRUY>



Using a QR code reader on your mobile device, scan the square above to listen to the peer review.

Peer Review Response

Riva Poudel and Benjamin R. Costa

YouTube link: <https://qrgo.page.link/NqEiF>



Using a QR code reader on your mobile device, scan the square above to listen to the peer review.

Learning Reflection

Learning Reflection

Introduction

LEARNING REFLECTION



This semester, you've embarked on a journey of writing with multiple modes and media. You have followed your own interests to design, make, and share texts. You have had a chance to experiment with writing for different audiences and different purposes in a variety of genres. You have used several production strategies to create compelling, *multimodal* texts that audiences will want to read, view, and experience. You've learned how to find and use credible sources to enhance your work. At some point during the semester, you have collaborated with others—either as part of a team or in peer conferences. Finally, you have reflected on your thinking and writing processes. All of these activities have helped you become a more effective writer. Now is the time to take stock of and celebrate what you have achieved in the Learning Reflection!

What Have I Learned from Multimodal Composing?

Website

Benjamin R. Costa

YouTube link: <https://spark.adobe.com/page/qBFtjmRalhiUk/>



Using a QR code reader on your mobile device, scan the square above to view the website.

Collaboration Podcast

*Sarah Titus, Justin Crooks, Carl Lindewall,
and Jackson Cafferty*

YouTube link: <https://youtu.be/rj0N0k2xLc>



Using a QR code reader on your mobile device, scan the square above to listen to the podcast.

A Note about the Cover Art

Profile of a Multimodal Composer: Nate Vaccaro

I am a graduate double major in English and Writing and Rhetoric with a minor in Italian. During my time at URI, I served as a URI 101 mentor, an undergraduate writing tutor, the building manager at the Gender & Sexuality Center, and editor-in-chief of *Ether(bound)* magazine.

The cover image was taken and posted to Instagram right before a bus trip to New York City, during which my friends and I were going to several art museums to take notes for an art class. I had put the words “FIELD NOTES” on my notebook in stickers after taking Dr. Heather Johnson’s Travel Writing course in which note-taking on our travel excursions was part of the class assignments. After taking that class, writing down the little details of my travels became a ritual whenever I went somewhere, even if it was just to a coffee shop. And, while iPhones have made photography easier than ever, I still like to bring my pink Polaroid camera to as many places as possible, because I think the whimsy of having physical photos adds precious documentation to the experience of travel. A lot of writing is first about recording and noting everything and then sorting through the pieces later to make sense of them. By taking this Instagram photo, I wanted to let the world in on my pre-travel writing preparations.

Image remix by: Robert A. Puckett