

Sean Turner

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English 1101

4th Dec. 2019

From Musician to Dawg

Hi, my name is Sean Turner and I am lost in the world!



I'd say my life officially began when I started playing French horn at the age of 12. Everything prior was just build up. I discovered I had a natural talent for it very early and had an intense drive to succeed. I played it all throughout middle school and started building my resume from there. Being a member of the Georgia Middle School All-state band both 7th grade and 8th grade, I was living my best life. When I started high school, I decided to only care about this instrument, nothing else. By my senior year I was first chair horn in three extracurricular groups, made All-state for high schoolers, and attended the prestigious Tanglewood Summer Institute two summers in a row. I then attended the New England Conservatory of Music where I learned something about myself.. I'm disappointed I hadn't tried more. I realised horn was no longer a passion but just something I was good at. I decided to take a gap year thinking it'll help me clear my mind, but it ended up being a horrible experience. No friends, no other skills, no passion. On top of that, my parents went through a divorce and I got to go through it with them. I was lost and scared and didn't know where to go after the year was over. When I got the acceptance letter from UGA, I felt an excitement I hadn't experienced in a long time. I was finally able to recognize a path to take. I might feel lost as I discover my

new passions but I just have to remind myself that this is just another build up towards a lifetime
of success.

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English 1101

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Who I Am as a Writer

Coming from music, I know improvement when I see it. It's not as obvious during the process, but rather when you look at how far you have come. Walking into English 1101 on the first day, I did not consider the fact that this would be the year I truly realize my potential as a writer. With every assignment and reflection, I became more aware of the differences between an exceptional piece of writing and a mere paper with words on it. Although I am still striving to write my own exceptional piece, I appreciate the improvements I have already made. In fact, my goals are not to just get a good grade but to really write with passion and feel a sense of pride for every assignment I turn in. And with every new skill I learn, my pride goes up and my love for this art form flourishes. Throughout my time in English 1101, I have improved the way I write to a specific audience while still using my own voice and learned how to properly revise my work, but I am still working to develop my cohesiveness.

Throughout high school, I wrote my essays solely for my teachers, believing they were my only audience. I did not consider who else may be interested in what I had to write, only those who were handing me the grade. This made writing more of a chore for me rather than a pleasure. However, that shallow mindset was adjusted when I entered Ms. Taylor's English 1101. I was told to look further and really figure out who would benefit from my paper. By thinking about a greater purpose, I began to enjoy writing and even took pride in a lot of my work, since it was more meaningful. You can see in my First Revised Essay that I had a very clear idea of who I was writing towards. The essay itself is about the Malaysian airline that went

missing in 2014, and it is presented in the “stoner” format. In one excerpt of the assignment I state: “So I made a tweet about it just being like ‘Lol, guess what I found’ and posted the voicemail and the coordinates and a lot of people started agreeing with me! But this is when it gets messed up, dude. I started receiving texts from an unknown number in a different language.” If my audience were to be my teacher, I most likely would have made a lot of adjustments and formalized it. However, since we were encouraged to look past our educators, I was able to be more creative than that. Instead, my targeted audience was anyone that cared for conspiracy theories or just looking for a laugh. Not only has this made writing more enjoyable in the long run, it also has given me the opportunity to explore different varieties of writing. Although I could write in the “stoner” format all day, I am now aware that not all essays will be that casual. For example, in my Revision Exhibit, I had to start almost completely over because of the lack of formality. My paper originally started with, “fact about me: before attending the University of Georgia, I attended the New England Conservatory of Music as a French horn performance major.” Although I ended up using that same sentence in my brief reflective essay, it was not a standard opening sentence for a research proposal. After a lot of trial and error, I successfully ended with: “Students in the arts have a unique education. It’s less about studying textbooks and slideshows than it is about practicing their craft for hours and hours a day in hopes of a perfect product.” Through this process of having to adapt my writing, I learned that I cannot get used to one “correct way” of writing, because I will always need to adjust depending on the audience. My first essay was directed towards people looking for a laugh, but my second was for people that want to learn what I have to say. So, now having more knowledge on audience awareness, I know I can’t use the same approach of writing when addressing two completely different audiences.

Prior to English 1101, the way I wrote my essays was the same way I did my laundry. As soon as I started, I would lose myself in the task and not stop until the whole chore was complete. Although this worked for convenience sake (i.e. Getting it out of the way early), I found myself not being able to revise a whole lot because of this. I would write everything I wanted to write and left no room for other considerations. This made it hard when I received feedback because I didn't know how to incorporate new suggestions. English 1101, however, took me out of that mindset. This course challenged me to not only break down my assignments step-by-step, which forced me to put in more thought, but also compare my work to others in a constructive way. In my Second Revised Essay (also titled: *A Major Change in Life*), I had to make a lot more adjustments than I've ever been pressed to do before. For example, my thesis was one of the pieces that took the most shaping. It originally stated, "So the question becomes: do students majoring in an area of fine arts (theatre, music, dance, etc.) have a higher rate of dropping out than students in any other major?". The problem with this thesis was that it didn't fit the tone of my essay. I spent quite a bit of time figuring out how to adjust the wording and making it flow fluently from beginning to end. My final product ended up being: "By analyzing the psychology of people in the arts and comparing it to the main causes of dropout, it will be clear if students majoring in fine arts have a higher dropout rate than students in more traditional majors." Although the changes aren't extreme, it took a lot of persistence and trial and error to get to this new thesis. There are obvious adjustments that can still be made, however, I am very pleased with how far I was able to take my revisions on it.

Another factor that assisted my improvement at making revisions was through peer review. In my Peer Review Exhibit I state how "most of my comments are about the flow of her paper. I paid attention to the length of her sentences and whether or not they fit where she originally placed them." This is in reference to the revisions I made to my peer's paper (*The New*

Age of Activism by Shloka Danave). Cohesiveness is another technique I'm still working to improve, so reading someone else's paper and being able to identify where it gets disjointed benefited me just as much. I was able to go back to my own paper and look for areas that might sound perfect to me, but only because that's how I would hear it. It was almost like reading my paper through a different lens. I fell into a hole where I would read my paper with a filter. I avoided the errors and just agreed with myself, but unfortunately, that's not how you revise an essay. You have to read it like it's the first time you're reading it and like it's not your own baby, but rather something that can be improved in many ways.

I've made lots of improvements within a short amount of time and I could not be prouder of myself. From being able to confidently identify an audience to being able to make complete revisions on my assignments, I have a whole new confidence towards my writing abilities. However, with all I have improved, I still have lots to learn. One skill I wish to better in the future is my cohesiveness. My flow from sentence to sentence, making sure not to lose the reader. I was taught in English 1101 to write like I'm having a conversation, which made it feel more natural, but I am aware that I'm only at the beginning of this practice. For my Wildcard, I ended up writing a script from a movie, which is an actual conversation between characters. This helped me practice how I should write my essays because each sentence needs to connect the same way lines do from a script. **MR. NOPHUN:** Then how did you learn? Did you even learn about ethos, pathos, or how to write an I.R.E.? **BRADLEY:** We did! But not the traditional way. **MR. NOPHUN:** Fine. Well, since there is only one way, I guess we'll have to begin again. Who can tell me the difference between an Oxford comma and a Harvard comma? *Suddenly, a knock on the door interrupts class.*" In this excerpt from my Wildcard, each line feeds off of the other and keeps the plot moving. Although this is a different style of writing, the idea of a constant movement from the first sentence to the last in a connecting manner is exactly how an

essay should be written. I know this skill will manifest itself over time with more practice, so I am confident that I will improve.

Compared to a few years ago, I was stressed out any time I needed to turn in a revision due to my lack of technique, but now I am prepared to revise all my future essays. Throughout my time in English 1101, I have learned skills I never knew I had and created goals that I plan to strive towards. Although I still have a long way to go before I publish my first best seller, I am excited to see what the future holds. Especially when I walk into English 1102 and make completely new discoveries about my writing and myself.

Sean Turner

Kelsey Taylor

English 1101

4th Dec. 2019

The Aliens Are Coming. The Aliens Are Coming!

Holy cow, that's good stuff. Ok, I have something to tell you but you have to keep it, like, between us, alright? This is going to sound crazy but it's legit. Let me just start at the beginning. The other day I was just minding my own business, hanging out, playing Xbox, drinking a coke, whatever, you get it, but then I got a voicemail. Which is already weird because my phone didn't even, like, ring. No man, I wasn't tripping, I really got a random voicemail out of nowhere! So, naturally, I played it back and it was this, like, this robotic lady's voice. And this weird robo lady was just saying a bunch of random words. She said something about "Alpha" and "Sierra" and "November", just random words in a random order, it was freaking bizarre. I was super confused and a little freaked out. I remember thinking, like, "who the heck is this?" Dude, I'm serious, it was crazy. But anyway, I just shrugged it off for a minute and went back to my game. Oh, I was playing Call of Duty and man, I just leveled up to a whole new gun. You should see it, it's... Wait, what was I-... Oh right! Ok, but then I started getting curious, right? So I searched on google what all those words were and it turns out they're called "nato phonetic alphabet." Wait, that doesn't sound right. It was "nato phonetic alphabet." So these series of words were called "nato phonetic alphabet" which is, like, apparently used in the military, I guess? But with this newfound information that I... You know, found... I translated the message and read it and that's when things got freaky, man. Okay, listen to this, hold on, I wrote it down. It said "Danger SOS It is dire for you to evacuate. Be cautious they are not human.

042933964230 SOS danger SOS". Like, dude, what the legit hecking heck! So I was looking at those numbers wondering what they could possibly mean and then it hit me: Coordinates. Man, they're coordinates! And guess where they located to... Yeah, you guessed it, somehow... Malaysia. But not just anywhere in Malaysia, dude. This is when it gets even wackier - wait, can I take a hit of that? Thanks. Anyway, ummmm, where was I? Right, so the coordinates were near the last place that, um, that Malaysian plane that went missing was before it, you know, went missing. So I made a tweet about it just being like "Lol, guess what I found" and posted the voicemail and the coordinates and a lot of people started agreeing with me! But this is when it gets messed up, dude. I started receiving texts from an unknown number in a different language. I don't know what language, maybe, like, Indonesian? Anyway, that's not important, but I took one of the texts and used google translate and it translated to: "end the post you just shared about the recording on your phone." No, you can't see it, man. I deleted the text because it freaked me out so much but dude, I swear. I wouldn't, like, lie to you! Then I got another text that was in Morse code. Yeah, I got a text in Morse code, don't make that face at me! So I translated that and it said: "They are"... wait, hold on I'm trying to remember. It said, umm, "they are taking over 41818" and at first I was like "Wait what the heck is 41818? More coordinates?" but then I realized it was April 18th 2018! Can you believe that?! Like, you can't make this stuff up, dude! Now fast forward a few days and I was watching a movie. It was Silver Linings Playbook. You've never seen it? Oh man, Jennifer Lawrence was soooo good. Definitely deserved her Oscar - wait hold on, don't distract me... So, I was watching that J. Law movie when I saw a flash. Yeah man, a flash outside my window. So I looked out the window and someone was taking pictures of my house! The flash was, like, a camera! When he saw me looking he just walked away and I literally thought I was going to die that night. So obviously something crazy was going on, so I did even more research on the voicemail. That's when I

realized it was probably, like, the black box recording. And from what I understand, a black box records everything that's happening in the cockpit, so if a plane crashes or gets, like, hijacked there's evidence of what happened. But more importantly, it records the last interaction of a plane so that explains why it's an SOS recording! It also records the, like, coordinates, which is why I got all the weird numbers! So, it was a warning but a warning from what, you ask?... Ok... Dude... This is the part where my mom thought I was going crazy. So, I gave it a lot of thought and what's the only thing a plane should be worried about encountering in the sky, like, a million miles above ground?... Aliens... Freaking aliens, man. Dude, I freaking figured out what happened to the Malaysian flight that went missing! It was abducted by friggin' aliens! I was, like, the chosen one for getting these voicemails and it's up to me to, like, let the world know that on April... um... did I say 18th? Yeah, let the world know that on April 18th the aliens are coming! I already have, like, a Twitter fanbase. We call ourselves the "Malayalien Believers", pretty sick, right? I came up with that. Anyway, yeah, that's pretty much all I had to share. I'm still tweaking it and figuring it all out but yeah, just be aware of April 18th, dude. Do you have any more of this stuff? It's the freaking bomb.

Analysis:

Conspiracy theories can be rather outlandish, which is why the people who believe and share them have to be creative in how they present their argument. A theory that insists that aliens are responsible for the disappearance of the Malaysian Airline Flight 370 should be introduced in a humorous yet realistic way. After reviewing all the formats, the one that gives this theory the

best chance of being believed would be the “stoner” format. When writing the theory in my own way, I didn’t change or add any details that would make it more believable. In fact, the only thing I adjusted was putting the story into first person. When presenting the theory, I intentionally made it more humorous than serious by having the speaker share his encounter with his stoner friend. This means that my intended audience is different than that of the speaker of the story. While his audience was his friend with whom he was smoking, mine is more general. My audience could include anyone who may have an interest in conspiracy theories, someone just looking for a laugh, or maybe someone who enjoys smoking marijuana and can relate to the situation. I made it the speaker’s strategy to be honest and explain in full detail exactly what happened and how he handled it. He was not trying to be overly convincing nor looking for approval; he was simply and confidently sharing what he knew about the theory thus far. As for how the story was told, the biggest influence would be the amount of emotion put into the writing. When writing for the speaker, I let him interject into the story how “freaked out” he was or how he “thought he was going to die.” By including these emotional outbreaks, I showed that the speaker wasn’t just making up a story but rather was relating his emotional experience. Unfortunately, there was no way to show his credibility or use logic for a theory about aliens in a “stoner” format, so I had to rely on adding genuine emotions to make it believable. In the end, this format selection worked given the topic of the theory. This theory is absolutely bizarre and, in my opinion, putting it in a realistic format such as “blogger” or “memoir” would have made it even more unrealistic. In more formal formats, it could have appeared to take itself too seriously and be less believable. However, by presenting it in a comedic way, it lent joy to the experience and hooked the reader from the very beginning. It doesn’t try to convince them logically but rather shares a series of unusual events to create an emotional connection. By the end,

hopefully the reader will be laughing and still somewhat skeptical about whether this speaker was just high as a kite or maybe actually onto something.

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English 1101

4th Dec. 2019

A Major Change in Life

Students in the arts have a unique education. It's less about studying textbooks and slideshows than it is about practicing their craft for hours and hours a day in hopes of a perfect product. Although that may sound like a rewarding process, it can go from very fulfilling to very strenuous within seconds because of that strive towards impossible perfection. With this in mind, one can predict that this takes a real toll on the student's mentality and can affect their future in a drastic way. It goes without saying that once a student has reached a peak of stress and frustration, this type of mindset leads to severe mental disorders, such as depression and anxiety. When describing this to someone who has never been involved in fine arts, it might be difficult for them to understand how this may differ from any other college major. By analyzing the psychology of people in the arts and comparing it to the main causes of dropout, it will be clear if students majoring in fine arts have a higher dropout rate than students in more traditional majors. When correlating it to other articles on dropout, the others typically focus on the why, as in "why do people dropout," but there aren't any that focus on the who. This is most likely due to the fact that, unless they are attending a conservatory for their craft, the easiest solution is to just switch majors to something that gives the student more enjoyment and confidence.

Although that's the appropriate decision for some, this paper will oppose that answer and describe why switching majors is not always the easiest or most beneficial solution to a problem that affects so many. The sources used to assist this claim link together to answer the question as to who is more likely to dropout. The first few articles studied will be describing why students

with higher anxiety and depression are usually the most likely to drop out in the first place. From there, that will be connected to how people in the arts are more prone to having mental disorders like depression and anxiety. To clarify, this is usually because of their strive for impossible perfection and the constant rejection that comes with being in such a difficult profession. With a better understanding of why fine arts majors are the most typical of all students to leave school, we as a society will be able to figure out how to make the path to being a successful artist less taxing on young students. This prompts the question of whether the education system should be altered in a way that gives the students a strong enough support system that will help them when they're feeling moments of intense self-doubt and anxiety or if those are just the unfortunate negative side effects of majoring in the arts.

ANNOTATED BIBLIOGRAPHY

Conrad, Selby M. "*Creative Personality*." Encyclopedia of Giftedness, Creativity and Talent, edited by Barbara Kerr, SAGE Publications, Inc., 2009, pp.185-88.

Although on the outside creative people do not show any significant differences than those that may be around them, Selby M. Conrad took it upon herself to write out all of the differences of the mindset of a creative person. Conrad first lists all the ways a more creative person is different, making a ten-point list of how their minds work and all the factors that end up making

them more imaginative. From there, she describes the contradictory thoughts one might have that lead to a more complicated mentality, for example: “Being both introverted and extraverted... Being both humble and proud” (Conrad). Being able to refer to Conrad’s article about the exact differences and why a person in the arts might be more of a perfectionist than others will let the reader know that playing an instrument or acting is not just a physical activity, it takes a toll on your mindset.

Eisenberg, Daniel. “*Students with depression twice as likely to drop out of college.*” Michigan News, 2009, pp. 1- 2.

<https://news.umich.edu/students-with-depression-twice-as-likely-to-drop-out-of-college/>

Accessed Sept. 29, 2019.

It’s easy to understand that a person suffering from depression might be more likely to drop out of college over a person that’s mentally healthy, but that does not answer the big question: why? Daniel Eisenberg chooses to answer this question and states that the reason depression leads to drop out is because the student starts to lose interest in his or her activities. What makes his article unique, however, is that he addresses how there are still students diagnosed with depression that are still fully engaged in whatever activity brings them joy. But from a general standpoint, it is very common for people (of all ages, not just students) to show a lack of interest in activities while going through depression.

Eby, Douglas. *"Gifted, Talented, Creative, Anxious."* High Ability, 2019,

<http://highability.org/621/gifted-talented-creative-anxious/> Accessed Sept. 29, 2019.

Hearing that your favorite celebrity or musician still has doubt and anxiety is probably the most comforting thing to know, which is exactly why Douglas Eby starts his article talking about Steven Spielberg and ending with Meryl Streep and the anxiety they have as artists. Through multiple quotes and examples, Eby is able to piece together how and why more creative and artistic people are more subject to anxiety. Being that my research paper is all about how aspiring artists lead to burnout, an article on anxiety would contribute because fear is what drives us as humans to make irrational decisions and think in the moment, rather than the big picture. *Although I already have an article about depression and how that affects an artist, a separate article on anxiety enlightens us on how it's a different influence.* One controls the person's ability because of fear of failure and the other controls their confidence and compares them to others. Out of all the articles on anxiety, this one is the most engaging because of Eby's use of pre-existing successful artists and how they are still not safe from such an ordeal.

Fradera, Alex. *"Here's what the evidence shows about the links between creativity and depression."* BPS Research Digest, 2018,

<https://digest.bps.org.uk/2018/01/03/heres-what-the-evidence-shows-about-the-links-between-creativity-and-depression/> Accessed Sept. 29, 2019.

Although some might believe the stereotype that creative people are more vulnerable to mood disorders is a myth, Fradera shines the light on all the reasons why it is not. By closely

analyzing how Christa Taylor conducted her experiment and the results she obtained, Fradera was able to explain how there is a correlation between the two. Taylor's experiment involved fine arts students, creative writers, and anyone that had a big name in whichever creative field they specialized in. After performing surveys and picking at the brains of all 36 candidates, the conclusion was that there is a higher number of creative people with mood disorders, the most popular being depression. By analyzing the psychology of people in the arts and comparing it to the main causes of dropout, it becomes clear why fine arts majors have a higher dropout rate than students in any other major. If a creative student is suffering from a mental illness and can not perform his or her best on stage, in the classroom, or behind a canvas, it will shift his or her confidence which could lead to making huge life changing decisions. Although there were several articles that touched on the same subject, Fradera's was one of the few that provided information by studying real people and their experiences, rather than just discussing facts and opinions.

Marcus, Jon. "*Changing Majors is Adding Time and Tuition to the Already High Cost of College.*"

The Hechinger Report, 2018,

<https://hechingerreport.org/switching-majors-is-adding-time-and-tuition-to-the-already-high-cost-of-college/> Accessed Sept 29, 2019.

Jon Marcus plays every college student's advocate by addressing the frustration of picking a major and sticking with it. For every student, going into college is terrifying but how can one be

expected to go in knowing from the start what they want to do for the rest of his or her life? The answer is that most can not and do not. By using examples of real students that went through several major changes while in college, Marcus respectfully describes the unforeseen consequences of just changing your major. Whether it is having to stay longer, pay more for more classes/years, or just the uncertainty through the process of finding the right career path. Although this article only applies to a very particular part of my paper, it overcomes the biggest argument against this paper's thesis "why don't you just change your major?" So, including an example from Marcus's article about the issues with just simply changing your major, it becomes more clear why the situation is more complicated and can not be fixed that easily.

BRIEF REFLEXIVE ESSAY

Fun fact about me: before attending the University of Georgia, I attended the New England Conservatory of Music as a French horn performance major. Long story short, I ended up dropping out after my first year there, took a gap year, and decided to transfer my talents to the theatre program behind the arch in Athens, Georgia. Why is this relevant, you ask? Because during this gap year I felt less than everyone else my age and like a failure. But, to my surprise, I found out that fine arts majors frequently dropout! With this new knowledge, I started wondering if this was due to majoring in the arts or if a student dropping out just had to do with the student themselves. So, the question becomes: do students majoring in an area of fine arts

(theatre, music, dance, etc.) have a higher rate of dropping out than students in any other major? When I was searching for any articles that may touch up on this subject I, unfortunately, was unsuccessful. I was unable to find any opinions on the dropout rate of fine arts majors. The only reason I can think of, after finding nothing on the subject, is that it's because people don't think it's a question to be answered because they can just change their major, right? That may be true but that's also an incredibly shallow way of thinking about it because there's a lot more factors that go into this, which brings me to what I want to find from my source: the psychology behind people in the fine arts (what makes them more vulnerable to mental disorders like depression) and also how mental disorders contribute to a student's decision to dropout of school.

As far as looking for sources went, I knew going into the assignment that I wouldn't find anything that had to do with the dropout rate of fine arts majors, so instead I had to be a bit more creative. My idea was to find articles that weren't similar to each other but would rather compliment each other. I started my search by looking for the psychology behind people involved in the arts. Low and behold, there were several articles that had to do with the mentality of creative people and how they're more susceptible to depression and anxiety. I chose one for each category (the mindset, depression, and anxiety) because, although there were articles that talked about all three in the span of one paper, it seemed important to dive into each one individually and how all of them play a separate role. From there, my next objective was to find articles that confirmed students with depression and anxiety were the most likely to dropout from school. To my surprise, this was more challenging than finding articles that discussed the mentality of creative people. A good amount of the articles that popped up were blogs about personal experiences but there weren't a whole lot that established that it was a real problem. Thankfully, I was able to find one published by the University of Michigan that was

exactly on how depression doubles the chances of a student deciding to dropout. The last article I wanted to include was one that stated the negative side of just changing majors. This was relatively easy to find and, although not super beneficial towards my overall thesis, it felt nice having an article that fought against my biggest opposing argument.

Finally, by the end of my paper, I came to realize that my prediction was, in fact, correct. My assumption was that students majoring in any form of fine arts tend to have a higher dropout rate because of their anxiety and depression. I know I said this already but the whole process was just connecting the dots. If a student that suffers from intense anxiety and depression has a higher rate of dropping out than others and a person in the arts typically has intense anxiety and depression... Doesn't it make sense that a student in the arts would be more likely to drop out? Yes. Another realization I made though is that this isn't something the education system can fix or have any power over. Being in the arts means you have to hold yourself up to really high standards given the competitiveness of the craft. When holding yourself to those standards all the time and constantly critiquing your own work, low self-esteem, anxiety, and forcing comparison are just part of the journey. It's an unfortunate realization but that's why the quitting rate and dropout rate are so high. It takes a specific type of person to be able to put a picture they painted on the wall and take every comment to heart, the positive and the negative. But they're the reason we have so much beauty in this world and you best believe they know it and that's why they do it.

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English 1001

4th Dec. 2019

Learning From a Peer

You could give a compliment to anyone and more often than not, they will accept it with gratitude. Critiques, on the other hand, are not as appreciated. That is why when I found out we had to review each other's essays, I was less than thrilled. Ironically, it was not receiving critiques I was worried about, it was the giving aspect. I felt that my writing skills were less than par, so who was I to give suggestions? What I did not know at the time was how beneficial reviewing someone else's work could be.

Thanks to the generosity of Shloka Danave, I was able to use my review of her paper, The New Age of Activism, as my example. Although it is not the most stellar review, I was able to give her a lot of positive reinforcement while still some constructive criticism. In one section in particular, I pointed out the improper placement of a sentence. Although the sentence itself was perfect, it was not used in the right section of her essay. Something as simple as this observation made me look at my own paper from a different perspective. I became more aware as to what sounded correct and cohesive to me, but maybe not to another reader. You'll also notice most of my comments are about the flow of her paper. I paid attention to the length of her sentences and whether or not they fit where she originally placed them. Since this was the same essay I was struggling with myself, I was able to take everything I was commenting on her paper and make those same critiques about mine. So although I was reviewing a completely different paper, it felt like I was receiving just as much assistance.

Shloka Danave

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ENGL 1101

27 September 2019

The New Age of Activism

The topic of the millennial bandwagon is one that has likely been brought up by many, but not fully delved into. The creation of Facebook, Instagram, and mainly Twitter have brought on a level of activism from the youth population that had never been historically seen. Primarily, there has been a large level of dismissal from adults. Millennial activism has been deemed as children acting out by many political officials of the right wing, however the bandwagon of activism hasn't been mentioned by those who disapprove. This paper doesn't agree that activism is children acting out, but that a large portion of millennials lack the knowledge to argue on certain matters. Primarily, this research argues that a large portion of millennial activism is attributed to or triggered by social

media.¹ I like your word use! Most of the knowledge that this generation possesses on the events

of the world stems from the controversial posts that appear on the Twitter feed, Instagram Stories and even Snapchat. Millennials would argue that they are fully aware before that participate in activism. While this is true for a portion of millennials, this paper argues that the act of seeking

knowledge comes from an interest sparked from a social media post that is being reposted .² This

is evocative but incredibly true An example would be the Syrian Crisis.³ This sentence is too short. I

know you're going into an example but maybe connect it Most millennials gain awareness and begin to speak out on it once a news clip is released of just a glimpse of the brutality that Syrian citizens are experiencing. This is a pattern that follows and is my main focus of research. This research is not going to talk about the perspectives that certain elected officials have on youth activism. Instead, it will focus on researching the widespread knowledge of millennials over the process of the political

system and political issues in general. The topic of whether or not millennials are just children is one that has been exhausted and is not particularly in my area of interest. As someone who spends time on social media, Twitter especially, I'm able to witness the transformation of one person's voice into a, practically, universally-known tweet of activism. I loved this one. It's very very true.⁴ With each

retweet, a new viewer is angered by the issue discussed.⁵ This sentence feels out of place. I like it

but maybe put it in somewhere that works better? The reason behind each person's activism is something that sparks my interest. The sources that are being used are quite variable in their opinions. "Millennial's Talk Politics: A Study of College Student Political Engagement" aims its study towards the efficacy of college students compared to those of Generation X. Several of the sources are published books which discuss the effect of media on the socialization and political development of the millennial generation. The primary focus of this research is on the effect that social media and

other outlets have on the level of activism that millennials display.⁶ This is interesting. This

sentence alone makes me want to read your article The thoughts and arguments in these books only support my theory further that millennials' political involvement is contingent upon social media and the broadcasting of gut-wrenching issues that open the hearts of viewers.⁷ a bit wordy, try either

shortening it or breaking it into two sentences.

Bibliography

Novak, Alison. *Media, millennials, and politics: the coming of age of the next political generation*. Lanham, Lexington Books, 2016.

Novak's outline of the current method of political socialization suggest heavy impacts by the media. The book suggests that the theories of political socializing has changed because of the lack of influence parental opinions hold in comparison to the media. As adolescents and as millennials, finding others who share one's opinion online is widely common. With the emergence of new social issues, people have begun to have a larger generational gap (politically) with their parents. Those who identify with millennials are usually those who exclaim political outrage through social media predominantly⁸ [This is really interesting!](#) . The large presence of social media in most millennial's lives is the largest reason for the turning point of the largest means of influence in a person's opinions. (Will insert usefulness portion).

Kiesa, Abby, et al. *Millennials Talk Politics: A Study of College Student Political Engagement*. College Park, CIRCLE Center for Information and Research on Civic Learning and Engagement, 2007.

In hopes of testing the knowledge of the future of American Democracy, Abby Kiesa and other contributors perform a study to examine how the political opinions of college students are formed. The study was conducted over 12 United States' universities with 386 participants in 47 focus groups. Through the study, it was discovered that the millennial generation is much more involved than those of generation X. It was also concluded that millennials don't like to watch political

manipulation in debates and other types of political events.⁹ I really like this but does it get more

specific? Like what makes a "political manipulation" in debates? Millennials instead seek authentic and raw conversation on political subjects. The comparison between the generations is what highlights the new change of millennial politics (Will insert usefulness portion).

Winograd, Morley. "Chapter 15." *Millennial Makeover*, edited by Michael D. Hais, Rutgers University Press, 2008, pp. 247-269.

Morley Winograd's prediction of American politics in Chapter 15 of *Millennial Makeover*: MySpace, YouTube, and the Future of American Politics involves the breaking down of party lines by millennials. Winograd foresees the main conversation of millennial politics to focus on the importance of individual liberty versus the community's best interest instead of Republicans versus Democrats. Winograd particularly looks at the issues that will be most important to a millennial public policy agenda such as changes in the healthcare and educational systems in order to suggest that, "Millennialist public policy is focused on results, eschewing ideology for pragmatic leadership" (250). (Will insert usefulness portion)

Stephens, Bret. "Millennials: The Feeling is Mutual" *New York Times*. Gale In Context:

Global Issues, 2019,

<https://link.gale.com/apps/doc/A585780190/GIC?u=uga&sid=GIC&xid=e60a828c>. Accessed 28 Sept. 2019.

The specification of Stephens' argument about "old" candidates really fell on Joe Biden. The article goes to discuss how the millennial generation is not supportive of those who possess archaic views. Biden's platform may or may not move away from the values that embody the millennial generational focus, but there was a video that surfaced of him saying that he had absolutely no empathy for the younger generation of millennials. Really like this. Maybe even find a place for it in

your proposal? Not sure how but I feel like this would further your argument.¹⁰ The article then goes

on to mention how Bill Clinton won 83% of the African American vote even after using the term reverse racism to label a situation. Biden, however, is not deemed to be as lucky as he is dismissing a generation that is extremely important to the Democratic nomination. Stephens mentions how this generation, “specializes in histrionic self-pity and moral self-righteousness, usually communicated via social media with maximum snark” (Stephens). This wave of social media being used to unite millennials over certain opinions is what is going to be devastating to Biden as opposed to Clinton. (Will insert usefulness portion).

Kosoff, Maya. “When millennials run for office, having grown up online may be their saving grace” The Washington Post. Gale In Context: Global Issues, 2019, <https://link.gale.com/apps/doc/A573149038/GIC?u=uga&sid=GIC&xid=d1563514>. Accessed 28 Sept. 2019.

Kosoff exposes the side of the internet that many do not examine. She begins by discussing how she had been warned by her parents to not post her views and opinions online as it would come back to bite her when she needed a job. Kosoff spins this argument by discussing how having a life online is beneficial for millennials who are running for office. Having a life online displays the struggles and opinions of millennials as they grow from adolescence to adulthood. Kosoff argues that this will resonate with the rest of the millennial voters and in turn be useful instead of expository as it is now. (Will insert usefulness portion).

Brief Reflective Essay

The interest over the millennial bandwagon was sparked by just the continuous viewing of the pops of argument on my Twitter feed. Each day I would see an alarming post about something terribly tragic, or about something that Trump did to upset the American public and justice system. This drew me to consider how many actually understand the choices that Trump makes and how they

affect that legal system and the country. Many just choose to hate him ideologically. ¹¹ This

sentence feels either too short or random. Maybe have it fit better or word it differently This led to a larger question on how much millennials are actually aware of most of the things they retweet or comment on. This research was not meant to discredit the knowledge that millennials have on the political workings of the United States, but more so to understand where the desire for activism comes from in youth that has not been seen before in previous generations. I've attempted to root it back to social media exposure because parental knowledge never affected political efficacy in the past.

The search for sources was almost entirely blind in the beginning. I was just attempting to find something on the topic as I didn't expect anything published would exist on millennial activism. I was pleased to find, through the UGA library website, several sources that attack my research question from all sides. I was even more surprised to discover that there was a study on the level of political involvement compared to Generation X. There were challenges in my research which came entirely from the books. After finding books that discuss the focal point of my research, it was difficult to sift through the chapters and find the one that touches my point. With each chapter, some would beat around the bush and maybe mention what I am researching, but once I found the chapter of focus it became simpler. Through this research process, I have been pleasantly surprised by the amount of resources that are available on this topic. Seeing as I am researching something fairly new, I was pleased to see that there were thousands of resources on even the point of millennial activism.

While I first believed that a majority of millennial activism stems from a shallow level of knowledge, I came to learn that the millennial activism, while it does stem from social media, is filled with genuine worry and emotion on the political points that plague our news screens. (Part 3 is Unfinished).

Sean Turner

Kelsey Taylor

English 1101

4th Dec. 2019

WORD - Adjust to expectations of the assignment

WORD - Needs to be rephrased

WORD - Find alternative Word

WORD - Cut

WORD - Added

The Never Ending Process

Revising has not always been one of my strongest suits. In fact, up until this year, I would say it was the technique I needed the most work on. In past experiences, I would write my essay in one sitting, thinking that was the best way to go about the process. What I did not know was that once it was time to revise, I had no idea where to go. Writing it all at once was my way of swallowing the toad, but it did not give me enough time to think about the process. English 1101 made me slow down by breaking down the process and giving me a chance to go step-by-step, making revisions along the way. In this excerpt from my Second Revised Essay (also titled: A Major Change in Life), my changes from my first draft to my final are pronounced. I selected this portion for my Revision Exhibit because it clearly illustrates my improvement from the first draft to the final.

First Draft:

Fun fact about me: before attending the University of Georgia, I attended the New England Conservatory of Music as a French horn performance major. Long story short, I ended up dropping out after my first year there, took a gap year, and decided to transfer my talents to the theatre program behind the arch in Athens, Georgia. Why is this relevant, you ask? Because during this gap year I felt less than everyone else my age and like a failure. But, to my surprise, I found out that fine arts majors frequently dropout! With this new knowledge, I started wondering if this was due to majoring in the arts or if a student dropping out just had to do with the student themselves. So the question becomes: do students majoring in an area of fine arts (theatre, music, dance, etc.) have a higher rate of dropping out than students in any other major?

When I originally turned in this draft, I thought it was a unique introduction that I was proud of. That's when I realised my first major error: although this is supposed to be a formal essay, I approached it very informally. Before I could focus on the grammatical errors, I knew I needed a clean start.

Second Draft:

Students in the arts have the most complicated and unique education. It doesn't involve studying textbooks or reviewing slideshows, but rather practicing their craft for hours and hours a day in hopes of a perfect product so they can have a successful career. Although that sounds rewarding, perfection is impossible, so this process can go from very fulfilling to very strenuous within seconds. With this in mind, it doesn't seem farfetched to predict that this takes a real toll on the student's mentality and can affect their future in a very extreme way. It goes without saying that once a student has reached a peak of stress and frustration, this type of negative mindset leads to more mental disorders, such as depression

and anxiety. When describing this to someone, it might be hard for them to understand how this may differ from any other major such as business or insurance. By analyzing the psychology of people in the arts and comparing it to the main causes of dropout, it becomes clear why fine arts majors have a higher dropout rate than students in any other major.

My second attempt was a lot more up to speed with what the assignment needed to look like. Once I had the tone of the essay right, I could start being more nit-picky. This go-round I primarily focused on fixing sentences that were run-ons and/or sounded sloppy. I also found words that either needed to be changed or completely cut.

Final Draft:

Students in the arts have a unique education. It's less about studying textbooks and slideshows than it is about practicing their craft for hours a day in hopes of a perfect product. Although that may sound like a rewarding process, it can go from very fulfilling to very strenuous within seconds because of that strive towards impossible perfection. With this in mind, one can predict that this takes a real toll on the student's mentality and can affect their future in a drastic way. It goes without saying that once a student has reached a peak of stress and frustration, this type of mindset leads to severe mental disorders, such as depression and anxiety. When describing this to someone who has never been involved in fine arts, it might be difficult for them to understand how this may differ from any other college major. By analyzing the psychology of people in the arts and comparing it to the main causes of dropout, it will be clear if students majoring in fine arts have a higher dropout rate than students in more traditional majors.

I was very pleased with my final draft, especially looking back at where it originated from. Although my revisions are limited, I am proud of the progress I've made. In this draft, I added more context and rephrased the sentences that needed to be. In my second draft, I highlighted quite a few sentences with a green highlighter (which indicated to be rephrased) and that's where a lot of my revisions were. One of which was my thesis. In my second draft, my thesis still felt too informal for what I was going for. So I spent a majority of my editing time on looking for a more formal approach to my thesis.

Reflection:

One of my biggest takeaways from English 1101 is the ability to properly revise my work. I learned that there is no such thing as a "final project", just one you have to turn in because of the deadline. The way I know this is because there are always improvements to be made and errors to fix. As a writer, this is equally as reassuring as it is daunting. It is reassuring because I have a better idea as to what to look for when I need to revise again. I am also aware now that my rough draft is exactly what it sounds like: a *rough* draft. Just because I turn in a finished essay, does not mean I am anywhere close to being done with it.

Sean Turner
Kelsey Taylor
English 1101
4th Dec. 2019

Remember Robin Williams's second Academy Award-nominated film Dead Poets' Society? It was a film about a teacher who encouraged students to think on their own and push boundaries. I hope you do, because this might get confusing if you don't. I like to think Ms. Taylor's class was a tame version of that film. High school taught us that there was only one correct way to write: one introductory paragraph, three body paragraphs, and a conclusion paragraph that recaps the entire essay. For 12 years, this is how my fellow students and I wrote our essays. However, on the first day of English 1101, Ms. Taylor threw us a curveball. She introduced us to the theme of the class ("**Question everything**") and said it was time for us to find our own voices in our writing. This is the first time I've known an English teacher who gives us, the students, so much power. We have learned to find our audiences and write about topics we truly are interested in. With this in mind, I thought it was only fair to compare her to the great Mr. Keating (Robin Williams's character from the film) while shining the light on everything I've learned this semester. I have chosen the closing scene from the movie, in which our protagonist, newly released from his position, has an opportunity to observe his students apply the lessons he taught them in the face of an oppressive administrator. Please enjoy..

DEAD WRITERS' SOCIETY

A Parody
Written By
Sean Turner

INT. UNIVERSITY OF GEORGIA - 3:35-4:25 MWF

The students are sitting in their seats, murmuring and waiting for class to begin. Mr. Nophun enters, at which point the students abruptly rise to their feet in silence.

MR. NOPHUN

You may be seated.

The students sit immediately back down. Mr. Nophun walks briskly to the front of the class and takes his place at the lectern.

MR. NOPHUN

I will be taking over this class until the end of the semester. Where is your textbook? The one titled: Writing is Not For Everyone?

The students don't reply.

MR. NOPHUN

Ms. Stadtlander?

SUMMER

Um, well, it's.. It's..

MR. NOPHUN

Spit it out, child.

SUMMER

Ms. Taylor made us throw it away.

MR. NOPHUN

Throw it.. Away? Please elaborate.

BRADLEY

She said that it didn't line up with her beliefs on writing.. She said that writing *is* for everyone.

MR. NOPHUN

Then how did you learn? Did you even learn about ethos, pathos, or how to write an I.R.E.?

BRADLEY

We did! But not the traditional way.

MR. NOPHUN

Fine. Well, since there is only one way, I guess we'll have to begin again. Who can tell me the difference between an Oxford comma and a Harvard comma?

Suddenly, a knock on the door interrupts class.

MR. NOPHUN

Enter.

The students turn and are in shock to see who it is: Kelsey Taylor, their beloved teacher.

KELSEY

Hello. Hi guys. I'm sorry to disrupt class. I forgot my water bottle.

MR. NOPHUN

You are quite the wildcard, aren't you, Ms. Taylor? Please hurry. Now, everyone, let's turn to page 24 in your other textbook. We will start by learning why you should be as harsh as possible when reviewing your peers' work.

Kelsey is looking for her water bottle and taking her time, observing with concern what used to be her class.

SHLOKA

Sir, we don't.. Have that book either.

MR. NOPHUN

What do you mean you don't have that book either? You should've purchased this book at the beginning of the year for \$200 at your local bookstore or rented it for only \$198 at the UGA Bookstore.

SHLOKA

Sir, we did but-

MR. NOPHUN

Then I guess for the remainder of the class you'll just have to write an essay!

SHLOKA

About what, Sir?

MR. NOPHUN

ABOUT THE REVISION PROCESS! Now start writing.

Kelsey locates her water bottle near the front of the room and walks past her students as she leaves. Then, breaking the silence, Grant stands up and turns to Ms. Taylor, who stops in place and turns to meet his gaze as he speaks.

GRANT

Ms. Taylor, you have to understand! They forced us to confess how you allowed us to write a whole essay on a conspiracy theory!

Mr. Nophun approaches Grant's desk.

MR. NOPHUN

Mr. Johnson, that is enough!

GRANT

They said we were forbidden to write about something so enjoyable!

MR. NOPHUN

Sit down, Mr. Johnson!

GRANT (to Mr. Nophun)
She just wanted us to enjoy writing and
have an open mind!

Grant sits down. The students look uneasily from Ms. Taylor to Mr. Nophun in nervous anticipation.

MR. NOPHUN
Another outburst like that, Mr. Johnson,
and you'll be forced to write another
biography. This time it'll be between
30-50 words.

GRANT
But sir, no one could write a biography in
such a small word count! It's unethical!

MR. NOPHUN
SILENCE!

Kelsey stands at the doorway looking at her class. She can't believe what's happening to her students.

MR. NOPHUN (CONT.)
You may leave now, Ms. Taylor. It's time
for these students to learn what it means
to be a true writer.

She takes one last look at the room and begins to turn around. As she leaves the room, Agazi stands up on his desk and calls out to Professor Taylor.

AGAZI
I'll question my everything!

MR. NOPHUN
That makes no sense.

Kelsey stops in her tracks and turns to Agazi who is still standing on his desk.

MR. NOPHUN (CONT.)

Ok, Mr. Meijer, you leave me no choice. I want a third revision of your second major assignment essay. Also known as your first revised essay.

As soon as those words leave Mr. Nophun's mouth, Elizabeth climbs atop her desk, faces Ms. Taylor, and confidently says:

ELIZABETH

I'll question my everything!

MR. NOPHUN

Is this some reference I don't get? Ms. Williamson, get off your desk. **Now.**

One after another, Jeff, then Summer, then Bradley all step on top of their desks, stand tall, and look to Ms. Taylor with pride.

MR. NOPHUN (CONT.)

All of you! Stop this at once!

Soon the entire class is standing high above Mr. Nophun and looking over his head to their former teacher.

MR. NOPHUN (CONT.)

ENOUGH! GET DOWN AT ONCE! DON'T MAKE ME
GET THE DEAN INVOLVED! HE'LL TAKE AWAY
YOUR FOOTBALL TICKETS!

Kelsey, stunned, stands in the doorway. A smile blossoms across her face, and tears fill her eyes as she sees the lessons she has taught her students so powerfully illustrated by their actions.

KELSEY

You guys... Are awesome.