

SAMPLE PAPERS AND COMMENTARY

Commentary for Paper #1:

This is a passing paper. The writer's use of evidence to support the thesis is very good. Note lines 49-55 and 65-68. Sentence variety and word choice are unusually good. There are, however, some problems. Notice lines 20-22--this sentence should not be a separate paragraph; it "belongs" to the previous paragraph and should not be set off on its own. Note also the incorrect use of "it's"--lines 37 and 68.

Paper #1:

1 The conflict between development and conservation is an
2 old one. In years past, animals such as the American
3 alligator and the whooping crane have tottered on the brink of
4 extinction as a result of human encroachment onto their
5 natural habitat. Fortunately, both these animals have
6 apparently been saved by governmental decree; however, a
7 battle is brewing once more between the conservationists and
8 developers over yet another group of animals. In this case,
9 the animals in question are not as physically impressive as
10 the alligator or crane; the controversial creatures this time
11 are three subspecies of the oldfield mouse, collectively known
12 as beach mice. The furor raised over the fate of these
13 animals--which are endemic to the barrier islands of the upper
14 gulf coast--has once again raised the question as to whether
15 all animals in danger of extinction should be protected.
16 After reviewing the facts, I believe that the oldfield beach
17 mice should indeed remain protected, and that the government
18 should take steps to insure their survival.

19
20 My opinion on this subject was influenced by several
21 factors. Perhaps the most important of these factors involves
22 the Endangered Species Act.

23
24 The Endangered Species Act was passed by the United
25 States Congress in 1973 in an effort to stem what then seemed
26 an inexorable tide of animal and plant extinctions. This Act
27 demanded that steps be taken to assure the survival of all
28 plants and animals declared by the Fish and Wildlife Service
29 to be in danger of extinction. This governmental policy has
30 already saved many groups of animals--like the previously
31 mentioned alligator and crane--from destruction.

32
33 It is important to remember that the Endangered Species
34 Act was not enacted by Congress for financial gain; the Act
35 became law for humane reasons. It does not distinguish
36 between publicly popular and unpopular forms of wildlife, for
37 it's purpose is not to preserve "pretty" or impressive
38 animals, but to protect all animal and plant forms, regardless
39 of the nature of public attitudes. In other words, the widely
40 hated canebrake rattlesnake is afforded the same protection as

41 the beloved bald eagle. Since the law does not discriminate
42 among animal species, the oldfield beach mice should remain
43 protected; to bend the law and allow the mice to disappear
44 would not only set a dangerous precedent, but it would be a
45 complete denial of the spirit of the Endangered Species Act by
46 yielding to public biases.
47

48 Another reason for my belief that the mice should be
49 saved involves the rate of animal extinctions. Since the end
50 of the Pleistocene epoch (approximately 8,000 years ago),
51 animal extinctions have occurred at a pace rarely equalled in
52 the Earth's past. A list of the recently exterminated animals
53 would include the mammoth, the Caroline parakeet, the dodo
54 bird, the Stellar sea cow, the passenger pigeon, the Himalayan
55 monitor, and the Tasmanian wolf, just to name a few. If this
56 high rate of extinctions is not stopped--and stopped soon--the
57 number of animal species surviving on Earth may soon be
58 minuscule. The fate of the oldfield beach mice makes as good
59 a place as any for mankind to call a halt to needless
60 extinctions.
61

62 A final reason for saving the beach mice concerns the
63 future. Although at present the beach mouse appears to have
64 little intrinsic value, no one can predict what benefits the
65 animal could yield in the future. For instance, the armadillo
66 was long viewed as a rather unimportant little animal;
67 however, this "unimportant" creature eventually yielded, via
68 it's blood, a vaccination for the dread disease of leprosy.
69 Might the lowly beach mouse someday prove of comparable worth?
70 Since no one can be sure, it seems vital that we insure the
71 mouse's survival...just in case.
72

73 In conclusion, I will simply reiterate that the very
74 nature of the Endangered Species Act--along with the tragedies
75 of the past and the hopes of the future--seems reason enough
76 for desiring the continued survival of the oldfield beach
77 mice. One can only hope that the beach mice can weather the
78 storm of controversy which presently surrounds the nature of
79 their fate.

QUESTION: James Kilpatrick favors taking steps to save the three subspecies of oldfield mice although such action may cost millions in lost sales and salaries. Argue for or against preserving endangered species.

WASHINGTON.

Another one of those classic confrontations under the Endangered Species Act is shaping up down in the neighborhood of Pensacola and Panama City. On one side stand the prospective developers of an estimated \$100 million in prime coastline real estate. On the other side are the defenders of — three subspecies of mice.

The species known as the oldfield mouse occurs widely in parts of Mississippi, Alabama, Georgia, South Carolina and Florida. The species, as such, is in no danger of extinction, but among the several subspecies are three varieties of beach mice — the Alabama beach mouse, the Perdido Key beach mouse and the Choctawhatchee beach mouse. Last June the Fish and Wildlife Service proposed that the three be placed on the official list of endangered animals.

Beach mice have had a tough time of surviving. Prior to 1950 they proliferated comfortably along the Gulf Coast from Mobile around to Panama City. The past three decades have been unkind. The boom in coastal real estate resulted in the replacement of mice with men. Hurricane Frederick of September 1979 destroyed large areas of habitat. The beach mice have had to cope with competition from ordinary house mice. Predatory cats have taken their toll. Thus the Fish and Wildlife Service has invoked provisions of the Endangered Species Act of 1973. The act provides that once an animal (or



**James
Kilpatrick**

plant or fish or whatever) has been placed on the list of threatened or endangered species, every federal agency shares a responsibility to prevent further destruction.

Opponents of the listing contend that the three are not in fact distinctive subspecies; they argue fervently that it is ridiculous to deny property owners a right to develop their coastal land for residential and commercial uses that are individually profitable and socially useful, simply to preserve the habitat of a few hundred insignificant mice.

So the battle is joined. Why protect a mouse? Good question. These small creatures are not in an impressive class with grizzly bears and bald eagles. They are not as beautiful as the willow warbler and the mission blue butterfly. Compared with the construction jobs that would be created by condominiums, compared with the

real estate tax revenues that would be generated, compared with the total economic activity that would be adversely affected by the pending order, what good is a mouse?

The answer is, we do not know. We may never know. But natural species are disappearing from our planet at a rate that should alarm every thoughtful person. The mere act of listing a species does not mean that it will be saved; in the case of the beach mice, it may mean only that the process of extermination will be slowed, but this is something gained. It may prove possible to raise new generations of the Perdido Key subspecies in laboratories, and to transport the mice to publicly owned dune land where they can continue their fight for survival against hurricanes, feral cats and citizens with coastline land to sell.

The Virginian-Pilot, September 16, 1984.

Commentary for Paper #2:

Paper #2 is a longer-than-average passing paper which demonstrates excellent use of specific examples drawn from the writer's own observation of television commercials. (Note that the question requires the use of specific examples.) There are few mechanical errors in this paper. The organization of the paper is easy to follow, and clear thought is clearly expressed.

Paper #2:

1 Although the primary goal of businesses that advertise is
2 to increase sales, the primary goal of advertising agencies is
3 to make ads memorable. The prevailing marketing concept is
4 that, regardless of all other qualities in a commercial or ad,
5 if consumers cannot remember what they heard or saw, then the
6 advertisement cannot be effective. An advertiser must do
7 something special to an ad to make consumers remember it.
8 However, memorability, like beauty, is in the eye of the
9 beholder; an ad is only memorable if it appeals to the tastes
10 and interests of the viewers. Consequently, businesses must
11 determine the interests of potential customers and select an
12 advertising approach that will be appropriate and memorable to
13 those interests.

14
15 Fortunately, there are many different ways to make an ad
16 memorable; thus advertisers have a wide selection of possible
17 approaches. Some approaches, such as humor or celebrity
18 endorsement, can be custom-designed to appeal to any
19 particular market. Other approaches, such as sexiness or
20 exotic appeal, are inappropriate for many markets but can be
21 very effective in others.

22
23 Use of humor in ads is an approach which can be molded to
24 achieve memorability in almost any market. Perhaps the most
25 popular and successful ad campaign this season features the
26 humor of "pathological liar Joe Isuzu." The Isuzu car company
27 has created a hit with a whole line of TV commercials in which
28 a slick car salesman tells lie after lie purporting the
29 greatness of Isuzu automobiles. High comedy is achieved when
30 honest subtitles silently reveal his deception. This
31 commercial is remembered by almost all viewers and
32 demonstrates the effectiveness of humor in advertising.

33
34 Humor has an additional good feature--it is malleable.
35 Humor can be molded to any level of sophistication and
36 maturity in order to effectively appeal to the desired market.
37 The Jello company uses children in its ads to entertain and
38 amuse children. Bartles and James Co. designs commercials
39 which are humorous to viewers who have an affinity for less
40 sophisticated, rural life. There are, however, a few markets
41 for which humor would not be appropriate. Americans are not
42 ready to laugh about buying funeral plots or hemorrhoid
43 medication.

44 Another malleable approach to making a memorable
45 advertisement is using a good slogan. Any company or product
46 can have a slogan, and really good slogans can be remembered
47 for years. Most Americans recall that G.E. is the company
48 which "brings good things to life"; Burger King is where you
49 can "have it your way"; Charmin is the tissue paper you're
50 asked not to squeeze; and, Wendy's Restaurants inquired,
51 "Where's the beef?" It is difficult to predict which slogans
52 will catch on and which will not. There is a tendency to keep
53 slogans short to make them more memorable, but some
54 advertisements use techniques, such as repetition, that can
55 make longer slogans memorable, too. For example, most
56 housewives can recall the voice of a robot repeating that,
57 "Glass Plus cleans glass, plus a whole lot more, plus a whole
58 lot more, plus a whole..." and so on.

59
60 Celebrity endorsement can also be effective for any type
61 of product. Holiday Fitness Centers created a strikingly
62 memorable commercial featuring the celebrity Cher in a
63 revealing, black leather outfit and unusual, spiked hairstyle.
64 The Jello company cashed in on the widesweeping fame of actor,
65 writer, comedian Bill Cosby. Many, many Americans now think
66 of Jello-Pops when they think of Bill Cosby--or vice versa.
67 Celebrity endorsement is also good for very specialized
68 markets. Who could be better than basketball star "Dr. J" at
69 selling high-top athletic shoes.

70
71 Some advertising approaches have a more narrow realm of
72 applicability than do humor, slogans and celebrity
73 endorsements, but work beautifully when used in the proper
74 setting. Although sex is almost always an effective
75 attention-getter, it would be inappropriate to use sex in
76 advertising products for children or in professional journals.
77 On the other hand, sex and exotic appeal are just about the
78 only ideas used in commercials for perfumes and colognes.
79 Advertisers should decide whether there is any proper
80 connection between sex or exotic appeal and the product they
81 are selling. They should also observe that sex may not be as
82 memorable in commercials today as it once was; this is due to
83 the fact that sexy ads are now much more commonplace and no
84 longer shock or surprise most people.

85
86 Cuteness in commercials can be very memorable for viewers
87 who respond to cuteness. All animal-lovers are moved by the
88 adorable little kittens at play, in Friskies Cat Food
89 commercials. Friskies Co. made a safe assumption that people
90 who buy cat food like kittens; those same kittens might not be
91 so memorable to all persons who buy motorcycles, however.
92 Cuteness in children can be very appealing to most parents.
93 Stainmasters Carpet Company won the attention of most families
94 in a commercial showing the delight of a toddler throwing his
95 dinner like an airplane. It was incredibly cute, except to
96 people who do not like children. There are limits to the
97 effectiveness of cuteness in ads.

98 All of these approaches can make an advertisement
99 memorable, and they all have a place. Some will be memorable
100 only to a small number of people with one common interest.
101 Other approaches have a much broader appeal, but should still
102 be designed for the interests of the target market.

103
104 Advertising can make or break a company. Buying
105 commercials can be very expensive but will generate
106 significant revenues if consumers respond to them. Since
107 consumers do not respond to ads they have forgotten, a good ad
108 must be memorable. An advertiser can achieve this
109 memorability by using humor, slogans, celebrities, sex,
110 cuteness, or any other approach, but should always make
111 certain that the selected approach is appropriate to the
112 tastes and interests of the desired market.

TOPIC: Attention-Getting
Advertising

BUSINESS ADMINISTRATION

QUESTION: What makes a commercial or advertisement memorable? Support your opinion with specific examples.

THE MARKETPLACE

Forgettable commercials

Television viewers' ability to identify the last commercial they saw has dropped during the past 20 years. And this is likely to get worse as more, shorter spots add to the clutter.

Since 1965, the Newspaper Advertising Bureau (NAB) has commissioned four telephone surveys about television commercials. In the 1986 survey, callers phoned random numbers to talk to more than 1,000 people in the central city and suburban areas of Albuquerque, Atlanta, Cleveland, Denver, Pittsburgh and Seattle. They asked the first adult to answer the phone if he or she was watching a network program. If the person was, the interviewer asked a number of questions, including: "Thinking about the very last commercial that was shown just before I called, can you tell me what product was advertised?"

The researchers scored an answer as correct if the person recalled any of the brands or companies named in the last cluster of commercials aired before the call. The percentage of people who made a correct identification dropped from 18 percent in 1965 to 12 percent in 1974 and 7 percent in 1981 and 1986.

Psychology Today, 1986.

The fastest. The brightest. The newest. The lightest. Every time you open a magazine or newspaper, or turn on the television, you are told: "Buy our product, and your business will have the winning edge."

Of the 1986 bombardment, which advertisements could best make you reach for your checkbook? Why do they stand out above the rest? Is it humor, drama, impact, a compelling story line or just plain good sense?

Nation's Business February 1987

Commentary for Paper #3:

Paper #3 is a sophisticated passing paper written in an authoritative style by a well-informed writer. Syntax, word choice, and flow of ideas are outstanding in most instances. Development is generally good, with ideas, facts, and examples supporting the points the writer wishes to make, even though some supporting ideas are arguable statements of the writer's own point of view. It is clearly the purpose of this writer to sway the reader to his viewpoint, and his writing style is good enough that he may well be successful. The paper contains several minor mechanical errors. The conclusion effectively incorporates answers to the second part of the exam question, rather than more traditionally summarizing the ideas already presented.

Paper #3:

1 On this, the 99th anniversary of the unveiling of the
2 Statue of Liberty, it is easy to hold two conflicting views of
3 the U. S.' image in the world. We are not openly at war with
4 any country. U. S. immigration, both legal and illegal, is
5 epidemic as more people flee repression and poverty to make a
6 life in the "promised land." Our life style in the U. S. is
7 the standard by which the rest of the world measures
8 prosperity. America is still the land of opportunity. And
9 yet American business, American citizens, and American
10 interests seem to be the growing target of violence and
11 hostility throughout the world. Terrorist actions against
12 Americans splash across the headlines with increasing
13 frequency. Even our staunchest allies seem hesitant to
14 support our cries of indignation. The U. S. does seem to have
15 a decidedly negative image in the world. The roots of this
16 image are both complex and painful. They involve our
17 fundamental philosophy. The remedy for this image is equally
18 painful as it revolves on the revision of this philosophy.

19
20 Some critics of the U. S. image abroad argue that it is
21 the destiny of a strong nation to be the whipping boy for the
22 world's problems. Others dismiss the negative perception as
23 jealousy. Jealousy is certainly a factor. The American way
24 of life is founded in abundance and availability of resources.
25 The fact that most Americans choose to overlook, however, is
26 that the developing nations are not simply envious. They
27 sense an essential inequity. There is too large a gap between
28 the prosperous and the poor. They are painfully aware that
29 our prosperity comes at a price that, all too often, they must
30 pay. The struggle of blacks in America for civil rights was
31 not simply one of jealousy. The civil rights movement was
32 born out of an awareness of the inequity and injustice of a
33 system.

34
35 As Americans we have a philosophy founded in ideas such
36 as "eminent domain," the free market, and the sovereignty of
37 the wealthy. We have come to expect our prosperity as a

38 right. At the same time we have always viewed our country as
39 isolated. We have no sense of our dependence on the world
40 community. Consequently, we take little notice of the far
41 removed affairs of the world. This expectation of prosperity
42 coupled with no sense of interdependence and a history of
43 political apathy, translate to allowing the government a free
44 hand in pursuing foreign policy. As long as prosperity,
45 growth, and the flow of goods continue uninterrupted we turn
46 a blind eye to the methods used in our behalf. We like to
47 think of our government as acting morally in our behalf, but
48 the very nature of a government is amoral and pragmatic.

49
50 As a country we choose to forget that it was our
51 interference and steadfast support of right wing dictatorships
52 in Nicaragua, Iran and Vietnam that made conditions ripe for
53 revolution. Our continued support of repressive regimes in
54 Guatemala, South Africa, and the Philippines are new breeding
55 grounds for hatred of the U. S. Is it any wonder that
56 Cambodians dislike a country that continues to support and
57 glorify, with terms like "Freedom Fighters," the overthrown
58 regime responsible for one of the bloodiest campaigns of
59 genocide in modern history. We hide behind a veil of
60 patriotism or moral indignation when we are called to account
61 for our foreign policy. Like a nation suffering from amnesia,
62 we see only action, not reaction. We think of ourselves as
63 victims and talk of retribution, but the rest of the world is
64 slow to agree.

65
66 There are no quick fixes for our image in the world. We
67 have spent a long time cultivating this image. No public
68 relations "blitzkrieg," no "get tough" response, no "head in
69 the sand" attitude will help our image. What we need are
70 subtle and deep changes in attitude at the level of the
71 individual. A sense of humility would be a good start.
72 Americans need to see their prosperity as the gift it is, not
73 as a right of birth. We need to hone our sense of justice and
74 equity to a finer edge. We can't afford to squander energy
75 and raw materials that could raise the standard of living or
76 save lives in many parts of the world. There must be a
77 greater participation in our political system, a louder voice
78 for moral conduct of foreign policy. We can not leave our
79 government to speak for us when it betrays our values. Most
80 of all we desperately need that sense of connection to the
81 world community. We need a sense of history and a sense of
82 place. It will not be easy to change in this way, but it is
83 essential that we try.

QUESTION: Do you agree that the U. S. has a negative image in the world? If so, what can the U. S. do to change this image?

Interview With Paul Johnson, British Journalist, Author of Modern Times: The World From the '20s to the '80s

"There's a Certain Quiet Glee" Over U.S. Troubles

Q Mr. Johnson, why do you think the world has such a love-hate relationship with the United States?

A America is the richest, the most powerful country in the world. People in the West know in their hearts they're very dependent on America and are, in their rational moods, grateful. But, if you're dependent on someone you tend to resent them. So when America gets into a bit of difficulty, as over the hostage crisis in Lebanon, there's a certain quiet glee.

Q But in some parts of the world, dislike of America goes beyond envy—

A Of course. That applies to the Middle East, probably to a lot of Latin American countries and to a certain number of African countries. There, the hatred of America's power and the feeling that it epitomizes the more-corrupt and brutal side of the West is paramount.

Q Is that portrait justified?

A If you look back over the whole of history, you can't come across any

other leading power—with the possible exception of Britain in the 19th century—which has exercised its power in the world in such an unselfish, prudent and sensible manner as America has over the past 40 years.

Q Why doesn't much of the world see America in that light?

A Partly, I think, because the America projected by its own media is not favorable. Take the image of the CIA: What many American newspapers, magazines and television networks project is a kind of worldwide conspiracy by the CIA. I think that is one reason why American aircraft get hijacked and American citizens get kidnapped—because this false image of America is actually believed by humble, ordinary people out there.

Commentary for Paper #4:

This is a passing paper. Although the essay is short and the development is somewhat weak, the writer uses her personal experience to support her thesis--that "...creativity is a learned process" because "...everyone has some seed of the artist in them." Her descriptions and examples are effective and uncluttered. However, more explanation leading to examples is needed. Word choice and syntax are, in general, above average. Overall, the paper is sufficiently well written to warrant a pass in spite of the weak development.

Paper #4:

1 I've been in school most of my adult life and the focus
2 of my education has been enhancing my own creativity. Along
3 the way I've been intrigued with just how much of creativity
4 is a learned process. Classroom experience has shown me that
5 everyone has some seed of the artist in them, not just those
6 lucky ones born with talent.

7
8 It was exciting to me to see that much of art is based
9 on techniques that can be learned and polished to a form that
10 amazes the budding artist. Gesture drawing might be the key
11 that unlocks that reserve for one student while contour or
12 life classes can accomplish it for another. The secret, and
13 it really is no secret, is the removal of those invisible
14 "right-way" or "wrong-way" barriers so often created in each
15 of us.

16
17 I saw senior citizens chip away at those barriers which
18 had probably been built over a lifetime of doubts. They came
19 each semester into a clay sculpture class, repeating that
20 course for years. They were hooked on the joy of their own
21 creativity and the process began with small, flat pieces of
22 clay. Now I see Harry building wonderfully three-dimensional
23 figures for his grandchildren. They have grown from small,
24 thin discs to people of amazing proportions and detail.
25 Janice spent the last years of her life working with the clay.
26 When her vision failed she didn't quit; her hands had learned
27 to do what her eyes couldn't see. They never considered
28 themselves artists and had probably said at some time, "Oh,
29 I can't draw a straight line." A teacher who didn't accept
30 that kind of self-limiting talk changed their lives.

31
32 I met Linda in a biology class and she was always looking
33 at my newest drawings. Soon, to fill an elective, she was in
34 a beginning art class. The skills that she learned not only
35 enhanced her own feelings about her abilities, they changed
36 her career goals. She is well on her way to a solid career
37 in commercial advertising.

38

39 Thomas Edison once said that invention was one part
40 inspiration and nine parts perspiration. Well, I would
41 include any form of creativity in that statement. We learn
42 by doing and skills can be taught. After that the joy of
43 accomplishment becomes the incentive. The only barriers are
44 those that we erect within ourselves. We don't learn to be
45 more creative, we learn to make use of that wealth of talent
46 that lies within each of us. The teaching is the bridge that
47 takes us there.

QUESTION:

Answer one.

1. Can people learn to be more creative? Support your opinion.
2. How can people develop their own creativity? Be specific.

Amabile, an associate professor of psychology at Brandeis University, is interested not merely in seeing art but in understanding what she takes to be the three basic ingredients of all creative work. The first is expertise in the relevant field: technical or artistic ability, talent, useful information and so on. The second is a set of skills having to do with creativity itself. This includes a work style characterized by concentration and persistence as well as a thinking style conducive to generating new possibilities.

We hear plenty about both of these from psychologists, teachers, managers and parents. But even an individual who has both in abundance is someone who can be creative, not necessarily someone who will be. Creativity also requires what she calls intrinsic task motivation—a simple delight in doing something for its own sake. This third factor, arguably the most important of all, has received the least attention. Parents push their gifted children into areas that bore them. Employers consider an applicant's experience and expertise but rarely think to ask what sort of work excites him or her.

It is at the intersection of creativity and motivation that Amabile, 37, has set up shop. She has produced an impressive series of studies designed to determine how creativity is affected by external rewards, how different kinds of motivation are related and how work environments can be structured to maximize creativity and innovation. . . .

Amabile sums up her findings with what she calls the Intrinsic Motivation Principle of Creativity: "People will be most creative when they feel motivated primarily by the interest, enjoyment, satisfaction and challenge of the work itself—and not by external pressures." This principle challenges established wisdom—specifically, the idea that we do our best work when things like grades, bonuses and competitive success are dangled before us. It also questions the behaviorists' assumption that any activity is more likely to occur if it is rewarded. Amabile says her research "definitely refutes the notion that creativity can be operantly conditioned." (For their part, orthodox behaviorists doubt that intrinsic motivation even exists. They insist we use the concept only when we don't know which specific external events actually caused an action.)

Amabile's principle makes intuitive sense: A reward encourages us to focus narrowly on a task, to do it as quickly as possible and to take few risks. This "does get the task completed—in a barely satisfactory way," says Amabile. But it is not conducive to truly creative thinking. "You have to explore, mess around a little bit" in order to find novel solutions; the work must not be simply a means to an end.

Not all stages of the creative process require intrinsic motivation. The early period of preparation—gathering information and learning techniques—can benefit from conventional rewards. So can the later process of trying to validate and communicate one's idea. But what comes in between—dreaming up something new—is most apt to happen when the motivation is love rather than money.

Commentary for Paper #5:

Paper #5 is less sophisticated in word choice and syntax, yet it is a passing paper. The writer expresses her own opinion honestly and offers specific support for the opinion she holds. Note lines 14-18 and 22-28. There are very few problems of mechanics. The thesis (lines 9-11) is clear, and it directly addresses the question.

Paper #5:

1 I do not intend to take a stand on whether abortion is
2 morally right or wrong, but I believe abortion should be legal
3 so that a woman with an unwanted pregnancy will have an
4 option. A woman has the right to protect her physical health
5 and emotional state of mind by terminating a pregnancy if it
6 is unwanted. Furthermore, a woman has the right to obtain an
7 abortion to prevent anguish and frustration due to having a
8 child with a severe birth defect. To restrict a woman from
9 obtaining an abortion is to violate this right. Abortion
10 should be legal for the woman who decides it is necessary not
11 to carry a baby to full term due to various circumstances.
12

13 One circumstance would be a pregnant woman with medical
14 complications. If a woman with a cardiac condition discovers
15 she is pregnant, she may decide to abort the fetus to protect
16 her own life. Since the fetus has a potential life whereas
17 the woman has an actual life, the right to life should go to
18 the woman. If abortion were not legal then the woman would
19 have few options available regarding her physical health.
20

21 There are circumstances such as rape that prevent us from
22 being able to control what happens to us. I know of a young
23 woman who is married and has a young child. She decided to
24 take her child and leave her husband, because he beat her up.
25 Before this woman could leave her husband, he forced himself
26 on her and, as a result, she became pregnant. Instead of
27 trying to start a new life with a small child and an unwanted
28 baby, she decided on an abortion. Even though this woman was
29 unable to control these circumstances, abortion helped to
30 rectify her problem.
31

32 Abortion can also be used to terminate a pregnancy where
33 the fetus is genetically defective. A doctor can determine
34 accurately the possibility of a fetus being born with a severe
35 birth defect. For example, Down's Syndrome and Tay-Sachs
36 disease are severe birth defects that can be detected in the
37 fetus through a process called amniocentesis. A woman who
38 discovers she is carrying a child with a birth defect may
39 decide to obtain an abortion. Consider the mental anguish and
40 the financial strain of having to care for a retarded child.
41 Abortion can prevent the birth of a child with a severe birth
42 defect thus spare the parent of such grief.
43

44 Abortion should be legal so that a woman will not have
45 to go through with an unwanted pregnancy. I do not feel that
46 a woman should use abortion as a birth control measure, but
47 I believe that some circumstances make it necessary not to
48 continue with an unwanted pregnancy. Under circumstances that
49 affect one's physical and emotional health, one should have
50 every opportunity to make the best decision for herself.

QUESTION: Should pregnant women have the right to choose to have an abortion? Support your opinion with specific examples and details.

BOSTON.

In the midst of all the heated rhetoric about abortion that has choked the news, there is one sentence that still echoes in my mind. It is the message transmitted from the man in the Oval Office to the pro-life demonstrators on the Ellipse: "The momentum is with us."

I wanted to dismiss his words as the optimistic cheer of a fan. Go get 'em tiger. There is no evidence, after all, that public opinion has moved an iota closer to his anti-abortion stance. Instead it seems to have frozen in place. The constitutional amendment that would ban abortion has stalled and the Supreme Court has reaffirmed the basic right to choose abortion.

But Ronald Reagan knows his business, and his business is political communication. The "momentum" he talks about is a word that comes out of that specialized dictionary. The "Big Mo" is a political term used to describe the direction in which the pack is traveling, especially the journalistic pack. Within that definition, the president is right: The Big Mo is with the right-to-lifers.

In recent months, I have been struck by the success that the anti-abortion movement has had in reframing the questions and the arguments, in producing the action and the news in this long public debate. What is "news" this season is the clinic closed down by a bomb or a bomb threat. What is news is a sonogram videotape of a fetus being aborted. What is news is the medical technology and bio-ethical dilemma of the middle trimester.

By contrast, the oldest story in the world is that of a pregnant woman. It's the story "we've already done," the story that's been filmed and reported a thousand times.

It's not that the media has turned pro-life, or pro-choice for that matter. The essential bias of my profession is pro-change, pro-newness. It's this bias that has subtly and fundamentally shifted the coverage from the woman to the fetus.

You do not need to be a full-time media watcher to chronicle this. Two weeks ago, the Newsweek cover story on abortion was cast "in the context of a struggle over helpless beings." The "beings" were those in the womb. The piece described aggressive pro-life tactics and "moral disquiet" and scared politicians. There was no space devoted to the life of the carrier of those beings.

The television networks focused their lenses in much the same way of late. Questions about the life of a fetus dominated the talk shows. Bernie Nathanson's sonogram of a fetus being aborted was replayed on the news with hardly a word questioning his premises.

In the passion for "newness," the pregnant woman was as invisible in the argument as she was in the sonogram. The media looked straight through her. As Nanette Falkenberg of the National Abortion Rights Action League asked one reporter in frustration, "Do you think the fetus is housed in a Tupperware jar?"

What has happened to the other side of this difficult story? Half of all Americans know someone who's had an abortion. More than 1.5 million women a year choose abortion. Where were these women, most of them young, most of them unmarried? They were the absent, the disappeared victims of the Big Mo.

Those who have struggled to keep abortion legal and available are very conscious of the shift in attention. Falkenberg admits, "Our folks feel beleaguered. The president talks about abortion in his inaugural address. Our clinics are getting blown up. This propaganda (the sonogram videotape) gets shown on all networks. We have really noticed a total absence of any focus on the woman involved."

She predicts a struggle to recapture the Big Mo. "We had a conscious desire to de-emotionalize this issue and I don't think we can play it that way anymore. We think it may be time again for women to publicly tell their own stories. We have to say, 'You want emotion, we'll give you emotion. You want real life stories, here they are.'"

Most of us in the media are uneasy with this, uneasy providing — even grooming — an emotional battleground of such intensity. But as surely as the pendulum swings, we lean toward the new story, go where the action is, build the momentum.

So the president is right about momentum. The story of the unwanted pregnancy is as old, as ruffled, as dull as yesterday's news. And yet it is also as fresh, as new and as unique as the life stories of the thousands of women who will face that crisis tomorrow for the very first time.

Ms. Goodman's column is a feature of the daily Ledger-Star.

The Virginian-Pilot,
February 2, 1985.

Commentary for Paper #6:

Paper #6 is a borderline pass with several errors of sentence structure and mechanics. However, the writer has a point to make, communicates his ideas adequately, and his supporting evidence is good.

Paper #6:

1 The 1980's brought with it an increased awareness of the
2 high incidence of substance abuse in the U. S. The Reagan
3 administration has made clear its stand on the issue of drug
4 testing as evidenced by President Reagan's order that all
5 federal employees in highly sensitive jobs should be tested
6 for drugs. With the ever increasing public awareness it is
7 not surprising that everyone wants to jump on the bandwagon.
8 Other employers are following suit by requiring drug tests of
9 potential applicants as well as current employees. Even
10 though the reasons for drug testing are legitimate and well
11 founded, they are unfair due to inaccuracy, they are possibly
12 an invasion of privacy, and they may cause a loss of trust
13 between employer and employee.

14
15 It has been proven that there is a direct correlation
16 between substance abuse and decreased worker productivity.
17 Also many work related accidents are attributed to substance
18 abuse and therefore causing the cost of insurance for the
19 companies to increase. It is understandable that a manager
20 or employer would want assurance against such a liability,
21 hence, the drug tests.

22
23 Unfortunately, though, the only test affordable to the
24 average employer is the urinalysis, which has been proven to
25 be very unreliable. Studies have been conducted that prove
26 error rates ranging from 31% to even 100%. Such errors are
27 the false-negative results and false-positive results. In the
28 context of pre-employment, this has more serious implications
29 for those who are among the false-positives. These people are
30 refused jobs because they are wrongly evaluated as drug users.
31 One reason for the errors is human error such as a mix up in
32 the transportation or an incorrectly labelled sample. But
33 this is not the only reason.

34
35 Inaccuracies have been found in the areas of cross-
36 reactivity and sensitivity. Other medications, both
37 prescription and over-the-counter, mimic certain types of
38 illicit drugs. For example, some antihistamines, heart pills,
39 and diet pills show up as amphetamines on the test results.
40 Also, the tests tend to be overly sensitive to some substances
41 such as marijuana, and not sensitive enough to others such as
42 cocaine.

43
44 It is true that there are accurate tests available but
45 these are very costly. Most employers cannot afford the

46 luxury and as a result, settle for less. It may be, too, that
 47 there is not enough known about the technology of drug-
 48 testing, so it is difficult for an employer to make an
 49 intelligent, comparative choice. Nevertheless, this is too
 50 important an issue to sacrifice efficiency for cost, and it
 51 should not be taken lightly.

52

53 Another important issue is the worker's rights. Is it
 54 an invasion of privacy? The question is still debatable, but
 55 does not our constitution provide for protection against
 56 illegal searches and seizures? And does not one first have
 57 to have probable cause before taking action? It is almost as
 58 if a potential employee is considered guilty before proven
 59 innocent.

60

61 And, finally, an issue arises that is not accounted for
 62 by law, nor is it quantifiable by any measure. This is the
 63 relationship between employer and employee. A pre-employment
 64 drug test could destroy any trust between employer and
 65 employee. In fact, a greater distance between the two can
 66 result. The effects of this type of relationship can have
 67 negative impacts on worker productivity. After all the
 68 rewards to an employee do not come from his or her pay check
 69 alone. Job satisfaction is key.

70

71 In conclusion, the drug tests for pre-employment have not
 72 been proven to be cost effective in terms of money or
 73 resulting worker productivity. It seems that at this point
 74 in time such testing is a waste of time, effort and money for
 75 the company. Companies should stay away from them until more
 76 is known regarding technology and legality.

TOPIC: Pre-Employment Drug Testing

Question: Should companies require pre-employment drug testing? Support your opinion.

Fighting drugs on the job

In a hotel conference room last Tuesday, local businessmen were transported back in time. . . .

As Charles Stebbins of the Virginia Chamber of Commerce said on Wednesday: "Welcome to our drug bust."

Stebbins and the other seminar leaders used the meetings to warn that any smiling worker may be hiding a drug or alcohol problem. They brought out an impressive list of national statistics they claimed held true for Hampton Roads:

- Drug and alcohol use cost U.S. businesses \$60 billion last year in lost productivity and health bills.

- About 14 percent of a company's employees abuse drugs or alcohol; one out of every 100 workers deals drugs.

- More than 75 percent of employees who use cocaine do it on the job, and 43 percent sell the drug while at work.

- Substance abusers cause three

times as many work-related accidents and file three times the number of health insurance claims.

- Nearly two-thirds of the people now entering the workplace have used illegal drugs, and 44 percent have taken them in the past year.

"It's not just the \$3.50-an-hour worker in the warehouse," said David E. Nagle, a Richmond attorney who specializes in labor law.

"It's the hotshots too," he said. "These people may be on a peak because of a substance abuse. You need to be prepared for that."

The businessmen shook their heads frequently and occasionally gasped as the numbers were read.

As an answer to the problem, they focused quickly on the most popular and publicized remedy — drug testing. . . .

Since drug testing has not been without its controversy, the seminar focused too on a relatively new remedy — Employee Assistance Programs (EAPs) — which stress rehabilitation rather than firing.

Stephanie S. Lloyd, director of the EAP at Maryview Hospital in Portsmouth, said the program offers counseling for employees and trains supervisors to spot warning signals.

Regardless of which remedy is chosen, the specialists warned against witchhunts that could destroy morale in the workplace and land an employer in court.

The Virginian-Pilot and The Ledger-Star,
January 26, 1987.

Commentary for Paper #7:

Paper #7 is an example of the "short and simple" failing paper. Development is weak and repetitive. For instance, the conclusion duplicates the introduction almost word for word. Furthermore, the sentences are short and unvaried in form, which makes the writing style choppy and the paper difficult to read. Although there are few mechanical errors in this paper, the immaturity of the syntax makes it a failing paper.

Paper #7:

1 The Virginia General Assembly should approve a law
2 requiring seat-belt use for everyone. A law requiring seat-
3 belt use would prevent needless deaths. Such a law would also
4 prevent a number of injuries. Finally, a seat-belt law would
5 save thousands of dollars. The Virginia General Assembly
6 should approve a seat-belt law for everyone.

7
8 A law requiring the use of seat-belts would prevent
9 needless deaths. A seat-belt would prevent the occupants of
10 a vehicle from receiving fatal cuts resulting from them being
11 thrown through glass. A seat-belt would prevent deaths
12 resulting from the occupants being thrown from a vehicle. A
13 seat-belt would prevent fatal blows to the occupants of a
14 vehicle resulting from the occupants being tossed around
15 inside a vehicle. A law requiring the use of seat-belts would
16 prevent needless deaths resulting from a collision.

17
18 A seat-belt law would prevent many injuries due to
19 collisions. A seat-belt would prevent injuries to the
20 occupants of a vehicle resulting from them being thrown
21 through glass. A seat-belt law would prevent injuries to the
22 occupants resulting from the occupants being thrown from a
23 vehicle. A seat-belt would also prevent the occupants' limbs
24 from being trapped outside a vehicle and injured. A seat-belt
25 law would prevent many injuries due to collisions.

26
27 A seat-belt law would save thousands of dollars.
28 Individuals involved in accidents would save money because of
29 a reduction of the number of injuries resulting from a
30 accident. Insurance companies would reduce costs to all of
31 their policyholders because of decreased claims. Businesses
32 would save money because of decreased workmen's compensation
33 and increased productivity. A seat-belt law would save
34 thousands of dollars.

35
36 The Virginia General Assembly should approve a law
37 requiring seat-belt use for everyone. A seat-belt law would
38 prevent needless deaths. Such a law would also prevent many
39 injuries. Finally, a seat-belt law would save businesses and
40 individuals thousands of dollars. The Virginia General
41 Assembly should approve a law requiring seat-belt use for
42 everyone.

QUESTION: Should the Virginia General Assembly approve a law requiring seat-belt use for everyone? Discuss.

Robb buckles up

Virginia Gov. Charles Robb took a step last week that will save Virginia lives and tax dollars: He issued an executive order requiring most state employees to wear seat belts while using cars and trucks on their jobs.

Virginia thus joins 22 other states, the District of Columbia and many federal agencies in requiring seat-belt use. (The Virginia State Police ordered its personnel to wear seat belts starting last July.) The order will affect more than 100,000 full-time and part-time state employees. The only exceptions to Mr. Robb's order are law-enforcement officers in some situations (such as being "actively engaged in transporting persons in custody") and those employees whose physical conditions make seat-belt use impractical.

Drivers and passengers who believe that mandatory seat belts are an infringement on their rights should pay close attention to the governor's reasoning when he announced the order.

The foremost reason to use seat belts, of course, is to save lives. But, beyond that, mandatory seat-belt use should save hundreds of thousands of dollars for the state

and its taxpayers. State employees were involved in 1,601 accidents last year while operating state-owned vehicles. Workmen's compensation claims totaled more than \$200,000. Injuries also resulted in the loss of productivity, increased sick leave and increased training costs for replacement personnel.

When death and injury result from traffic accidents, we all pay in one form or another. In the case of accidents involving state-owned vehicles, taxpayers ante up for extra sick leave, etc. When accidents involve privately owned vehicles, all of us pay in higher insurance premiums and higher medical costs — even if we, as drivers, never have an accident.

Every state that requires seat-belt use has had a decline in deaths and injuries resulting from traffic accidents. As a consequence, the people who live in those states will realize a benefit in lower insurance and medical costs. Last year, the Virginia General Assembly nearly approved a seat belt law. We hope the experience of other states, and the example the governor set this week, will spur the legislature to pass a seat-belt bill during the upcoming session.

The Virginian-Pilot,
November 24, 1985.

Commentary for Paper #8:

Paper #8 is a failing paper. It is a rambling, unfocused paper which does not address the question. Although the writer states that "...there are several different teaching techniques that may be used...", she does not tell the reader what they are. She discusses assessment and mainstreaming, which are not teaching techniques. She discusses "individualized instruction," but only in a very general way. She uses no specific examples. Furthermore, the paper lacks coherence within paragraphs. There are few transitions between sentences, and the writer jumps from one point to another without explanation.

Paper #8:

1 All school systems have students with learning
2 disabilities. It is important to help these students work
3 with their handicaps. There are several helpful teaching
4 techniques that may be of benefit to learning disabled
5 students based on individualized instruction using
6 assessments, concern, and kindness. It is important to
7 diagnose that there is a problem. Once disabilities have been
8 determined, then special attention may be given to help these
9 students. Proper assessments are important to determine which
10 levels these students are currently at. There are several
11 different teaching techniques that may be used. These are
12 affected by the environment in which these students are placed
13 in. The teacher's concern plays the largest role in the
14 success of these students. Individualized instruction is very
15 important for students with learning disabilities. It shows
16 them that they are important. It also builds up their self-
17 esteem and pride. This is important for the success of these
18 students.

19
20 It is important for all students to be assessed. This
21 will determine their current levels of ability in different
22 areas. These areas range from psychomotor skills to math and
23 writing proficiency. This is an important part of detecting
24 learning disabilities. When the problem goes undetected, it
25 becomes increasingly detrimental to the student. After the
26 problem has been diagnosed, the current levels need to be
27 determined. These are used as base lines to work from. After
28 working with a student on a handicap, it is important to give
29 post assessments. This will show if teaching techniques have
30 been successful for that particular student. This is
31 important because not all students will respond equally to
32 various teaching strategies.

33
34 There are many different teaching techniques for
35 different kinds of learning disabilities. They all share a
36 common goal. This is to mainstream students as much as
37 possible. The student does not want to stand out from others
38 as an oddity. Teaching learning disabled students may start
39 out as completely individualized. This is where teachers give

40 a special effort to one student and that student's disability.
41 Although the goal is to mainstream these students,
42 individualized attention is very important. The students need
43 to begin at a level in which they can achieve some success.
44 This will provide them with the encouragement to try harder.
45 It also builds confidence. This is an important teaching
46 technique. If students believe that they can be successful,
47 then they will continue to try to improve. They do not want
48 to fail. This only causes frustration. Another important
49 teaching technique is to provide information to the students
50 that the teacher also has faith in them. Teachers need to be
51 encouraging and supportive of their students. Positive
52 reinforcement is necessary for this teaching strategy. The
53 teacher also needs to be able to relate with the students.
54 The students need to understand what the problem is and how
55 to improve it.

56
57 Individualized instruction is very important for learning
58 disabled students. It is very difficult for these students
59 to correct their handicaps in large classroom settings.
60 Special education provides the close attention that is needed
61 to deal with their problems. When there is a large student-
62 to-teacher ratio, this can not be done. It is still important
63 for the learning disabled students to interact with the rest
64 of their classmates. Mainstreaming should be attempted as
65 much as possible along with the individualized instruction
66 programs. The special education can deal more with the
67 specific problem at hand. In large classroom settings this
68 would be difficult. The problem may be ignored. The
69 individual education shows the student how important he or she
70 really is. This is important to remember in teaching these
71 students.

72
73 Individualized instruction is important when dealing with
74 the learning disabled. The teaching techniques to be used are
75 ones dealing with the building of confidence, self-esteem, and
76 pride. This will make the education process more successful.
77 Assessments are important to determine success in the program.
78 Classroom settings are generally too large and too impersonal
79 to correct the handicaps of these individuals. The learning
80 disabled student deserves an opportunity for success.

QUESTION: What teaching techniques would you use with learning disabled students? (You may limit your discussion of teaching techniques to your discipline.) Be specific.

Back when I was an investigative reporter, Vice President Spiro T. Agnew subpoenaed my notes. Agnew, under investigation for bribery and tax evasion, alleged the Justice Department was trying to drive him from office by leaking false information to the press.

Like other reporters subpoenaed, I handed my notes over to my lawyer. Unlike the others, though, I was confident no one would ever read them. That's because not even I could read my notes. I was — I am — learning disabled.

When I was a kid, there was no such thing as learning disabled. There was dumb or its middle-class variant, underachiever. (Poor kids are never underachievers, since they are not expected to achieve much to begin with.) I arrived at my diagnosis after finding out a bit about learning disabilities, especially those that, for some reason, affect boys more often than they do girls. Mine has to do with small-motor coordination. I can't write.

Of course, writing is what I do for a living. But that writing has always been on a typewriter and, now, a word processor. It is writing with a pencil or pen that I am talking about. Even under the best circumstances, I can't do it well. My handwriting is illegible. I write slowly, painfully and always sloppily. I cannot write a simple thank-you note, and it's been years since I've even attempted one. I type everything.

As learning disabilities go, mine is not catastrophic. It did mean that in school I had a hard time with essays. The ideas in my head could not find their way onto paper. I was slow where others were fast. And where neatness counted, as it almost always did, I was judged lacking and told it was my own fault. No phrase chilled like the one teachers invariably uttered before a test: Neatness counts. I simply could not write neatly. I was told I was not trying. In other words, I was under-achieving.

The field of education is resplendent with jargon. But learning disabled is not one of them. It means that accommodations must be made, that rules or procedures must be waived, that a child or adult must be treated as an individual. If he or she cannot learn in the standard way, then new ways must be found. . . .

Years later, a psychologist told me I had — have! — a learning disability. He told me things about myself I had not quite realized. (For instance, if while I'm interviewing someone, I concentrate on my handwriting, I'll lose my train of thought; if I concentrate on what's being said, my hand skates all over the page.) At first I was stunned: Me? Learning disabled? Then my shock turned to anger — anger at all the teachers who never recognized my problem, who insisted I do things their way, who thought all kids should have neat handwriting and those who didn't, well, it was their own fault.

And then I got angry about all those other kids — those with more severe learning disabilities, those who were told they were dumb or lazy when they were in fact learning disabled. In some cases, they were asked to do what they simply could not do. In my case, no teacher noticed that some of my difficulty with math stemmed from an inability to keep columns of numbers straight. In subtraction, addition or long division, I sometimes arrived at an incorrect answer because I added up the wrong numbers. . . .

I've written this column for a reason. The other night, I heard two teenagers refer to a girl as an LD. In their mouths, the term was descriptive, not at all pejorative, and I was pleased that, at least with kids, the concept of learning disabilities has gained acceptance. Naturally, I thought of myself and also thought about how, once before, I had written on this subject. The mother of a learning-disabled boy called to thank me. She had given the column to her son to read and it lifted his spirits.

There are prizes galore in my business, but none better than that.

Commentary for Paper #9:

Paper #9, a failing paper, illustrates problems with syntax and word choice. Among other structural problems, sentences containing dangling modifiers are found on lines 26-28, 35-37, and 59-61. The writer also tends to omit the word "that" (see line 42), thus creating faulty sentences. There are many mechanical errors, including comma errors, subject-verb agreement errors, pronoun errors, and spelling errors.

Paper #9:

1 The health profession is a demanding field. Nurses deal
2 with death and dying situations every day. The Journal of
3 Nursing '87 reports a 17% decrease in nurses working in
4 hospitals. Nursing Research (1986) reports the shortage of
5 nurses is due to burnout. The nurses are leaving the
6 profession because they could not handle the stress. The
7 nurses that resign are becoming housewives or getting other
8 jobs unrelated to the health field. The Journal of Practical
9 Nursing (1986) reported stress to be the number one cause of
10 burnout in the health profession. The causes of burnout are
11 related to an increased workload, high level of stress related
12 to dying situations, and working long hours. Burnout can be
13 minimized by decreasing the workload with the help of
14 volunteers and the hospital administration, providing support
15 groups, and having the nurses utilize their breaks and
16 vacation time.

17
18 First of all, the one cause of burnout is an increased
19 workload. Nurses are receiving six to eight patients during
20 the eight hour shift. The nurse is responsible to assess
21 vital signs, do morning or evening care, do treatments,
22 administer medications, and be alert to any emergencies
23 occurring to the patient like falls or cardiac arrest.
24 According to an article by Shea, nurses need to suggest to the
25 hospital administration to decrease the bed capacity until
26 more nurses can be recruited. By decreasing the bed capacity,
27 the cycle of high nurse to patient ratio would decrease and
28 less nurses would resign. An article by Robbins researched
29 on three hospitals in California that the nurses were still
30 receiving six to eight patients, but the non-nursing functions
31 were given to the volunteers to help decrease the nurses'
32 workload. The volunteers filled water pitchers, walked
33 patients down the hall, and helped give baths. Robbins
34 concluded that nurses reported less stress and more job
35 satisfaction with the help of the volunteers. By decreasing
36 the nurses' workload, more job satisfaction and less burnout
37 will occur among nurses.

38
39 Second, another cause of burnout is a high level of
40 stress related to dying situations. Keplar reported, nurses
41 on the oncology units face death everyday. A common finding
42 in an article reported by Toppi is oncology nurses have no

43 support groups provided by the hospital. The oncology nurses
44 have no way to relieve those sad and angry feelings from the
45 deaths of patients. Toppi reported that nurses who have left
46 the oncology units liked their job, but the nurses had no way
47 of releasing those angry feelings and could not handle it any
48 more. The nurses reported those angry and sad feelings
49 effected their career and family life. Jones did a study on
50 hospital administration providing support groups for nurses
51 and reported a decrease in the nurses' burnout. The hospitals
52 provided support groups to meet every month, so the angry
53 feelings can be released and the nurses can share in their
54 different experiences. According to Jones' results, showed
55 a 75% decline in burnout among nurses that attended support
56 groups than nurses that did not attend support groups. Jones
57 also researched if hospitals could provide their staff with
58 community projects, staff bowling leagues, and have hospital
59 picnics showed a 50% decline in burnout. By providing support
60 groups, the nurses would have someone to talk to and promote
61 higher job satisfaction.

62
63 Finally, the long working hours is another cause of
64 burnout among nurses. An article by Shea reported, hospitals
65 that encourage two-fifteen minute breaks and one-half hour
66 break for meals away from the units showed nurses reporting
67 a 45% job satisfaction than nurses not utilizing their breaks.
68 The nurses in Shea's study reported by taking their breaks
69 helped them get away from their patients and just sit and talk
70 about their family. The nurses were eager to return to work
71 by taking breaks. Shea also reported how hospital
72 administrators should encourage the nurses to take vacations.
73 The nurses in Shea's study reported by taking vacations they
74 were eager to return to work and did not dread going to work.
75 Shea commented, that if administrators encourage breaks and
76 vacations and let their staff know it is fine to take time off
77 to relax, more productive work will happen.

78
79 In summary, by decreasing nurses' workload with the help
80 of volunteers and the hospital administration, providing
81 support groups, and encouraging nurses to take their breaks
82 and vacations can decrease burnout in the health profession.
83 By decreasing burnout can lead to better quality of job
84 production.

QUESTION: Discuss the causes of burnout in your profession and suggest some steps that might be taken to minimize this burnout. Be specific.

Graham Greene's architect Querry had to trek to an African leprosarium to find a metaphor adequate to express his mood: nothing less would be sufficiently wasted, blighted, defunct. Querry was, Greene meant, *A Burnt-Out Case*, like the leper Deo Gratias, his soul far gone. He was a masterpiece of acedia, a skull full of ashes, a rhapsodist of his own desolation.

Once, hardly anyone except a Graham Greene character could manage such Gethsemanes of exhaustion. Today, burnout is a syndrome verging on a trend. The smell of psychological wiring on fire is everywhere. The air-traffic controllers left their jobs in part, they said, because the daily tension tended to scorch out their circuits (the primitive "flee-or-fight" reaction to danger squirted charges of adrenaline into boxes that had to remain relatively immobile, tethered by duty to scope and computer).

Burnout runs through the teaching profession like Asian flu—possibly because it depresses people to be physically assaulted by those they are trying to civilize. Two years ago, Willard McGuire, president of the National Education Association, said that burnout among teachers "threatens to reach hurricane force if it isn't checked soon." Social workers and nurses burn out from too much association with hopelessness. Police officers burn out. Professional athletes burn out. Students burn out. Executives burn out. Housewives burn out. And, as every parent knows, there usually comes a moment in late afternoon when baby burnout occurs—all of his little circuits overloaded, the child feels too wrought up to fall asleep.

One of the biggest difficulties with the concept of burnout is that it has become faddish and indiscriminate, an item of psychobabble, the psychic equivalent, in its ubiquitousness, of jogging. Burnout has no formal psychiatric status. Many psychoanalysts regard the malady as simply that old familiar ache, depression. Even so, plenty of professionals take burnout seriously. Psychological journals are heavy with analyses of burnout.

Burnout is progressive, occurring over a period of time. Authors Robert Venning and James Spradley define five stages that lead from a stressful job to a burnt-out case: 1) The Honeymoon—intense enthusiasm and job satisfaction that, for all but a few dynamos, eventually give way to a time when valuable energy reserves begin to drain off. 2) Fuel Shortage—fatigue, sleep disturbances, possibly some escapist drinking or shopping binges and other early-warning signals. 3) Chronic Symptoms—exhaustion, physical illness, acute anger and depression. 4) Crisis—illness that may become incapacitating, deep pessimism, self-doubt, obsession with one's own problems. 5) Hitting the Wall—career and even life threatened. . . .

Burnout has a way of turning the sovereign self (as we thought of it once, long ago) into a victim, submissive, but passive-aggressive, as psychologists say: it is like a declaration of bankruptcy—necessary sometimes, but also somewhat irresponsible and undignified. It is a million-dollar wound, an excuse, a ticket out. The era of "grace under pressure" vanished in the early '60s. Burnout is the perfect disorder for an age that lives to some extent under the Doctrine of Discontinuous Selves. It simply declares one's self to be defunct, out of business; from that pile of ash a new self will arise. In the democracy of neurosis, everyone is entitled to his own apocalypse. Burnout becomes the mechanism by which people can enact their serial selves, in somewhat the way that divorce permits serial marriages. In some cases, the serial selves of burnout are like the marshmallows that Cub Scouts thrust into the campfire flame. They hold them there until they are charred, peel away the blackened outer skin and eat it, then thrust the soft white marshmallow into the flame again, repeating the process until there is nothing left.

—By Lance Morrow

Time, September 21, 1981.

Commentary for Paper #10:

Paper #10 fails in development as well as in mechanics. The introduction is adequate, but in his supporting paragraphs, the writer simply restates what he has said in the introduction. He offers few specific details, facts, or examples to support his ideas. Nearly every sentence of this brief paper contains one or more errors of comma omission, apostrophe omission, or spelling. There are also several problems with sentence structure.

Paper #10:

1 College athletics now more than ever before are being
2 brought into the public's eye. Newspapers and magazines
3 present stories on complex scandals and assorted problems in
4 the college world on a weekly basis. The college athletes
5 themselves, present as well as former, are the ones coming
6 forward with the troubled tales of the colleges they played
7 for and sometimes stories of their own wrong doings. In many
8 of these confessions athletes tell of the pressure on them to
9 perform well and to do this they had to spend more time
10 perfecting their game and less time on studying and going to
11 class. To help put a stop to these ugly confessions college
12 athletic officials need to produce new guidelines and enforce
13 existing rules with a much harder hand.

14
15 The three rules that I believe should be followed
16 strictly to help put a stop to the poor and sometimes total
17 lack of a college athlete's education are red shirting
18 freshman, maintaining a C average to play and mandatory study
19 times.

20
21 Firstly red shirting freshman means not allowing a
22 freshman athlete to play during his first year of college but
23 allowing partial participation. The importance of this rule
24 is that it allows the athlete an extra year of eligibility.
25 The athlete in this way receives four years to play but at the
26 same time receiving an extra year to graduate.

27
28 Secondly all college athletes should also be made to
29 maintain a C average. This is a simple rule, if an athlete
30 fails to meet the C average standard they will be dropped from
31 the team until they again reach the C average.

32
33 Thirdly mandatory study times should be set up during the
34 season. By requiring the supervision at pre determined times
35 officials are ensuring the proper amount of time is being spent
36 on their studies.

37
38 I believe if these rules are followed, red shirting
39 freshman, maintaining a C average and setting up mandatory
40 study times, they will help put an end to the pressure on the
41 athlete and help them succeed in the classroom as well as the
42 playing field.

QUESTION: Do you believe that college athletes are required to devote too much time to sports and not enough time to their studies? If so, you may wish to suggest some solutions to this problem. Support your opinion.

WASHINGTON — The NCAA Presidents Commission, which spent \$1.75 million during the last year studying the lives of college athletes, on Tuesday confirmed what most people had suspected all along — that football and basketball players spend more time on their sports during the season than they do studying and attending class.

"I do not believe there are any great surprises in these results," commission chairman Martin Massengale said of the study.

But Massengale said that the study provided the first statistical evidence of what had long been assumed and that it would provide a basis for action.

The study also found that though time demands are greater during the season, sports take up a considerable proportion of the athletes' time even during the offseason.

During the season, the study found that upperclassmen who participate in football and basketball spend an average of 30 hours a week on sports and 25 hours on being students.

Freshman athletes spend an average of 25 hours a week on sports and about the same on their classes, according to the study.

The large amount of time away from studies appeared to be of the greatest concern among all the findings in the study.

"This is truly a landmark study," Massengale said. "This study was done for the benefit of students, particularly student-athletes."

Massengale said that the study, which was conducted by the American Institutes for Research, would be discussed at the NCAA meeting January in San Francisco.

Other major findings, many of which reinforced assumptions made by college administrators but never before proved statistically, included the following:

■ Football and basketball players score lower in entrance exams and have lower grade-point averages than other athletes or non-athletes with extracurricular activities.

■ Student-athletes appear to have unreasonably high expectations of becoming professional athletes.

■ Most football and basketball players say they have less spending money than they need.

■ Athletes report more injuries than non-athletes, but their general health (colds and the like) is about the same.

■ Athletes report many more instances of physical abuse than non-athletes and a slightly higher level of mental abuse.

The Virginian-Pilot,
November 30, 1988.