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Spring 2021

## 2021 Honors Portfolio

Morgan Murphy

*Fontbonne University*

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# Introduction

Hi, my name is Morgan Murphy, and I am a senior studying Speech Language Pathology, with a minor in Psychology. First off, I'd like to welcome you to my TELOS portfolio! I am so glad you are here. To begin, I'd like to give you a bit of background information about myself and where I am in life after attending Fontbonne University for these past four years. As an incoming freshman in 2017, I was not the same person that is sitting here writing this statement to you right now. During my time at Fontbonne, I went through a lot of personal change and growth. It feels almost impossible to express how much Fontbonne has impacted my life in just a short introduction. So, I hope to use the following portfolio to give you a glimpse into specific moments during my undergraduate college career that have shaped me into the person that I am today.

Through the TELOS Honors program, I discovered more about myself than I thought I ever would, during my time at Fontbonne. I have been transformed. I have explored a variety of routes and paths. I became a student leader. I had wonderful clinical experiences that will help me in my future career. I served others and spoke my truth on social justice issues. This program has helped me to get to know myself for who I truly am. I was able to sit down, reflect and express how my life has changed, whether in good or bad ways, during my time in college. Without this program, I am not sure if I would be able to see how far I have really come over these past four years. I went from being the nervous and shy freshman to the outgoing and leading senior that I am today. It is truly incredible to take a moment and step back and look at your life from a bird's eye view. It is amazing what one can learn about themselves after reflecting on their life's journey. As I am about to graduate and move on to the next chapter in my life, I hope this collection of reflections and artifacts can show you where I was and where I am now. Growth and change are not always easy, but it is remarkable what can happen if you live your life taking advantage of all of the beautiful opportunities that come your way. I wish to not only tell you my story through this portfolio, but I hope to also encourage you to push yourself out of your comfort zone, like I did. If you never do, you will never know what your life truly has in store for you.

# Transformation

## Campus Ministry

My faith has always been a big part of my life. I grew up as an only child with my mom, who is Catholic, and my dad, who is Lutheran. Christianity has been the core of our family for as long as I can remember. My faith has been like oxygen to me, always present and kept me going. I was raised Catholic and have attended private schools my entire life. Before attending Fontbonne, Catholicism was all I knew. It has been a part of my life that has continuously shaped me into the person that I am, even to this very day. Throughout my time at Fontbonne, though, my faith has been strengthened in ways I never would have imagined.

It all started the summer before my freshman year. I was looking around for a scholarship or two that I could apply for. I stumbled across the Campus Ministry department, who happened to be looking for students who were interested in serving the dear neighbor by becoming a Campus Ministry Leader. My initial thoughts were along the lines of, "This looks neat, but I am not a leader." I would describe my past self as a person who is quite reserved and shy, so at this moment, I did not believe that I obtained the skills that the Campus Ministry department was looking for. After spending some time thinking about applying for this opportunity, I decided I would go out of my comfort zone and at least try. Not long after, I found out that I was picked for the scholarship and that I would be among the group of student leaders that worked within Fontbonne's Campus Ministry department. I was both so happy and nervous about this new chapter of my life, but I knew that God had put me in this position for a reason.

After just a short time of being a part of this group, I knew that I wanted to be involved with Campus Ministry for all four of my years at Fontbonne. I found a sense of belonging in this group and I learned more about myself as both a Christian and a leader. This experience was more to me than just a scholarship, it was a chance for me to connect with others who were both very similar, yet different from me. Over these past four years, I've learned more about my own faith, and have helped others to do the same within their own lives. The ways in which I have been able to do this has been unreal. By helping plan and execute programs and activities that were faith-based, I started to truly see and understand why being Catholic has been such a significant part of my identity throughout my life. I was able to use my

leadership skills to help facilitate events such as Happy Monday, Destress with Spirituality, and Agape Latte. In addition, I participated in a variety of both on and off-campus retreats that not only gave me a chance to temporarily get away from the hectic routine of college life, but also served as a space for me to deepen my connection with God. These few examples are just a sample of many wonderful stories and memories that I have during my time as a Campus Ministry Leader.

What I cherish the most though are the people. They have made more of an impact on me than they will ever know. These friends and mentors have continued to help shape me into the version of myself that I hoped I would someday find. With great confidence, I can now say that I have transformed from a quiet, nervous freshman, into a brave out-going senior. My faith has grown because of this experience. I cannot express enough how much Campus Ministry as a whole has transformed my life. When I think back on how much I have grown, my mind goes straight to Campus Ministry, and I feel grateful and truly blessed.



# Campus Ministry



Campus Ministry

# Transformation

## Living on Campus

When I think back on all of the ways that my college experience has changed me, my mind can't help but think of my time spent living on campus at Fontbonne. This decision is one that makes me proud of myself. You might be wondering though, "what's the big deal about living on campus?" Well, I honestly never thought I would be okay with living away from home as a college student. Since I am an only child, I am definitely a home body. When I had decided that Fontbonne was the university for me, I really didn't think about living on campus because I lived less than an hour away from school. I just figured it would be like high school and that I would drive every day. I remember one day though, my mom was talking to me and she told me that she thought it would be good for me to live on campus. She told me to try and if it didn't work out, I could be a commuter. After some consideration, I decided to try it out. I was terrified. I only knew one person at Fontbonne at the time and was worried about fitting in. When I tell you that this decision changed me, I mean that it is one experience in my life that showed me that I am capable of anything that I want to achieve in life.

I won't lie to you though. It wasn't easy at first. I got lonely. I went home every weekend. I missed my parents and my dog, Buddy. I wished that I could be home all the time. There were days where I just wanted to commute and there were many reasons behind that. I let my anxiety really get to me. I felt like I knew a lot of people, but they weren't my people, at least not at the time. I wanted to get more involved, but it was so hard for me. Luckily though, I met two girls during my summer orientation that also lived on campus. We became good friends pretty fast. I met their new friends and eventually I found the people I wanted to be around. After some time, I liked living on campus. I never had to do anything alone because I found people that I wanted to be with and they wanted to be with me. Looking back on that first year, I think to myself about everything that happened because I lived on campus. Both good and bad things, but definitely things that probably wouldn't have happened unless I challenged myself to stay and live on campus. As for the good things, I met so many amazing people, including my best friends and my boyfriend of over three years now. Of course, bad things are going to happen too, though. I lost some good friends and spent a lot of time being homesick and anxious. But, if I could go back, I wouldn't change a thing.



I had the privilege to live on campus from my freshman year till second semester of junior year, when the pandemic struck. At that time, we all had to go home, and the world pretty much turned upside down from there. It was odd being back with my parents full-time. I was happy, for the most part, it was just different. We had moved to an apartment, my dog got sick and passed away; everything was just so strange. We moved again, to a house this time, and adopted a new little puppy named Tucker. Though life was turbulent, I still had senior year. With COVID-19 spreading, I made the difficult choice to live at home for my last year at Fontbonne. It broke my heart. So much of who I am today is due to living on campus. I was angry. I wouldn't be with my friends or my boyfriend and I'd have to drive every day to class. This experience has been aggravating to say the least. The one unseen benefit is that I can look back at my decision to live on campus and know that it was definitely the right one. I became more independent and confident. I met amazing people and developed many friendships and relationships that I would never want to trade for the world. Though the idea of living away from home doesn't seem to be such a big deal in the long run, it is an accomplishment that I am proud of. I did something for myself. It wasn't easy, but it was worth it. I pushed myself out of my comfort zone and it created lifelong memories that I will continue to hold onto as I transition into the next chapter of my life. I find it ironic how sometimes the things in life that we are most terrified by can become some of the best experiences we ever go through.



*Home  
Away From  
Home*



*My Home Away from Home*



# Exploration

## Psychology

When I think of the word exploration, my mind immediately thinks about the college experience. College is a time in our lives where we, as students, get to discover and learn more about ourselves and our passions. We have the chance to seek out different opportunities to grow into the person we are meant to become. Thinking back to the beginning of my own college experience, I have distinct memories of various loved ones, professors and student leaders that encouraged me to make my college experience something I would never forget. Personally, one way that I was able to do this was through my decision to minor in Psychology.

My initial interest in psychology began in high school. I took an introductory course and was instantly captivated by the subject and the variety of topics within the field. After the course, I wanted to learn more. Although I was interested in studying psychology in college, I decided to major in Speech Language Pathology at Fontbonne. I was still excited to learn more about the different psychology courses offered. I took psychology courses to fulfill electives. I enjoyed the courses and decided that I wanted minor in Psychology. I wanted to take Psychology courses that would both interest me and help me in my future as an SLP.

Through this process, I've learned about Psychology through a whole new lens. I've learned about topics including memory, cognition, development and abnormalities. I have a better grasp of how the brain works, human behaviors, stages of development and so much more that will help me in my profession.

I'm glad that my interest in psychology has been sustained throughout college. I've developed a well-rounded understanding of the field that I've loved since high school. By exploring my options at Fontbonne, I was able to learn not just more about psychology as a whole, but I learned more about myself as a student and a learner. Through this process of exploration, I have gained an abundance of knowledge that will help me to better serve my future clients and connect with them in ways that not all SLPs have the chance to do. This decision sparked something within me to continue to learn and explore psychology in a way that will also benefit me professionally as a future SLP.

## Instructions: Wearable Camera Project

### Memory & the Human Experience, Spring 2019, Dr. Finley

**Your name:** Morgan Murphy

**Date you visited the museum:** 4/5/19

*Your responses here will be confidential.  
Names will only be used for grading and will not be shared.*

All of your responses will be made in this Word document. To turn in your project, save this Word document with the following file name format:

JFinley\_WearableCameraProject\_Version4\_S19.docx But instead of “JFinley” use your first initial and last name. Then upload the document to the assignment submission page on the course website. No paper submissions will be accepted, only electronic submissions.

**SnapCam:** Prof. Finley will hand out these wearable cameras in class, along with a 32gb microSD card. You can also come by Prof. Finley’s office (310A Eact building) if you want to pick up a camera early or if you missed class.

#### **SnapCam setup:**

Remove the clear sticker from the front of the SnapCam. Remove the rubber ring from around the camera, open the panel, and insert the 32gb microSD card. Plug into a USB charger or a computer overnight to charge (actually it only takes about 1.5 hours to charge). After charging you can put a rubber ring back on if you want.

#### **Wearing the SnapCam:**

You can use either the clip or magnets to attach the SnapCam to your clothing. Make sure it is oriented correctly (not sideways), and that it’s facing straight forward (not pointing down or up). It should be at about the height of your sternum. Make sure that hair and other garments aren’t getting in front of it. You may need to try different clothing to get it to sit right for your museum visit.

#### **Operating the SnapCam:**

Turning it on: Press and hold the power button on the side of the SnapCam for 4 seconds. The green battery light will turn on and it will make a short double-beep. Note if you have one of the rubber rings around the outside of the SnapCam, you may have to use your fingernail to really jab in the power button.

#### **Taking a still photo:**

While the SnapCam is on, simply tap the front of it once to take a still photo. It will beep once (a little softly) and the red light will flash once. Note it may take the camera a second or two to respond.

#### **Taking a video:**

While the SnapCam is on, double-tap the front of it to begin a video recording. It will double-beep, and the red light will light up and remain lit while the video is recording. To stop

recording, double-tap the front of the SnapCam again. It will give a single long beep, and the red light will turn off.

**Turning it off:**

Press and hold the power button on the side of the SnapCam for 4 seconds, and release. It will make a long beep.

**Viewing photos and videos:**

Plug the SnapCam in to your computer using the small USB cable it came with. The device name will probably be something like “NO NAME”. Inside of it, you’ll find a folder called DCIM, and then inside that a folder called 100SNAPC. In the 100SNAPC folder you will find any still photos (.jpg files) and videos (.mp4 files) you have taken. You can copy these onto your hard drive, and then you’ll be able to view them using any image viewing software (e.g., “Photo Viewer” or “Photos” app in Windows, or “Preview” or “Photos” app in Mac OS), or you may be able to browse the photos right in the operating system itself. You should be able to open any video files with the default movie player app for your operating system.

Deleting the photo and video files from 100SNAPC folder will remove them from the SnapCam, making room for new photos and videos. Make sure you’ve copied the files to your hard drive before doing that.

I suggest you play around with the SnapCam some to learn how it works before you visit the museum. Delete any test photos or videos you make from the device to clear room for the museum visit.

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## Day 1:

You will visit the Missouri History Museum for about 2 hours. **Do not take any notes while at the museum.** Admission is free. Hours and directions can be found here:

<https://mohistory.org/museum/hours-and-directions/>

Go on any day you like, but make sure you'll have enough time at the museum, and also make sure that you'll have time the next day to complete the Day 2 questions.

At the museum there are two exhibits you will explore: (1) Seeking St. Louis: Reflections (1904-2000), and (2) Seeking St. Louis: Currents (1764-1904). IN THAT ORDER. Both are upstairs. Plan to spend 45-60 minutes in each exhibit. Each exhibit has 7 different “zones” which are listed below. Be sure to observe all 7 zones in each exhibit. Don't take any notes and don't use any camera beside the SnapCam, as directed below. *You should print out this page of instructions to bring with you.*

(1) While you explore this exhibit, you will use the SnapCam to take one **video recording** to help you on the memory test you will do the day after your visit. Double-tap the front of the SnapCam to start the video recording. It will beep twice and the red light will turn on. When you leave the exhibit, double-tap the front of the SnapCam again to stop the video recording. It will give a single long beep, and the red light will turn off.

Seeking St. Louis: Reflections (1904-2000): 7 zones:

- Spirit [baseball] (first zone on right side)
- Playgrounds
- Suburban Living
- Landscapes: Urban Living
- Expressions
- Workers
- Citizens

(2) While you explore this exhibit, you will use the SnapCam to take **still photos** to help you on the memory test you will do the day after your visit. Tap the front of the SnapCam once to take a still photo. It will beep once (a little softly). You may take as many still photos as you like.

Seeking St. Louis: Currents (1764-1904): 7 zones:

- On the Missouri River (first zone on left side)
- Home [Jeanette Forchet's] (right side of exhibit)
- Peril (in middle of exhibit)
- Image (right side of exhibit)
- Labor (left side of exhibit)
- Negotiating Boundaries
- Choosing Sides (back right of exhibit)

## Day 2:

The day after you visit the museum, you will complete all of the following questions. Questions are highlighted in yellow. There is no time limit, but please complete all of the Day 2 questions during this day. Plan for it to take up to 2 hours to be on the safe side this is just a conservative guess).

1. Today's date: 4/6/19

You are going to list as many artifacts/objects/displays or facts as you can remember from each of the 7 zones in the two exhibits. First just using your own memory, and then with the assistance of the photos/video. But before we start the free recall, you'll make predictions.

**PREDICTION:** Just using your own memory (i.e., before you view your photos and video), how many artifacts/objects/displays or facts do you think you will be able to list per zone for the two exhibits?

2. Seeking St. Louis: Currents (1764-1904): 3 per zone
3. Seeking St. Louis: Reflections (1904-2000): 5 per zone

**PREDICTION:** After you view your photos and video, how many artifacts/objects/displays or facts do you think you will be able to list per zone for the two exhibits?

4. Seeking St. Louis: Currents (1764-1904): 8 per zone
5. Seeking St. Louis: Reflections (1904-2000): 10 per zone

## **FREE RECALL:**

Now, list as many artifacts/objects/displays or facts as you can remember from each of the 7 zones in the two exhibits. Put each entry on a new line underneath the zone label (i.e., hit the return key after typing each entry).

6. Seeking St. Louis: Currents (1764-1904): 7 zones:
  - On the Missouri River (first zone on left side):
    - canoe
    - beaver trap
    - beaver skin
    - hunting gear
    - picture of an Indian fighting animals - INCORRECT: INDIAN WAS HUNTING THE ANIMAL
    - trees for decoration
    - barrels/logs to sit on
  - Home [Jeanette Forchet's] (right side of exhibit):
    - hearing Forchet speaking in the home
    - dark inside with furniture
    - telephone
    - black boots
    - old fashion clothing
    - iron from Nellie's family
    - backporch
  - Peril (in middle of exhibit):
    - old firetruck
    - burnt brick building



- portraits - INCORRECT: WAS ACTUALLY A STATUE
- baby coffin
- sign about death rate
- St. Louis Fire description
- Image (right side of exhibit):
  - red curtain
  - camera
  - chair
  - mirror
  - portrait appearing in mirror
- Labor (left side of exhibit):
  - three statues of laborers
  - labor tools
  - shoes
- Negotiating Boundaries:
  - buffalo head
  - guns
  - copper pot - INCORRECT: WRONG ZONE
- Choosing Sides (back right of exhibit):
  - portraits
  - handcuffs
  - printing press
  - map

7. Seeking St. Louis: Reflections (1904-2000): 7 zones:

- Spirit [baseball] (first zone on right side):
  - jerseys
  - helmet - INCORRECT: THIS WAS NOT PRESENT ANYWHERE
  - lockers - INCORRECT: ONLY ONE LOCKER FOR CLOTHES AND CUBBIES FOR EQUIPMENT
  - original seats
  - movie playing about the Cardinals
  - ticket stub desk
  - turn style
  - stands
  - Fred Bird sign
  - signed baseballs
- Playgrounds:
  - city toss game - INCORRECT: CALLED "CITY SHOES"
  - different facts on the parks of St. Louis
  - skates
  - baseball
- Suburban Living:
  - 50s kitchen
  - fridge
  - pots
  - clock
  - nun salt and pepper shakers
  - countertop

- telephone
- map of cities
- population interactive board
- backyard with lawnmower
- Landscapes: Urban Living:
  - apartment building
  - church
  - two religious pictures
- Expressions:
  - music paraphernalia
  - Chuck Berry
  - posters
  - Chuck Berry signed guitar - INCORRECT: NOT SIGNED
  - records - INCORRECT: NOT IN CAMERA VIEW
  - books - INCORRECT: NOT IN CAMERA VIEW
  -
- Workers:
  - chiropracter
  - uniforms
  - documents
  - photos
- Citizens:
  - WWI paraphernalia
  - WWII paraphernalia
  - gas mask
  - guns
  - war uniforms
  - back of school bus
  - medals
  - gay rights posters
  - dresser - INCORRECT: IT WAS ACTUALLY A VANITY
  - hairbrush
  - mirrors

Once you've written down all that you can remember, answer the following 2 questions:

8. On a scale of 1 to 10, to what extent did it feel like reliving the experience when you were recalling the "Currents" exhibit? (1 = not at all, 10 = extremely) 8
9. On a scale of 1 to 10, to what extent did it feel like reliving the experience when you were recalling the "Reflections" exhibit? (1 = not at all, 10 = extremely) 5

Next, *plug the SnapCam into your computer and peruse your photos and video* in the 100SNAPC folder (you can transfer them to your hard drive first). You can take your time, and feel free to continue looking at the photos/video as you do the corrections and additions next.

10. How many still photos did you take? 101
11. How long is your video? 37 minutes and 49 seconds

12. Based on the photos/video, make any necessary **CORRECTIONS** to the things you wrote down above in free recall. Don't delete anything. Instead, type **IN ALL CAPS** next to the entry, saying how it was wrong. Here are some made-up examples:
- Playgrounds:
    - dinosaur skeleton – INCORRECT: THIS WAS IN A DIFFERENT ZONE
    - flux capacitor – INCORRECT: THIS WAS NOT PRESENT ANYWHERE
    - red penguin – INCORRECT: IT WAS ACTUALLY BLUE
13. Based on the photos/video, write down any **ADDITIONS** (artifacts/objects/displays or facts) below. Put each entry on a new line underneath the zone label. Next to each addition, also write in parentheses one of the following three words:
- **Neglected:** something you already remembered during your free recall above (before seeing the photos/video), but you neglected to mention in your free recall above.
  - **Reminded:** something you didn't remember during your free recall above (before seeing the photos/video), but now that you've seen the photos/video, you do remember it.
  - **Forgotten:** something you didn't remember during your free recall above (before seeing the photos/video), and you still don't remember it.

So, for example, a new entry might be:

- Choosing Sides:
  - Pinball machine (Reminded)

### **ADDITIONS TO FREE RECALL (AFTER YOU'VE SEEN THE PHOTOS/VIDEO):**

Seeking St. Louis: Currents (1764-1904): 7 zones:

- **On the Missouri River (first zone on left side):**
  - boxes (Reminded)
  - pictures with the hunting gear (Forgotten)
  - video screen (Neglected)
  - top hat (Forgotten)
  - landscape photos (Reminded)
  - plate and button display (Reminded)
  - photographs of people (Forgotten)
  - flag (Forgotten)
  - maps of specific areas (Reminded)
  - stone round (Reminded)
  - play scene (Reminded)
- **Home [Jeanette Forchet's] (right side of exhibit):**
  - fireplace (Reminded)
  - wooden cabinet (Reminded)
  - pots and pans (Forgotten)
  - chair and table (Forgotten)
  - fireplace equipment (Forgotten)
  - video screen (Reminded)
  - windows (Reminded)
  - porch bench (Neglected)
  - artwork on walls past house (Reminded)

- bike (Forgotten)
- handwritten documents (Reminded)
- paper toys (Forgotten)
- washbin and board (Reminded)
- church stainedglass (Reminded)
- boots (Reminded)
- portraits (Reminded)
- china (Forgotten)
- comb (Forgotten)
- array of household items (Reminded)
- Peril (in middle of exhibit):
  - ladder (Forgotten)
  - chairs (Reminded)
  - helmets (Reminded)
  - eagle (Reminded)
  - bottom of tree (Reminded)
  - array of documents and photos (Reminded)
  - newspapers (Forgotten)
  - outfit (Reminded)
  - listening station (Forgotten)
- Image (right side of exhibit):
  - china (Forgotten)
  - artwork (Reminded)
  - portraits (Forgotten)
  - dog artwork (Reminded)
  - put yourself in the art (Reminded)
  - outfit (Forgotten)
  - tall and foggy mirror (Reminded)
- Labor (left side of exhibit):
  - steamboat picture (Reminded)
  - cat statue (Reminded)
  - barrels (Reminded)
  - green building (Forgotten)
  - cross (Forgotten)
- Negotiating Boundaries:
  - propaganda (Reminded)
  - artwork (Forgotten)
  - gun (Reminded)
  - cabinet (Forgotten)
  - Indian paraphernalia (Forgotten)
  - chairs (Forgotten)
- Choosing Sides (back right of exhibit):
  - court room setting (Neglected)
  - uniform (Forgotten)
  - portraits (Forgotten)
  - cartography equipment (Reminded)
  - compass (Reminded)
  - chair (Reminded)
  - pistol (Reminded)

Seeking St. Louis: Reflections (1904-2000): 7 zones:

○ Spirit [baseball] (first zone on right side):

- Cardinal hats (Reminded)
- penant (Forgotten)
- poster (Forgotten)
- glove (Reminded)
- tickets (Reminded)
- photos of Bush Stadium (Reminded)
- jacket (Neglected)
- cubbies (Forgotten)
- shoes (Reminded)
- tshirts (Reminded)
- video screen (Neglected)
- bat (Forgotten)
- seating sign (Reminded)
- stuffed bird (Forgotten)

○ Playgrounds:

- picture of fireworks over arch (Reminded)
- Browns banner (Reminded)
- video screen (Forgotten)
- bike (Forgotten)
- tennis racket (Reminded)
- photos of parks (Reminded)
- trees for decoration (Reminded)
- notices (Reminded)
- sled (Reminded)
- SLU jersey (Reminded)
- advertizing (Reminded)
- seats and baseball screens (Reminded)
- announcer photos (Reminded)
- World Series sign (Reminded)
- Cards pin, button, posters, hat, batt, pictures (Reminded)
- Browns penant (Forgotten)
- women's softball jersey, ball, photo (Reminded)
- Blues picture, helmet, flag, toy (Reminded)
- baseball photos and artwork (Reminded)
- Dome picture (Forgotten)
- basketball photos (Forgotten)
- baseball trivia board (Neglected)
- brick (Reminded)
- 

○ Suburban Living:

- house siding (Neglected)
- maps of cities (Neglected)
- listening station (Neglected)
- dinnerware and cookware (Reminded)
- poster (Neglected)
- storage units (Neglected)



- window (Reminded)
- photos (Forgotten)
- stove (Reminded)
- newspaper (Forgotten)
- Landscapes: Urban Living:
  - St. Louis city welcome sign (Reminded)
  - photos of city (Reminded)
  - court house (Forgotten)
  - stained glass (Reminded)
  - kid's activity board (Reminded)
  - artwork of homes (Reminded)
  - pharmacy (Reminded)
  - signs (Reminded)
  - video screen (Forgotten)
  - pillars (Forgotten)
  - Ross family and their photos (Reminded)
  - book (Forgotten)
- Expressions:
  - video screens (Forgotten)
  - dress (Reminded)
  - quotes all over the walls (Reminded)
  - photos of different music locations in STL (Reminded)
  - costumes (Reminded)
  - novels (Reminded)
  - posters (Reminded)
  - zoo picture (Reminded)
  - Chuck Berry and Blueberry Hill paraphernalia (Reminded)
  - photos and descriptions of different legendary stars (Reminded)
- Workers:
  - old fashion car (Reminded)
  - locker and uniform at front of zone (Reminded)
  - photos and car paraphernalia (Reminded)
  - artwork of workers (Forgotten)
  - JFK photo (Reminded)
  - airplane (Reminded)
  - kid's fighter jet (Reminded)
  - airplane artwork (Forgotten)
  - shelving (Forgotten)
  - pictures of businesses (Reminded)
  - garment window (Reminded)
  - posters for going on strike (Forgotten)
  - décor window (Forgotten)
  - old writing (Reminded)
  - lamp (Reminded)
- Citizens:
  - straw hat (Reminded)
  - video screens (Forgotten)
  - American flag (Forgotten)
  - photos of buildings (Reminded)

- photos of people (Reminded)
- parts of a building (Reminded)
- newspaper articles (Reminded)
- 

After you've done corrections and additions, move on to the below questions.

### **RATING QUESTIONS:**

14. On a scale of 1 to 10, while looking at your STILL PHOTOS, to what extent did it feel like *reliving* the original experience? (1 = not at all, 10 = extremely) 4
15. On a scale of 1 to 10, while looking at your VIDEO, to what extent did it feel like *reliving* the original experience? (1 = not at all, 10 = extremely) 9
16. On a scale of 1 to 10, while looking at your STILL PHOTOS, to what extent did it *remind you of aspects of the original experience that were not in the photos*? (1 = not at all, 10 = extremely) 5
17. On a scale of 1 to 10, while looking at your VIDEO, to what extent did it *remind you of aspects of the original experience that were not in the video*? (1 = not at all, 10 = extremely) 8
18. On a scale of 1 to 10, while looking at your STILL PHOTOS, to what extent did you *notice things from the exhibits that you hadn't noticed during your original visit*? (1 = not at all, 10 = extremely) 7
19. On a scale of 1 to 10, while looking at your VIDEO, to what extent did you *notice things from the exhibits that you hadn't noticed during your original visit*? (1 = not at all, 10 = extremely) 4

### **SHORT-ANSWER QUESTIONS:**

20. Describe what it was like looking at your photos and video. Note any differences in the experience of looking at the photos versus the video.

When I was looking back at my photos, I felt like I noticed more details than when I was actually at the museum. I feel as if I put less focus on the items I was photographing because I knew I could go back and see all of the details later on. With this being said, I feel like I noticed things in the photos when looking back on them that I do not necessarily remember experiencing from when I was at the museum. While viewing my video, I feel like I remembered more of what was being shown. I think that since I had constant feedback to what I was perceiving, I remember more. Things seemed more familiar when viewing the video versus when reviewing the still photos. The photos seemed less helpful than the video because the photos did not record every single thing I saw at the museum, like when I was videoing in the other

exhibit. I felt more comfortable knowing I had the video of one exhibit over just still photos of the other exhibit.

21. How do you think using the wearable camera might have affected your memory for the museum visit?

I think that going to the museum knowing I would have the wearable camera gave my brain the idea to really pay attention to details within the exhibits. I think that not having the device during my visit would have resulted in me not trying to remember many details about my experience. I think I would just remember the overall gist of the exhibits. Having the camera allowed me to push myself to see how much I could remember. Knowing that I was going to need to look back on the information later put some pressure on me to test my memory skills. I think that having the camera there to record the experience and not having to look back on it for a memory test also allows one to let their mind relax and observe/interpret information more at ease. I think having a device that does the remembering for a person allows that person to go through the experience worry free and allows for more enjoyment in the present moment. Personally, I would say that my memory was most affected in the sense that I put myself under pressure to really absorb the information in order to recall it later on in the future.

22. What are some other possible uses of a wearable camera for exploring human memory?

I think that wearable cameras can be used for exploring human memory in multiple ways. There was a study done by researchers (link down below) that thought that wearable cameras could possibly be used to help people suffering from Alzheimer's Disease (AD). Though I did not read much into the study, I personally think that this idea could help those suffering from mental illnesses by reminding them how to do everyday tasks that may be difficult for them to remember. I think if they are worn by a person without AD, the person with AD could learn (at least momentarily, in some cases) how to do the task at hand. If a patient with AD was wearing the camera, it could help researchers to experience exactly what the patient is experiencing. They could use this data to do more studies and research on the disease.

<https://pdfs.semanticscholar.org/7931/c6121d4b43ad5116c1e7cc3526f0e00a845b.pdf>

Another way I think that wearable cameras could be used to explore memory is by having a person, at different stages of their life, use a camera to record what they are doing. From there, it would be interesting to see if that person could remember main points from those periods of their life. Or, even if they were shown the clips years later that were recorded, it would be interesting to see if that proof would bring up any other memories associated with that time during their life.

Though it is not clear to me on the best way to study memory with the use of these cameras, I do personally think that there is room for studying how memory can be explored with the use of technological devices. I think that many different studies could be done to explore this topic and could help memory research to make great

progress in learning more about how memory works and how it is triggered in the brain by stimuli.

23. If everyone used wearable cameras all the time, how do you think that would affect society?

I think that if everyone in society used wearable cameras, memory would be perceived in a different way than it is currently. I feel like memory would not be as important, as it is now, to individuals if wearable cameras or video recording was always occurring at every moment of life. I think that it would be harder for most in society to distinguish their most special memories throughout their lives. I believe the brain would have so much information to process all the time that memories would blur together and not stand out as much to the individual. Constant recording of life would make it difficult to create both personal and collective memories, especially when every part of life would be recorded at all times. Overall, I believe that society would view memory in a different aspect because all parts of life would be documented, and most likely viewed, more often than the memories we hold inside of us for the ability to reminisce.

24. What role do you think a museum like the Missouri History Museum plays in *collective memory*?

I think museums play a major role in the way that collective memory influences a society. A museum picks out parts of history or collections that they believe are most relevant and important for the culture at the time. I think that, for example, if we look at the Missouri History Museum specifically, one can view what the museum wants people to remember about the history and events that occurred in St. Louis throughout the past. I think that by them having the ability to pick and choose what is exhibited makes them one of the biggest influencers of the viewer's collective memory. Those parts of the exhibits shown are what everyone who will walk through that museum will experience. This experience alone creates a collective memory within itself. If everyone is viewing the same exhibit, then everyone will remember those parts of Missouri's history, within the same limits. Overall, I think that museums are the biggest influencers of collective memory, since they handle what people experience when they walk through the specific exhibits that are on display. It makes more sense for people to remember the major figures and events that are expressed in the St. Louis exhibits versus those that were not shown. The collective memory that the viewers receive is due to how the exhibit is set up and displayed, not necessarily individualized to each person's taste of history.

25. How do you think the museum staff might have decided what perspectives and artifacts to use in the two exhibits you visited?

I think that the museum staff decided what perspectives and artifacts to use within their two St. Louis exhibits based on a variety of topics. Within the museum, many areas of life were covered. Sports, jobs, musicians, living, local and country issues, specific

events of St. Louis, and much more were discussed. The reason I believe that the museum staff picked what they did is most likely because those are the parts of St. Louis that stand out to most people who live there. They probably did surveys or did a lot of research on what people know about St. Louis and what they would like to know, both by those who live there and those who don't. I think they probably wanted to have at least a little bit of information on all aspects of life, in order to make the exhibits more relatable and factual. Overall, I think it was smart that they had the two different exhibits from two different time periods in order to have a better focus on St. Louis in these two different ways. I personally do believe that the museum staff did an amazing job highlighting St. Louis and deciding what pieces they wanted to have on display.

OPTIONAL: ANY FINAL COMMENTS/NOTES:

I enjoyed doing this project! I think it was fun and unique and it definitely got me thinking more about my own experiences I have with memory. It is crazy to see how much information does not get processed. Just thinking that each exhibit was only about an hour of my life, each, it is uncomprehendable how much information I have lost because it was not processed into my long term memory. I learned a lot about memory and myself through this project. Thank you!

**PLEASE REMEMBER TO BRING THE CAMERA BACK AND  
TURN IT IN TO PROF. FINLEY DURING ANY CLASS DAY.**



# Exploration

## American Sign Language (ASL)

When I was a high school senior, I remember coming across a YouTube video of a girl using American Sign Language (ASL) to cover a song from one of my favorite bands. After watching that one video, I was fascinated with the whole world of sign language and wanted to know everything about it. Though I was aware of sign language and the Deaf Community before, I had little to no knowledge about this community. To learn more, I became a Speech Language Pathology major. In my first year at Fontbonne, I spent my free time into learning more about ASL and the culture that surrounds it. I taught myself basic signs and continued watching YouTube videos to learn more. As time went on, I learned more vocabulary and I was even catching myself signing simple phrases here and there. I taught myself the ASL alphabet, simple greetings and other signs that would be useful and fun to know. Over time, I became more adept at signing. I would often catch myself signing parts of my favorite songs that I would listen to. This visual language was so beautiful and I knew that I would potentially be working with clients in the future that relied on ASL to communicate. This kept that spark of interest alive within me as I continued my education at Fontbonne. But, this wasn't the only experience I had that kept me actively learning more.

Ironically enough, during the first semester of my freshman year, Fontbonne hosted an event on campus that made a lifelong impact on me. On November 17, 2017, Mandy Harvey, a profoundly Deaf singer from America's Got Talent preformed a concert at Fontbonne. Mandy is a member of the Deaf Community that I've admired since I became interested in sign language. I was beyond excited to listen to her speak about her story, hear her perform, and even meet her! This event is one of my most loved memories about my time at Fontbonne and Mandy is still a huge inspiration to me.

Moving forward to my second semester of junior year, I enrolled in a Beginning Sign Language course. Of all my courses, I was the most eager to take this one. Walking in to class that very first night, I was greeted by a bright and smiling face who just so happened to be my professor. She insisted that we called her by her first name, which is Lisa. Lisa was unlike any other professor I've had. As a member of the Deaf Community herself, she pushed me to use the prior knowledge that I had taught myself to develop a deeper understanding of

the language. Through this course, I learned more about the structure and grammar of ASL, which is difficult to learn without a fluent user teaching it. By continuing to learn and study ASL, I developed an appreciation for not only the language itself, but also the community behind it all. I became more interested in Deaf culture and even took a psychology class where I learned about deafness from that perspective. This small spark of interest that began long ago has become a wildfire that burns full of passion and love for this language and its community of users to this very day. Though I am not a fluent user of ASL, I do wish to continue to learn more and hopefully take more courses in the future.

Throughout my time in college, I've learned about a topic that I hold close to my heart. Thanks to all the YouTube videos, Mandy Harvey and Lisa, I explored a world full of possibility. Through this exploration, I've learned a new language and can communicate with a wonderful community. For example, I was able to communicate with a little girl who spoke through sign language when I shadowed a Speech Language Pathologist at a school. I also had a conversation with a Deaf employee that I encountered at a restaurant with my family. These seemingly simple conversations have become some of the most important and cherished conversations I've ever had. The decision to explore that initial spark I felt years ago helped me to develop into the person I am today, which I am completely and overwhelmingly proud of.



*Talking with My Hands*

# Leadership

## WING

After reflecting on my four years at Fontbonne, I think back on all of the different ways in which I served as a student leader. Whether it was in big or small ways, I'm proud of the experiences that gave me the opportunity to lead. One leadership opportunity though stands out amongst the others, and that is becoming a WING leader my senior year.

WING is an acronym that stands for Welcoming in New Griffins, which is a freshman orientation program that Fontbonne's Leadership and Community Engagement department does each year to help our new students transition into their new college lives at Fontbonne. Personally, I loved WING when I was a freshman and I met some of my best friends through that orientation weekend. One memory that stands out was how confident and welcoming they all were to us. They made orientation memorable and helped me realize I wasn't alone in how I was feeling during the transition to college. My WING leaders took the time to get to know me and my interests, which showed me that they truly cared about me as a new student at Fontbonne. They inspired me to get involved on campus and make the most out of my four years because they told me it would go by way too fast, which is something I agree with wholeheartedly.

Fast forward to my junior year; I realized that I was interested in possibly becoming a WING leader. I had some friends that had done it the previous year and they told me how rewarding the experience was. They encouraged me to interview for the position, but I felt like I wasn't the type of student leader the group was looking for. I was quiet and reserved, which I didn't think were the right qualities of a WING leader, at least at that time. I ended up deciding not to apply. I didn't have the confidence that I knew I would need to possess if I were to try for the position. At first, I was okay with the decision I made. As time went on I became frustrated and wished I wasn't so worried about trying new things. I wanted to break out of my shell and get out of my comfort zone. It wasn't an easy task to accomplish though. I knew that if I really wanted to be a WING leader, I would only have my senior year left to do it. So, I decided to do something about that. For the rest of that year, I pushed myself to take on more responsibilities within my areas of interest on campus and really tried to work on my confidence as a whole. No one told me I needed to do these things, but I felt that in order to

grow, these were the steps that I really needed to take. It was never an easy task to keep pushing myself to try new things and pursue life outside of what I found familiar. But, with support from my friends and family, I slowly started to see myself as a possible WING leader.

When it was finally time for the next WING season to roll around, I decided I was going to apply, even if I was still nervous and unsure of my abilities. Turns out, they thought I was a perfect fit and asked me to be a member of the team for the following year. I was so excited and couldn't believe I was finally going to have the chance to be a student leader in this way. Even though I was still scared, I was so honored and eager to have this opportunity ahead of me. I knew that with a little bit of courage and confidence, I would be a great member of the team. After meeting my WING partner and developing a wonderful relationship with him, I realized that it was okay if I wasn't the most outgoing leader in the world. He helped me to see that the skills and characteristics that I already had made me into the leader that I was. This really helped me during my time as a WING leader, especially when it came to stepping up and making WING a memorable experience for my own freshman group.

When I really take the time to think about it, I find it crazy how much my leadership skills have developed and grown over these past four years. Starting off as a freshman on the Naval Oranges WING team, I never thought that during my senior year I would have the chance to give back and serve as a WING leader for the Lime Green Lima Beans. Though I do wish I would have pushed myself earlier on to apply for the position, I am forever grateful for the friends, memories, lessons and experiences that I made during my time in WING. WING taught me that pushing myself out of my comfort zone may be a terrifying thing to do, but I can never know what could be on the other side of that fear if I don't give it a try. The temporary fear can lead to both beautiful and unexpected chances to grow and develop into the person that one is meant to become. Lessons, like this one, have helped me grow into the student leader that I am today, and I hope to carry these moments with me as I transition into the next phase of my life.

*Some advice from your*

**WING**  
LEADERS

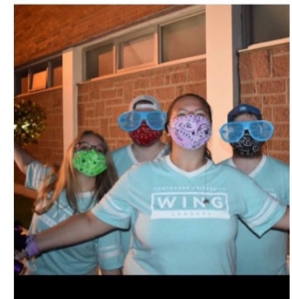


Don't be scared to try something that you think you might like! If you don't try, you'll wonder what that experience might have been like!

*~Morgan M.*

Fontbonne UNIVERSITY

*WING*



*WING: Naval Orange to Lime Green Lima Bean*



# Leadership

## NSSLHA / SGA

As a freshman, my goal was to get involved with clubs that I had a particular interest in. As a Speech Language Pathology major, I was naturally drawn to the club centered on communication disorders. This club, known as NSSLHA, the National Student Speech Language Hearing Association, ended up become more to me than just a way to get involved on campus. It became a place where I made friends in my major, learned about all things Speech Pathology/Communication Disorders, and a place for me to exercise my leadership ability. Throughout my time within NSSLHA, I have come to grow as not only a student, but also a leader.

During my sophomore year, I was asked if I would be interested in being an executive board member for NSSLHA. There was an open spot that needed to be filled for an SGA (Student Government Association) representative that was responsible for the correspondence between NSSLHA and SGA. Wanting to gain as many leadership skills and opportunities as possible, I was all on board for this position. After serving as NSSLHA's SGA representative for two full years now, I am beyond blessed for the many experiences and memories that I was able to make within both of these Fontbonne organizations. When I started out as the representative, I didn't realize how involved I would also be with SGA. I was able to sit in on bi-weekly SGA meetings that gave me the chance to collect important information from other organizations, and the university as a whole, to relay back to my own organization. I was also given the chance to inform those at the SGA meetings about what was going on within NSSLHA. Through this experience, I was able to build upon my leadership skills in two similar, yet different ways through both of these organizations.

As an executive board member of NSSLHA, I've helped plan, organize and execute countless numbers of events that we have hosted over the past several years on campus. For example, I have helped out with planning and running our monthly meetings and our bake sales which help raise money for our Fontbonne clinic and other third party organizations that help our clients. These tasks have been rewarding for me and I have created many friendships through this position on the executive board. As for SGA, I sat in on handfuls of meetings that were open to the whole Fontbonne community. Through being involved in SGA, I've been on

a retreat that helps all representatives of all organizations to get to know one another and help prepare for the school year. Through this specific role, I learned a lot about collaboration and leadership from a wider lens. I was able to take the specific leadership skills that I used within NSSLHA and apply them to my position within SGA. Through these roles, I've grown as a student leader on campus.

Being involved as a full-time student is not always easy though. There were days when I had little motivation to put a lot of my time in energy into these organizations. I felt like others could step it up a bit and that I deserved to have a break. Being a leader took a lot of my energy because my anxiety was always there. I was fighting myself to be brave and to put myself out there. But I realized that an organization is only as good as the effort that those in charge put into it. It was okay that I had anxiety and that I was scared, at times, to lead in this way. I knew I cared about these organizations and that I loved being able to use my talents to help serve not only these two clubs, but Fontbonne as a whole. In seeing the bigger picture, I saw why I was truly motivated to make a difference as a leader during my time at Fontbonne. I know that within a small community, it takes a lot of effort from a lot of hands to make things work. I knew that I was passionate about helping these groups flourish and that I had the capability help these organizations thrive. Through keeping myself motivated to be a leader, even when it was extremely tough for me, I realized how rewarding it is to be a student leader. Without these experiences, I wouldn't be who I am today. Overall, these different, yet joined leadership opportunities helped me to find my place as a student at Fontbonne and I am grateful for the time I have been able to serve the Fontbonne community throughout these last four years.

## SGA Retreat Notes:

National Student Speech Language Hearing Association (NSSLHA)

President: Julianne

VP: Mallory

Treasurer: Olivia

Directors of Communication: Peggy & Morgan

Secretary: Courtney

## Important Points from the SGA Retreat:

1. Financial reports are always due on the 3<sup>rd</sup> of each month. So, the first one is due October 3<sup>rd</sup>. (The financial reports will be filled out by Olivia. Olivia, SGA is still determining when the treasurers retreat will be!)
2. This year, SGA is implementing the use of Google Drive. In Google Drive, each organization/club will have their own folder. Within the folder, we can save any important information or documents that we think may be useful for future exec board members. In order to do this, we will need to send what we want in the Drive directly to Matthew through email. We also should be getting a link to our own folder to send to those who want access to our folder in the Drive. SGA will have their own folder, as well, to keep track of reports, meeting minutes, the constitution, etc.
3. If for some reason both Peggy and/or Morgan cannot make an SGA meeting, we need to email Jordan Sampson ahead of time. If we miss more three or more meetings, we get our budget cut down a little bit. SGA meetings are every other Wednesday at 11:05am.
4. We are required to send at least two people from NSSLHA (not sure if that means two exec members or just any two club members) to the SAIL event happening on campus on February 15, 2020.
5. Fall Fest is coming up soon! If we want a table, we need to sign up. It is a family-friendly event, so SGA just wants us to keep that in mind!

6. If we need extra money throughout the year for an important event, we can apply for access to SGA's discretion fund. This is basically a pool of money that SGA sets aside each year to possibly help clubs with their bigger events to promote interest within that specific club. This can only be used if something is not in our budget that we feel is necessary for the evolvement of NSSLHA.

7. If anyone on the exec board or anyone involved with NSSLHA in any way has any messages or thoughts that they would like SGA to hear, remember that the meetings are open to all students and faculty. Another option can be to reach out to Peggy or Morgan, who can give these ideas/concerns to the SGA exec board.

8. SGA is looking into updating their logo, since Fontbonne rebranded. SGA is currently is trying to come up with a way that they want to do this. If anyone has ideas, keep an eye out for updates. For those who are interested, SGA is also looking at getting a new t-shirt or long-sleeve for this year with this new logo. Stay tuned for more details!

# Occupation

## Working with Adults

Working with adult clients has been my dream job ever since I first decided on what I wanted to do for my career. I'm fascinated with how the brain works and want to use the knowledge I've gained to help clients that suffer from neurological disorders and diseases. The other reason I want to work with adults is because of the life-altering changes I have watched my own grandpa go through. My grandpa suffers from a neurological disease called Progressive Supranuclear Palsy, or PSP, which is an uncommon brain disorder that causes severe issues with walking, balance, eye movement, and later down the road, swallowing. My grandpa has had this disease for over five years now and I have seen his decline throughout my time as an undergraduate SLP student. My connection with this disease, in particular, reaffirms my desire to work with working with this population in my professional career.

Each SLP student is required to spend at least two semesters as a pre-clinician. Pre-Clinicians are typically undergraduate students who sit in on therapy sessions at the clinic and observe the graduate student clinicians and their work. In the fall of my junior year, I started my first semester as a pre-clinician, or so I thought I did. After chatting with other students, I was confused about my clinical assignment that semester. On the clinic schedule, my name was under something named GRACE Group. I had no idea what that meant and was confused that I did not see the name of the graduate clinician that I would be working with. After getting some guidance from my advisor and the clinical director, I found out that instead of observing as a pre-clinician, I would actually have the opportunity to serve as an undergraduate student clinician that semester in our clinic's Aphasia Therapy Group! At first, I was completely overwhelmed. It was unheard of for an undergraduate to have this type of experience. I was so nervous because I had no clinical experience at all, yet I was also ecstatic that I would be working with an adult client that semester.

Now, after doing some of my own research and by reaching out to other students and faculty members, I found out that GRACE stood for Group Rehabilitation for Aphasia and Communication Effectiveness. Going into this semester, I knew very little about what Aphasia even was or how therapy worked for clients with this type of language disorder. ASHA, or the American Speech-Language-Hearing Association, defines Aphasia as, "a language disorder

occurring as a result of brain damage and individuals with this disorder may have difficulty understanding, speaking, reading, or writing.” I was unsure of myself going into this new experience because I wanted to help make a difference in the life of the client I would be working with. Even though I felt this way, I went into that first session with a smile and the understanding that this would be a learning experience that would help me in my future.

When I walked into the therapy room on the very first day, I was greeted kindly and with a smile by a room full of clients who were mostly in their late 50s to early 60s. My clinical advisor introduced me to the newest client in the room (who I will call Tom for privacy reasons), who was a happy older gentleman, and introduced us to one another. From the second I met Tom, I knew I was in the right place. Being new to the group, Tom and I decided that we would learn more about Aphasia and therapy together. At first, I definitely struggled. I didn't know how to provide therapy on my own yet and knew very little about Tom's specific type of Aphasia. But, with the help of my advisor and peers, I slowly began to understand that in addition to working on communication skills, this group was more about developing community. During the semester, I learned how to write clinical notes and documents, learned how to provide the best therapy that I could for Tom, and became a member of this inspirational recovery group. The journey wasn't easy, to say the least, but it has meant so much to me. Working with Tom and the other members of the GRACE group was beyond rewarding. It reinforced my desire to want to work with client's, such as Tom, that are in the process of regaining their communication abilities. In all honesty, I would say that Tom helped me more than I could have ever helped him. He reminded me all of the time of how much I meant to him and how excited he was to see me for therapy. In the front of my notebook that I used to keep track of all of Tom's progress is a quote that I wrote down that he would tell me time and time again. It says, “can I just come see you every day?” That statement means so much to me, even to this day. It reminds me that I can make a difference in other people's lives and that I am a good student clinician. Tom made significant progress during the time I spent with him that semester and I am so grateful that I had the chance to participate in this group and watch him grow.

Even though this situation was not what I thought my first clinical experience would be like, it holds a special place in my heart. I learned to trust myself in the clinical setting and to ask for help when I got stuck. This learning experience reminded me why I chose to major in

Speech Language Pathology in the first place. I was even able to take what I learned during this semester and apply it to another client that I had later. Throughout this journey, I saw myself grow in ways that I never expected I would. I became more confident in my abilities to work with clients who have Aphasia, learned more about the disease as a whole, and developed relationships that will have a lasting impact on me for the rest of my life. By accepting this intimidating experience, I realized I was living out my passion, which is helping to make a difference in the lives of others around me. Even though most of the time I didn't feel like I knew what I was doing, I pushed myself to get the help that I needed to help Tom. Without this experience, I know that my interest and passion for working with adults, specifically Aphasic adults, wouldn't be as strong as it truly is.



## Home Program

### Homework

Please plan to spend 30-90 minutes **daily**. Remember to take breaks along the way! Homework activities are labeled A-J. See the attached calendar for daily assignments. On the days where there are multiple activities listed, you will still spend a total of 30-90 minutes, but you'll split the time among the activities. For example:

3 activities

Activity A = 30 minutes

Activity B = 30 minutes

Activity C = 30 minutes

90 minutes total

OR

3 activities

Activity A = 10 minutes

Activity B = 10 minutes

Activity C = 10 minutes

30 minutes total

For your assignments, you will need a journal, a writing utensil and a highlighter. Remember to have fun and go at your own pace! It's not about the quantity, it's about the quality! Celebrate yourself and all of your hard work. Be kind to yourself and don't give up! If you do miss a day of homework, that's okay! Don't worry, move on to the next day. Finally, remember to get your rest and breaks in. We very proud of you, Phil! Keep up all the amazing work!



### Homework Activities

A. Using a family photo album (or your mother's writing on your family), write at least 5 complete sentences to describe each photo in your journal. If you get stuck, use the guide below to help you describe what is going on in the photo.

Who:

What:

When:

Where:

B. Using a newspaper, magazine, book, or article, read and highlight all of following pronouns and circle who they refer to:

He  
She  
It  
His  
Her  
We

Example: George went to the shop. He bought a new bike.

George went to the shop. He bought a new bike.

C. Spend your homework time reading a book of your choice. After you are done reading, write a short summary about what you read in your journal. Think about the 3 questions we ask ourselves during the group matching game.

Who:  
What:  
Where:

D. Using your preposition handouts, pick ten prepositions from any of the lists and use them to create a short story in your journal. The topic of choice is up to you!

Some ideas/suggestions:  
Today's weather  
Your favorite sport/movie/food/etc.  
Favorite memories/childhood

E. Using your short story from Activity D, practice using the WRAP technique that Eric has been helping you with in individual therapy. In your journal, I would like you to do the following:

**Write:** here I would like you to write what you remember from the story you wrote in Activity D in your journal. Try to use details here! If you're up for a challenge, try incorporating your use of prepositions, too.

**Repeat:** Now that you have written what you remember, practice repeating your thoughts on the story to someone, like your wife! If you don't have anyone to repeat to, repeat it out loud to yourself. Do this several times.

**Associate:** Now, think about how your story connects to another part of your life. This may be a little difficult, so you don't always have to accomplish this step fully. For example, if you write about a rainy day, associate how that day made you feel inside. Were you relaxed, sad, etc.? Don't get too caught up in this step, or any of these steps. Remember, attempting each step is the key here.

**Picture/visualize:** Either spend some time drawing or finding a photo online that will help you remember your story. If you find one online, print the photo and attach it to your notes in your journal.

F. Sudoku – Go to the app store on your phone and type into the search bar Sudoku.com – Brain Games. Please download the free app. Once you have downloaded the app and open it, click on “New Game.” I recommend that you start with the easy level and work your way up to harder puzzles. As always though, do what you feel most comfortable with! Here, I have attached a short description of what Sudoku is and how to play!

A Sudoku puzzle is defined as a logic-based, number-placement puzzle. The objective is to fill a 9 by 9 grid with digits in such a way that each column, each row, and each of the nine 3 by 3 grids that make up the larger 9 by 9 grid contains all of the digits from 1 to 9. Each Sudoku puzzle begins with some cells filled in.

The player uses these seeds as a launching point toward finding the unique solution. It is important to stress that no number from 1 to 9 can be repeated in any row or column (although, they can be repeated along the diagonals).

**If you have any questions, more information on Sudoku can be found online or just contact me!**

G. Pretend you are taking a trip to the grocery store. List as many items as you can think of per aisle or section of the store in your journal. Stay in one category or aisle at a time.

Example - (produce/fruits): apples, bananas, grapes...

H. Using your list of prepositions (for the exercises that require you to type in an answer), go to the following web address. [https://www.englisch-hilfen.de/en/exercises\\_list/prepositions.htm](https://www.englisch-hilfen.de/en/exercises_list/prepositions.htm)

Here, you will find a list of online exercises to do, just like the homework we have been working on in person. Pick and complete as many of these exercises that you can during your homework time today. As you get more practice with this website and the use of prepositions, try and challenge yourself to put away your list for the activities where you are asked to type in the correct answer. Remember... small steps! **Remember to follow the directions on the screen!**

I. Watch either an episode of a television show/program, a movie, or a video on YouTube. After doing this, using the WRAP technique, write a short story/summary about what you watched. While writing, pretend that your story is going to be read by someone who is not familiar with what you just watched. Make sure to include details! Hint: talk about the topic/subject, setting, characters/people, what you liked/disliked, etc. (You can really focus on any part of what you watched, whether that is just one scene or the whole thing! Try your best and remember, it's just a summary.)

J. Think of a favorite song that you know all the words to (or almost all of the words!) From memory, write down as many lyrics as you can remember in your journal. Next, using the internet, look up the lyrics and fill any words that you may have missed. Then either sing or listen to the song (or both!)

# Occupation

## Working with Kids

In life, especially within a professional career, everyone goes through times or phases that they aren't particularly passionate about. For me, I have known since freshman year that I was driven to work with adults and adults only. It's nothing against kids, I just know that my calling involves helping an adult population. When I began my senior year, I was assigned to be a pre-clinician that would be observing and working with a six year old girl, who we will name "Ellie." Ellie is an amazing kid and after working with her for a semester, I started to understand why most SLPs want to work with children during their professional careers. Kids are full of life, energy and character, but they are a LOT of work. In a 40 minute therapy session, it can be overwhelming to try to keep a kid focused, entertained and on track to reach their therapy goals. What is even more challenging is trying to do all of this in the middle of a global pandemic via Zoom.

I only had the chance to meet Ellie once, before all therapy went online for the semester. She was a spunky, happy, and chatty six year old who was a ton of fun to work with. She had her share of tears and meltdowns, but I didn't blame her. I mean, she was getting her speech therapy at home in her bedroom on her computer, which is not the most ideal situation for a child who needs help with learning how to correctly pronounce and say sounds. To put it quite plainly, each session was its own adventure. Therapy consisted of practicing speech sounds with breaks in between exercises, which were mostly online games that Ellie was interested in. There were days that she loved therapy and some days she didn't want anything to do with us, but at the end of the day though, my graduate clinician and I were able to help Ellie progress during our time with her.

Towards the end of the semester, I had the chance to practice running one of Ellie's therapy sessions completely by myself. This gave me the space to work independently with her and gave my clinician the opportunity to work on collecting some data that would help her with her future lesson planning. Though I was nervous about trying to run a smooth session with a kid that had ADHD via Zoom, I was excited for the learning experience ahead of me. As someone who has a Type A personality, I planned out my activities and games way in advance. I rehearsed with myself over and over again to make sure I felt confident and

comfortable with doing this type of therapy completely on my own. Since it was almost time for summer break, I decided I would let Ellie play her favorite video as her break in between activities during the session I would be running. As someone who isn't the most familiar with playing video games on a laptop, I did all that I could to make sure that the game would work, especially via Zoom. When the day came for me to run therapy, I was all set and ready to go. Ellie joined the Zoom call and we took off! I was feeling confident in my abilities to work with Ellie independently and found that this type of work was coming naturally to me. Everything was going great, until it was time for her first break. I loaded the game and was about to give her control to play when all of the sudden the game crashed and wouldn't let us play. Ellie threw a fit and was so upset and was crying hysterically. She said, "You promised we would play today!" I froze. My heart sank. I didn't know what to do, so I tried my best to fix the game, yet nothing was working. When I was able to calm her down enough to talk to her, I explained to her that sometimes, things don't go the way we always plan. In my head, I felt like I had messed up. I made her cry. My mind was going to ideas like, "See Morgan, this is why you should work with adults." With my clinician observing, she stepped in and was able to help me get Ellie get back into a good mood. We played a game I planned as a backup and the rest of the session went well. Even though the session didn't go as I planned, like I explained to Ellie, things don't always go as planned. It can be kind of funny how life can throw those simple lessons our way when we ourselves are trying to teach others similar lessons.

As the rest of the semester was wrapping up, I got an email asking if I would participate in a video shoot for a new university commercial. It would involve me being filmed working with a client, who just so happened to be Ellie, via Zoom. I was thrilled to help out Fontbonne and be in a commercial that would be shown to perspective students. This particular opportunity, though not directly related to working with children, is one memory at Fontbonne that is close to my heart. Having this video documentation serves as a reminder of all of the experiences I had with Ellie/ It's something that I will continue to treasure.

Overall, the best part of working with kids is seeing their progress along the way. It is so rewarding to be able to work with a child on something that they struggle with and then watch them to be able to use the skills that they learned in therapy to help them in their daily communication. It's a type of feeling that is hard to put into words. It's like all of a sudden,

one day, something can click within a child's communication skills and it changes their life forever. Even though I am passionate about working with adults, I will cherish my time with Ellie and hopefully have the chance to work with other kids as I continue my education into graduate studies.

Link to the video: <https://youtu.be/aqRQRIU5pR4>



1. How did your data compare to the graduate clinician's data?

Since my first session with my client, I have been taking notes/data when I can. After the first couple of sessions, I talked with my clinician about how she was taking her data. She gave me some really good tips that have helped me this semester. I am working with a client who has mainly been struggling with her final /sh/ and her medial /l/ productions. Since we have mainly been focusing in on these sounds, my clinician recommended to me to use the plus and minus data tool during our sessions. I usually write out our different lists of words that we are going to cover in that session and then put a plus when the client correctly produces the sound and a minus when the client does not correctly produce the sound or needs help/prompting. Since comparing data with my clinician, I have learned that we are getting similar results in our data. This has been helpful because after the sessions, we are able to discuss our client's progress and make adjustments for our future sessions.

2. What did you learn from the data you collected?

Since taking data, I have learned a lot about my client and the specific sounds she struggles with. Towards the beginning of the semester, we mainly focused on our /sh/ sound. Through looking back in my data from each session, both my clinician and I have seen tremendous improvement in her /sh/ production. We still practice this sound with her but thanks to our data, we have been able to make the decision to focus more on her /l/ production.

3. Do you need to change anything about your methods for collecting data?

I would say, as of right now, I do not need to change my methods for collecting data on my client. The reason I say this is because the way I have been taking data has been going very well and is quite similar to the way my clinician takes her data. I think with the way we run our sessions and the activities we incorporate into those sessions makes the plus/minus data collecting tool the best option. I would like to try other forms of taking data at some point but the way we collect our data now has been extremely helpful, efficient and successful for the both of us. The only problem we have seen time and time again is that our client's performance has been inconsistent. I'm not completely sure if using a different type of data collecting tool could help us figure out how to straighten that issue out or not.

4. How is everything going?

I think this semester has gone really well so far! I have been learning so much and it is fun to work with a child this semester! I would say that overall, it has been a bit challenging because our client does tend to be inconsistent. By this, I mean that some days she is doing very well with producing her sounds and then the next session, it is like we never worked on the sound before.

We have been noticing this a lot more recently, so my clinician and I have been talking about why that may be happening and ways we can possibly fix that problem. Other than that, I think my client is making some good progress this semester! Like I mentioned above, both my clinician and I have seen progress in our client's /sh/ sound production, which is rewarding to the both of us. Also, during our last session together, I was given the chance to lead a few different activities with our client! It was a great experience and I am looking forward to leading some more activities with her!

# Service and Social Justice

## March for Life

Service and social justice have been two major areas of importance to me throughout my life. From an early age, I enjoyed serving others and doing my part to help better the lives of not only my neighbors, but also people all over the world. Through years of service, I began to understand that my love for helping others was what I wanted to do when I grew up. Looking back now, I see the ways in which my life has been enriched through these many acts of service and how my view of the world has been shaped based on these experiences.

As I have already mentioned, I've always enjoyed serving others. As I grew older, I began to see the world for what it really was. It isn't a perfect world where everyone is treated equally and with respect. It isn't a place where people always get along and agreed on important issues at hand. When I came to this important realization, I started to realize just how important social justice is for our world. This is when I noticed that not all voices are heard. This split and unfair world didn't settle well with me. I knew that there was a reason why people had always said, "fight for what you believe in." Throughout my time in college, I've become particularly drawn to an issue that is both near and dear to my heart. This is an issue that causes controversy and debate throughout our entire world. It is not an easy topic to discuss but it is a topic that matters enough, in my opinion, to be shared here. That topic is abortion.

I will be completely honest here and flat out state that I am a part of the pro-life movement. I am not scared or ashamed to admit this because being pro-life is a major part of what makes me who I am. I do understand, though, that there are many people that disagree with me and that is okay. Everyone is entitled to their own views and opinions. I don't want to get into the specifics of this issue, as this is not the time or place for that, but I do want to share with you a life-changing experience that I had and explain why it represents service and social justice in my own life.

In January of 2020, right before the Covid-19 outbreak, I, along with some of my fellow Fontbonne peers, took an eighteen-hour bus drive to Washington D.C. to be participants in the March for Life. The March for Life is an annual rally and march that protests

the legality of abortion. It is held on, or around, the anniversary of the Roe v. Wade decision that legalized that act of abortion nationwide in 1973. Ever since then, members of the pro-life movement gather at the nation's capital to stand up for the rights of unborn lives. This was my first year in attendance at this event and it was life-changing. Seeing so many people that believed in the same cause come together and not only pray, but march before the Capital for the unborn, was overwhelming in the most positive light. Through my journey on this trip, I realized that my voice counts, and it matters. It may not be the same as everyone else's voice and there are plenty of people that disagree, but it's important that I stand up for what I believe in. During the rally before the march began, President Trump spoke the following words, "We cannot know what our citizens yet unborn will achieve, the dreams they will imagine, the masterpieces they will create, the discoveries they will make. But we know this; every life brings love into this world. Every child brings joy to a family. Every person is worth protecting. And above all, we know that every human soul is divine and every human life, born and unborn, is made in the holy image of Almighty God." Regardless of political views, I personally found this portion of his speech remarkable and inspiring. These are words that I agree with whole-heartedly and keep me motivated to continue to do my part and fight for the social justice change that I believe in. I know that in a world where differences occur, there will always be different views and opinions on controversial issues. Throughout my time in college, especially after witnessing this event, I have learned to embrace my own beliefs and values. I continue to learn and understand other sides of the story and respect that we all are different people that think in different ways. I choose to believe, that no matter what a person thinks, says or values, that they have the right to fight for the social change that they want to see. This one experience helped me to understand, in a more personal and deeper sense, what I truly care about.



# March For Life



March for Life

# Service and Social Justice

## Climate Change

A major social justice issue affecting our world today is climate change. Now, you might be thinking, “climate change... really? How is that a social justice issue?” Well, fighting to protect our planet deals with ensuring the basic rights of all forms of life. Basic rights for life and survival include having access to clean air and water, power, shelter, food and more. I believe that climate change, which is defined by Merriam-Webster Dictionary as, “significant and long-lasting change in the Earth’s climate and weather patterns,” has created a problem so large that most people have no idea where to start when it comes to reversing the detrimental effects it has created. I, like many people, didn’t pay much attention to climate change. When I saw that a course was being offered on climate change, I decided it was finally time to put in some work and learn more about this important issue.

In order to do this, I enrolled in a course titled Topics in Literature: Climate Change last semester. There are several reasons why I wanted to sign up for this class. The first being, my wonderful TELOS advisor, Mr. Nelson, had told me at one of my advising meetings about this new class he would be teaching. After hearing him talk about the course, I knew it was the perfect class for me to enroll in. The other reason I knew I wanted to take it is because climate change is a topic that has peaked my interest for quite some time. Believe it or not, my childhood dream job was being a meteorologist. Ever since I was young, I remember being fascinated by the weather. I used to read books about all different forms of weather, and I even went to a weather-based conference where I met my local meteorologist hero, Dave Murray. Fast forward to the beginning of my senior year of college and surprisingly enough, I found myself knowing very little about what climate change really is or how it was changing not only the planet, but also my own life. Throughout the duration of the course, I read a wide variety of both fiction and non-fiction that helped me to dive deep into this mysterious world of climate change. I also had the chance to write numerous reflections on what I was learning and was able to discuss the both fascinating and terrifying world of climate change within them. The biggest take-away I gained from this course is how little climate change is talked about within our communities. It is almost as if the true horrors of climate change can’t be discussed. By this, I mean that one can only see what climate

change truly is by digging deep down past the surface of what the media tells us and finding the real truth behind this social issue that impacts not only our own lives, but the lives of generations to come.

Through taking this course, I learned not only more about our world and how we each affect it, but I also learned about where our world could end up if we don't start taking actions to save our home. This class taught me how to create positive social change in society, and how to be a responsible global citizen. I can now say that through the hours I spent learning more about this pertinent global issue, I have a better understanding of what climate change really is. I know how I can make a difference in my own life to help prevent further damage to our world, and I also know how to help educate others on differences they can make. It is not an easy task to accomplish. Before we can work on solutions, the global public must be aware of how our actions and behaviors are negatively impacting our planet. Though this is a daunting task, I am hopeful for a future where climate change is normalized and brought to the attention of all. I know that by taking the time to learn about this topic has helped me to become more aware and confident that I can at least change my behavior, and hopefully influence others to do the same.



## Behavioral Change Project

For the Behavioral Change Project, I chose to focus on two specific issues within the realm of climate change that mean the most to me. Those two issues are melting polar caps and mass extinction. As the end of this class draws near, I am happy to say that my interest in the extensive issue of climate change has deepened further than I expected it would. Through this class, I was able to dive into specific issues and topics of climate change that I had never learned about before. With the knowledge I have gained, I hope to continue to learn more about climate change as a whole. With this in mind, I will be focusing on the melting of polar ice caps and the problem of mass extinction in order to understand, on a deeper level, the severity of these issues that we face today.

There are a variety of reasons why melting polar caps and mass extinction are major issues found within the overarching problem of climate change. The biggest and most prominent reason, at least in my opinion, is because the one directly affects the other. As the polar caps continue to melt, the higher the risk of our planet losing Arctic species. When these animals can no longer survive in their habitat, we will lose them. In turn, this will affect humanity and how we survive without their presence.

To begin, the issue of the world's melting ice caps is one that needs more attention drawn to it. As the WWF states, "We lose Arctic sea ice at a rate of almost 13% per decade, and over the past 30 years, the oldest and thickest ice in the Arctic has declined by a stunning 95%. If emissions continue to rise unchecked, the Arctic could be ice-free in the summer by 2040" (Six Ways). This information is jaw-dropping! This unbelievable information needs to be more widely spread if there is any hope left for the Arctic ice and its inhabitants. To think, in just twenty years, scientists are predicting that the Arctic will become ice-free. That is not a lot of time in the

sense of making a climatic improvement that will save not only the ice and the animals, but also us humans. The WWF continues by stating, “When there’s less sea ice, animals that depend on it for survival must adapt or perish. Loss of ice and melting permafrost spells trouble for polar bears, walruses, arctic foxes, snowy owls, reindeer, and many other species. As they are affected, so too are the other species that depend on them, in addition to people” (Six Ways). When these environments are being negatively impacted, we are too.

Another interesting point about the effects of climate change on polar animal species is that they are forced to adapt to the changes going on around them. Sometimes, this is not possible, and species are forced to move to new territory in order to try and survive. The WWF says, “Wildlife and people are coming into more frequent contact – and often conflict – as wildlife encroach on Arctic communities, looking for refuge as their sea ice habitat disappears” (Six Ways). This also connects the idea and major theme one can see in Barbara Kingsolver’s *Flight Behavior*. In this novel, readers learn about the odd migration pattern of monarch butterflies. After a deadly landslide in a small town in Mexico, these native monarchs change their flight behavior and travel to a new place they have never migrated to before, Tennessee. Though this story is not about the Arctic and its inhabitants, this is similar to what we see slowly happening in our world’s Arctic environments today. Kingsolver writes, “You never knew which split second might be the zigzag bolt dividing all that went before from the everything that comes next” (Kingsolver). This quote helps readers to understand how life can change in an instant. We have to be prepared for what is coming because at this point, there is no turning back to what once was. We now have to deal with all of the permanent damage that has already been done to our world, so we have to be prepared for the worst. It is really the only option humanity has at this point. Our Arctic environments are changing and starting to change the way that our Arctic

animals survive. What we see happen with the monarch butterflies in *Flight Behavior* is similar to what is happening in our Arctic climates today. We are starting to see these migration patterns change because the polar ice is constantly, yet slowly, melting away. The more the environment changes for these animals, the more they will have to migrate, causing similar issues to what readers see in Kingsolver's novel. In the end, this issue can start to collide with the other main issue of climate change discussed in this paper, mass extinction.

The other main issue of climate change I have chosen to hone in on is mass extinction. Mass extinction is defined as, "a loss of about three quarters of all species in existence across the entire Earth over a "short" geological period of time" (Frédérrik). This climate change issue is not anything new to our planet. Mass extinction has been occurring for about 43 million years, which is an extensive amount of time for life to have become affected by climate change (Frédérrik). Throughout these millions of years, the world has seen five mass extinctions occur. When a person sits down and thinks about it, that is kind of a crazy thought. Over this amount of time, the planet has lost all sorts of life forms that once used to call Earth their home. In more recent years, scientists have been looking to see if the way humans live today could lead up to next mass extinction. Frédéric writes, "The Earth is currently experiencing an extinction crisis largely due to the exploitation of the planet by people" (Frédérrik). This means that, due to current human behaviors and actions towards the planet, we are setting ourselves up for another round of mass extinction. In time, this could lead to the loss of a number of unique and valuable species whom rely on our planet for living, much like we do.

With using this knowledge of the past, one can start to wonder what may occur in the world's near future. With the way humans live, is it possible that we could start a sixth mass extinction? Could other climatic factors impact the way different species live and thrive? Well,

according to an article in *The Independent*, “In just 50 years’ time, a third of all plant and animal species on our planet could be wiped out due to man-made climate change, US scientists have warned” (One-Third). This scientific prediction is quite devastating to hear. These scientists say that they have been using data from more recent climate-related extinctions and also species migration patterns to make this prediction (One-Third). To most, this information is probably quite a shock. In a constantly moving world, it seems unreal that these types of issues could be occurring throughout all different climates that house some of our world’s most important plants and animals. To narrow that down even further, it is crazy to think about how human actions affect specific types of climates. In this case, looking at the predictions made for the future of our world’s Arctic, it can be overwhelming to know how to handle these issues in the near future. As one professor put it, ““In a way, it’s a ‘choose your own adventure,’” Professor Wiens said. “If we stick to the Paris Agreement to combat climate change, we may lose fewer than two out of every 10 plant and animal species on Earth by 2070. But if humans cause larger temperature increases, we could lose more than a third of even half of all animal and plant species, based on our results”” (One-Third). Like Professor Wiens says, the future of our world and its inhabitants is ultimately up to us. If we take action where we need to, we could slow down this horrible global issue that will continue to affect life until the end of time or we can just sit back and do nothing and watch our world waste away. So, even though mass extinction is a huge problem, it is also important to keep an eye on each different habitat that different species of plant and animal life call home. Without them, our world could continue to get into an ever-growing heap of trouble.

Now, with all of this important information, it is crucial to point out the biggest connection there is between these two climate change issues. Through the help of this course, I

have learned that if issues of climate change are not slowed or stopped, they tend to lead to more major issues within the world we call home. By doing more research within these two specific problems I have realized something that I think is major. As the polar ice caps melt, the more endangered these Arctic species become. When these species start to die off because of these intense climatic changes, this leads to the issue of mass extinction. Without this major source of ice, the inhabitants of this climate who depend on this earthly resource get thrown into high risk living situations. The more the planet is changing, the more these species are becoming impacted. So, the more ice Earth loses, the higher chance these beloved species have of not surviving. Even though mass extinction has to do with the loss of a large portion of all species on Earth going extinct, this loss of ice, in my opinion, is creating a smaller version of a mass extinction specifically in the Arctic. In time, this will affect the whole globe.

Seeing how these climate change topics can be described similarly to a snowball effect, it is clear to see that the less action we take as a world to save it, the more quickly our world will be impacted by devastating and harmful effects. That will alter not only humanity, but all life, forever. Luckily, we are not necessarily out of time yet. With everyone's effort, we as a world can make changes that are environmentally friendly that could save and protect our fractured world from the harm that has and will continue to happen to it. The first step is to realize that we all play a part in saving our planet. We must recognize that each person to have ever lived on this planet has contributed to the negative effects of climate change in our world. As Amitav Ghosh puts it, "... the events set in motion by global warming (climate change) have a more intimate connection with humans than did the climatic phenomena of the past – this is because we have all contributed in some measure, great or small, to their making. They are the mysterious work of our own hands returning to haunt us in unthinkable shapes and forms" (Ghosh, 32). This quote

helps readers to understand how everyone has an impact on the planet. If we can find ways to reverse our past mistakes, Ghosh is telling us that we may have a chance at making things right. Even though these big topics within the umbrella of climate change continue to push each other into existence, it is important to remember that we can do positive things to stop climate change from becoming any worse than it already is.

The idea of making a difference in the craziness that is climate change can be a difficult task to do. I think Hope Jahren puts this thought into more simple terms that can help us understand why this is something we need to do to save our world. She writes, "... only after we see where we are can we duly ask ourselves if this is where we want to be" (Yahren, 7). In terms of the two topics I chose to research, a year ago it would have been a bit unclear to me how to best help resolve these particular issues. After taking this course, I have a better understanding of how I can personally make a difference. Jahren leaves her readers with some helpful tips on how to make a difference in the world of climate change. Some of her tips that stick out to me include examining one's own values and gathering information about climate change issues that are important to a particular individual. These are two great ways to start making a difference. I was able to do this by working on this project. I chose to look more into the melting of the polar ice caps and into mass extinction because they are two topics within climate change that I wanted to learn more about. They are both topics that I did not feel personally affected me, which is why I wanted to see how these issues will continue to impact the lives of all humanity. Now, I know how important it is for us to save the Arctic climate and protect the life that calls the Arctic its home. I also like how Jahren talks about gathering information. Through this project, I was able to learn about these topics in more depth. I read some material that not only broke my heart, but also sparked another interest in me to continue to learn how to help save these lives and this

climate. By learning more about what is going on, I can educate those around me on these topics. Personally, I strive to be environmentally conscious and practice reducing, reusing and recycling materials that I use that are harmful to the planet. The reason I do this is because this is a positive action that I can take to help solve the issue of climate change as a whole. Since I cannot make the ice stop melting in the Arctic, I can focus in on other forms of climate change, like pollution, and try to make a difference in a way that is more accessible to my lifestyle. I want to continue to inform myself on these pressing climate change topics by continuing to read book and articles and by watching documentaries. The more I learn from these materials, the more I can help do my part as a citizen of humanity living through this current climate crisis.

Reflecting on how my values on climate change have developed throughout this semester makes me glad that I decided to take this course. Ever since I was young, I have cared about nature and the world around me. Sometimes I wish I could go back to those days as a child where I did not know what was really happening in that world around me. It feels like a lifetime ago. Before I took this class, I knew next to nothing about climate change, other than the headlines that I would read in the news or see on television. Now, I feel like I have a new sense of passion for helping to stop the terrible effects that climate change has brought to the world. I have discovered that climate change is a topic that I truly care about. It is something that sets off a spark within me and that wants to continue to burn bright. I find myself thriving off of climate change information that I come across. For example, when the Presidential Debates were occurring, I was most interested on hearing what the candidates had to say about the topic of climate change. I have been more interested in the different ways that our government is handling the issue of climate change and I am excited to keep learning more. I have discovered how important this issue for not only our own futures, but for the lives of generations to come. I



like when Nathaniel Rich inserts the quote, “‘Unless the peoples of the world can begin to understand the immense and long-term consequences of what appear to be small immediate choices,’ she said, ‘the whole planet may become endangered’” (Rich, 41) into his book *Losing Earth: A Recent History*. I think this is a great way to express how powerful climate change has become in our current societies around the globe. If we, as humanity, do not take the time to fully understand what climate change is and what it does, how are we to make any kind of positive changes for the future of our planet? Through reading the materials discussed throughout this course, I have learned from both fiction and non-fiction authors about how important it is for everyone to know what climate change is and to do something about it. I have discovered that I can make a difference and help save our Earth. Through taking small and conscious actions, the way I live my life can help better the lives of those to come after me.

In the end, climate change is a hard subject to not only learn about, but also to understand. There are so many details, causes, problems and solutions that it is hard to even fathom how we are to change the world for the better. By focusing in on the topics of the melting polar ice caps and mass extinction, I have learned more about two important factors of climate change. Even though the reality of these problems is sad, there is still hope left. Not only for my generation, but also for future generations. We have to appreciate what we have left of our beautiful Earth. We need to teach these future generations about the past mistakes we have made and influence them to do better for the future. By staying informed and making an effort to help stop climate change, anyone can contribute to saving the world.

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