



# WRITING PORTFOLIO

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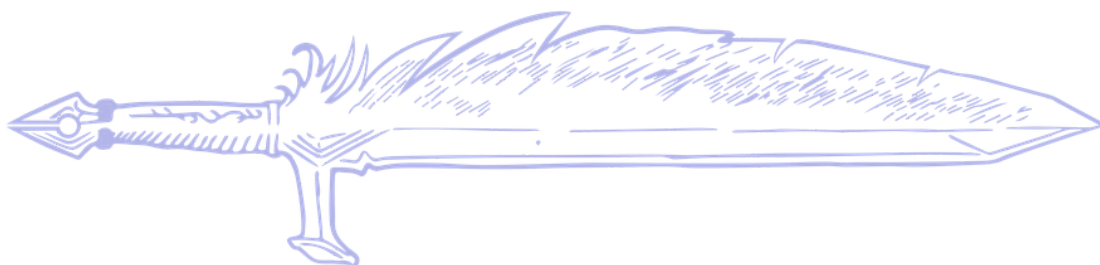
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(2018)

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# THE BUZZ MAGAZINES

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HOME BUZZWORTHY COLUMNS CATEGORIES SCHOOLS EVENTS IN PRINT MORNING BUZZ ABOUT US

## Heading Toward the Future

BY MACKENZIE MCANEAR, THE BRIARWOOD SCHOOL, SCHOOL BUZZ EDITOR | MAY 9, 2018



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Briarwood juniors (from left): Ashleigh Ordenaux, Kate Munson, Lauren Amos, Garrett Ratliff, Jack Roche, Grant Baird, Natalie Semine, Jacob Spangler, Kelli Reichert, Caleb McGinty, Lila Gutman, Jake Upshaw, Donny Rica, Eli Witt

This year, Briarwood’s junior class made its annual college trip to A&M San Antonio, Incarnate Word and Northwest Vista, all in San Antonio, to learn more about their options following high school. On the way to San Antonio, the group stopped by Mission San José for a quick history lesson. Even though it was built in 1782, the museum is still a functioning, living Catholic Church. “The San José Mission was

beautiful. I had a marvelous time, and a day couldn't be better spent," **Jake Upshaw** stated.

The college tour began at A&M where their tour guides, fellow students of the university, shared their stories about applying and being accepted. **Jack Roche** explained, "The tour guides shared their struggles rather than putting on an act, and showed us how to overcome the fears of beginning college."

Between campus visits, the juniors made a stop for a barbecue lunch and, because no other tours were scheduled that day, they voted to see the movie *Black Panther*. After the movie, the students enjoyed a relaxing time back at the hotel playing games, watching TV, and catching up on the latest gossip. **Lauren Amos** recalls her time at the hotel. "I roamed the hotel with Ashleigh, and at one point, everyone gathered in the hotel lobby to play a game of Speak Out." **Grant Baird** and his roommate **Donny Rica** binge-watched *The Office* on Grant's laptop.

The next day, the juniors were up to visit two more colleges. "The coffee was a disgrace," Grant said as he woke and went down to sample the hotel breakfast. On the second day, the group traveled across town to Incarnate Word. Once there, they were escorted around the campus by their tour guides. Wanting to know more, **Kate Munson** asked one of the tour guides if the college had a microbiology department. Kate later explained, "They are located near a lake so the students take samples from the water and test them from time to time in class." The juniors parted ways with the college students, and boarded the bus and headed to In-N-Out for burgers.

When everyone was officially stuffed, they boarded the bus for one last college stop. At Northwest Vista College where they were given a tour and introduced to the history that lay around them. After seeing three colleges, the juniors were ready for the long ride back home, but not before they stopped at Buc-ee's!

**Natalie Semine** shared her feelings at the end of the trip. "Before the trip, I was really nervous about the prospect of college, but now I feel a lot more confident because I now know there are really good support systems in many colleges."

People in this article: **JAKE UPSHAW, JACK ROCHE, LAUREN AMOS, GRANT BAIRD, DONNY RICA, KATE MUNSON, NATALIE SEMINE, ASHLEIGH ORDENAUX, GARRETT RATLIFF, JACOB SPANGLER, KELLI REICHERT, CALEB MCGINTY, LILA GUTMAN, ELI WITT**

Schools in this article: **THE BRIARWOOD SCHOOL**

Tags: **COLLEGES, COLLEGE TOURS, SCHOOL TRIPS, SCHOOLS, HIGH SCHOOL STUDENTS**

(2022)

Article written and edited for The Buzz Magazines.

# THE BUZZ MAGAZINES

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HOME BUZZWORTHY COLUMNS CATEGORIES SCHOOLS EVENTS IN PRINT MORNING BUZZ ABOUT US

## Losing Hair, Gaining Perspective: Leukemia Patient Reflects on Hair-Loss Journey

BY MACKENZIE MCANEAR, CONTRIBUTING WRITER | JUNE 21, 2022



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With the support of her parents and a caring nurse, Mackenzie McAnear decided to have her head shaved during chemo treatments.

When I was diagnosed with Acute promyelocytic leukemia (APL leukemia) March 30, 2022, one of the first questions I had was “Will I lose my hair?”. I knew that it was an unimportant question to ask at the time given the major bombshell that was just dropped on my life, but I was so overwhelmed I didn’t know what to think.



Events

It wasn't immediate. At first it was only a few dozen strands coming out while I was sleeping, which caused me to itch like crazy. I started to put my hair in a ponytail, which helped, but then it started to get matted. On April 19, just 27 days after starting chemo treatments, when I was brushing my hair, my brush came back with a larger clump of hair than normal. After that I started researching caps and wigs because I knew what was coming next – I would be losing my hair.

For most people, hair is part of personal identity whether male or female. We style it to express ourselves just like we style our outfits.

The day I decided I wanted my hair shaved off, I was not thinking about empowerment or anything noble – I just wanted the itching to stop. I remembered my nurse telling me one day that she had helped patients shave their hair before and asked her if she would do that for me.

On April 27, my parents, nurse, and I got ready to shave my head. My mom braided what was left of my hair (which was substantial) and cut it off, then my nurse came in with a razor and started to shave the rest off, as I held my mom's hand. After it was all over both my mom and nurse said they would not have been able to do this if the other was not there, which I found ironic since I felt that way towards the nurse. It didn't feel real. The shaving of my head felt clinical, emotionless, numb. That's how I felt for a long time towards my head. I avoided looking at myself in the mirror for a long time not wanting to picture myself as I truly was.

Later on, I asked my nurse when she started offering to shave patients' hair. She said, "A [cancer] patient I was assigned to one day had been through a lot. I could tell the person just felt out of character, not themselves. I simply asked if they would like to get cleaned up. Sometimes as nurses we forget the very simple tasks of being or feeling like a human being. Being able to complete basic tasks such as showering, brushing teeth, etc. So I helped clean that person. They had a wound on their head and their hair was shaved in one spot. After the person was cleaned, they asked for a razor. I asked why, and they said they wanted it all gone. That my dear, is how it all began. Each person with their own beautiful story. It may not seem like a lot to many, but to me. Seeing someone take back their power is the most beautiful process anyone can witness."

She says that she will never forget her first female cancer patient. "She had long, beautiful dark hair. She knew eventually once she started losing it, it would be all gone. So, she asked for clippers. She and her family did it herself. One of the bravest women I have ever met in my entire life. Her entire aura changed after that. It's like I could see the fight in her, see her strength and beauty."

I felt vulnerable around my family, friends, strangers, and even nurses and doctors if I didn't have a cap or wig on. I still wear a wig or cap when I'm out in public; partly so I don't get sad, pitiful looks from people, and partly so I look "normal" to others.

I asked the nurse if any of her former patients she helped reached out to her once they reached remission? “Some, yes. Others, well, got their own peace.”

I have come to terms with my lack of hair and was excited when I started to feel it already growing back. Through this experience I have learned that hair is not so important in the long term, but instead just a fraction of what makes up who I am as a person, just how APL is just a fraction of who I am.

I am more than my hair. More than my cancer.

People in this article: **MACKENZIE MCANEAR**

Tags: **CANCER, CANCER TREATMENT, LEUKEMIA, CHEMO, HEALTH, HAIR**

Mackenzie McAnear

25 April 2019

### Interpretive Narrative Analysis: The Lottery

In “The Lottery” by the author Shirley Jackson, a town of three hundred children, husbands, and wives come together. Each husband picks one piece of paper from a worn black box. One man, Mr. Hutchinson, gets a paper with a black dot. Each member of the Hutchinson family picks out a piece of paper. Mrs. Hutchinson receives the black dot. Everyone gathers around her; children, husbands, and wives begin to throw rocks at her. She is killed by the people she knows, by her husband, and her kids. Through this story of bizarre community violence, Shirley Jackson opens the readers’ eyes to what is happening in the real world. “The Lottery” reflects on the subtle horrors that come about in the real world through the consequences of a person’s actions.

On the first read through, a reader might see only a dark ending to a piece of fiction, but upon further inspection, they will find a correlation to history repeating itself. “The Lottery” is showing what has happened throughout history which is filled with deadly consequences of human actions. For example the Spanish Inquisition in Spain from 1478 to 1834, the Salem Witch Trials between 1692 and 1693, and the Holocaust that took place in Germany from 1941-1945 (Ryan). Each of these gruesome occasions was enacted by a logical and organized program for making the world a better and safer place. That is the danger that brought nothing but bloodshed and lives lost. A quote from *Avengers: Infinity War* comes to mind:

THANOS. “[...] And when we faced extinction, I offered a solution.”

DR. STRANGE. “Genocide.”

THANOS. “At random. Dispassionate; fair to rich and poor alike. They called me a mad man. And what I predicted came to pass.”

In *Infinity War* Thanos might seem like the bad guy— which he is— but to himself, he is the savior of the universe. He succeeded in his mission, and was able to watch the sun rise on a grateful universe. This is similar to what Shirley Jackson is trying to convey in her story. When faced with a difficult situation people will jump to the quickest, most irrational solution. The most notable example of this is when Old Man Warner dismisses the young people of the neighboring towns and continues to pressure the township to continue the lottery. He wants people to fear what could happen if they stop when he says, “Next thing you know, they’ll be wanting to go back to living in caves, nobody work any more, live like *that* for a while” (Jackson 221-22). Warner is afraid that if they were to stop, then they would regress as a people and be forced to hunt and gather for food. Though it is highly unlikely that they would lose all sense of logic and go back to primitive times.

But they have lost something. The townspeople were stripped of something, becoming diluted, so much so that when they start to second guess, killing Mrs. Hutchinson with stones, Warner coaxes everyone along, “Come on, come on, everyone” (Jackson 225). Another example of characters not being critical enough is in *The Giver*. The protagonist and main character, Jonas, found out that his dad unknowingly killed a baby who was considered flawed. He thought he was “releasing” the baby to “Elsewhere,” a place that surrounds the community (Lowry). Just like the life and death consequences in Jonas’ society, the township lost something important in their tradition. Jackson gives the reader hope with that moment of hesitation in the people as if they had remembered the history behind their tradition. If they were to remember why they did

this horrible deed, then they might stop. On the other hand, some readers might argue that the townspeople would continue with the knowledge that what they are doing needs to be done. This stance is arguable, based on the premise that all humans have a moral compass; therefore, people would feel guilty when they do something they know is wrong.

This argument can also be said for the younger people in other towns who have disbanded the lottery which looms over the others as storm clouds would a meadow. There is no mention as to why this ludicrous tradition exists so why partake in a tradition whose rules have slowly faded over time. Shirley Jackson seems to have left this idea up to chance. The lack of information in the story supports this opinion.

Family plays an important role because it has everything to do with the fact that the next generation is sometimes killing off the older generation, the generation that is so deeply rooted in the lottery. “The emphasis on family only heightens the killing’s cruelty because family members so easily turn against one another” (SparkNotes). It is the head of the household who draws the paper, then it is the family as a whole who repeats the process. As important as the idea of family seems to be in the story it does not matter when it comes time to kill Mrs. Hutchinson. That shows that the bond that these families have, is not as strong as their tradition. Jackson does a fantastic job at making tradition the focal point of this story.

The one character that readers appear to get the most information on is Mrs. Hutchinson, but they are not in her mind nor are they in anyone else's. The reader is in a third person objective view. They read as if watching Jackson's story unfold from behind a one-way mirror, powerless to stop the inevitable ending from coming. She introduces so many minute details in the beginning of her story from the date, June 27<sup>th</sup> to the type of weather “clear and sunny, with

the fresh warmth of a full-summer day” (Jackson 216). She adds detail on the black box and the three-legged stool, all to enhance the readers' idea of what kind of world these characters are in. The story is twisted just like history, no one expected such a beautiful day such as September 11, 2001, to end in smoke, rubble, and the loss of lives.

In a nameless town somewhere, three hundred something odd people had gathered around one person— men, women, children— and killed her. She was killed by the people she thought she knew to be her husband and kids. Shirley Jackson does not keep it light and airy in *The Lottery*. Her story is powerful and raw just as history has always been, and will continue to be. Readers might see merely a dark ending, but it is a warning for history.

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**Coronavirus Pandemic: COVID-19**

Mackenzie McAnear

Lone Star College Cy-Fair



April 27, 2020

### **Abstract**

Since December 2019, the world has been at battle with the faceless force, COVID-19. This virus has put many lives in jeopardy and has taken the lives of thousands. In this paper, I will discuss the origins and rapid spread of the coronavirus, along with people who have helped along the way. I have included two figures to aid in explaining this pandemic. There will be no result because this pandemic is still present. All the data used will be a few days old because of this. What we must keep in mind is that everyone is currently going through the same situation.

## **Coronavirus Pandemic: COVID-19**

It has only taken a few months for COVID-19 to become a worldwide pandemic.

Starting in Wuhan, Hubei province, China, COVID-19 has spread rapidly. Many are concerned and scared, and some are not taking the situation seriously enough. As of right now, on April 6, 2020, at 10:20 a.m., there are 1,363,261 confirmed cases worldwide (Schiffmann, 2019). The world is in lockdown, and everyone is working to decrease the spread of COVID-19.

On December 31, 2019, the World Health Organization (WHO) in China was notified of an unknown case of pneumonia detected in Wuhan City, Hubei Province of China. A total of 44 case-patients were recorded from December 31, 2019, to January 3, 2020. The outbreak is associated with the exposure of one seafood market in Wuhan City. The new type of coronavirus was identified and isolated on January 7, 2020. On January 12, 2020, China shared a genetic sequence with other countries in order to develop diagnosis kits. By January 20, 2020, there have been 282 confirmed cases of COVID-19 from four countries: China, Thailand, Japan, and the Republic of Korea (WHO, 2020a). The number of cases has continued to expand, encompassing every country.

When the virus was still in its early stages, Dr. Li Wenliang, an ophthalmologist in Wuhan, tried to tell other doctors to be cautious. Because of this, the local police called him in. The police accused him of “making false comments” that had “severely disturbed the social order” (Gewirtz, 2020). Dr. Li Wenliang was being investigated along with several other doctors for “spreading rumors” (Gewirtz, 2020). Although, at this point, the virus became too widespread to hide. The police apologized, but it was too late. Dr. Li Wenliang died on February 7, 2020, from the very disease he’d tried to warn people about.

As more cases continue to pop up, people are starting to panic and rush to grocery stores to stock up on supplies. People are grabbing everything, from canned food and cleaning supplies to milk and eggs, which will expire in a few weeks. The one thing that everyone seems to be physically fighting over is toilet paper. It has been seen on news channels, talked about on late night shows, and even on social media. It has gotten so bad that students in London created a website called [howmuchtoiletpaper.com](http://howmuchtoiletpaper.com). Ben Sassoon, a software developer, and Sam Harris, an artist, created this website after they discussed how much toilet paper they each used on a daily basis and how it was going to change during the pandemic. “It has now been used by over 5,000,000 people and is helping to reduce toilet paper shortage round the world” (Sassoon & Harris, 2020). The way to use the website would be to move a slider left or right to the number of “Rolls you have,” and another slider for “Toilet visits per day” per person. If someone, living alone, has 33 rolls of toilet paper and goes to the bathroom five times per day, their supply would last them 106 days, or 757% of their quarantine. It is a little sad to think that students have to create a website like this because people are hoarding supplies; but, it also shows how creative and resilient young people can be.

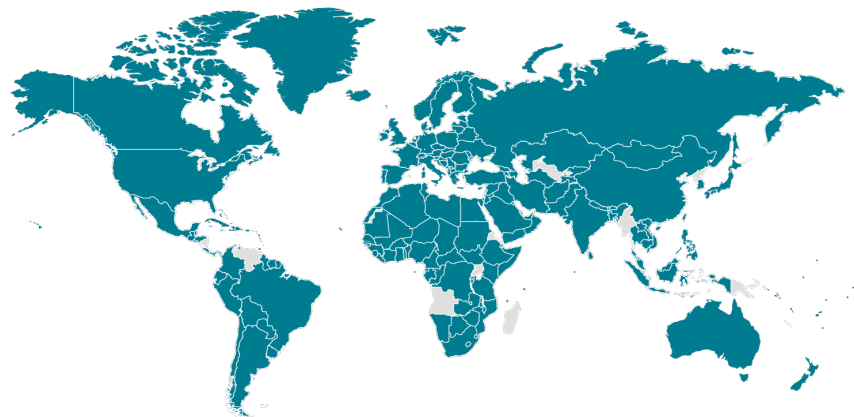
There are a lot of sites people can go to for information on the COVID-19 pandemic. They might not all have the same information. This is where Avi Schiffmann comes in. Avi is a seventeen-year-old high schooler in Washington State. His reasoning behind creating the site was simple, “I wanted to just make the data easily accessible” (Crane, 2020). Here, people can find information that Avi has pulled from BNO News, CDC, and WHO. He continuously updates the information. The statistics are broken into thirteen sections: world, USA, Europe, Asia, Africa, Latin America, China, Canada, Australia, Oceania, South America, North America,

and Middle East COVID-19 Stats. As of now, April 2, 2020, 10:26 a.m., there are 1,056,371 total confirmed cases, 55,785 deaths, 34,214 serious cases, 213,637 total recovered, and 192 of 195 countries infected (Schiffmann, 2019). This student has been able to keep the world up to date on everything that is going on in real-time.

According to the World Health Organization, the United States had its first case of COVID-19 January 22, 2020, (WHO, 2020b). As of January 31, 2020, the United States had six cases, and Italy had its first two cases diagnosed the same day (WHO, 2020c). While the cases in the United States have continued to climb, Italy has had the highest death rate. Currently, Italy has 13,974 deaths, while the United States has 6,558 (Schiffmann, 2019). Figure 1 below shows every country that has been infected (Center for Disease Control and Prevention, 2020b).

### **Figure 1**

#### *Global Map*



*Note.* This figure was taken directly from the CDC on April 3, 2020, at 12:00 p.m. ET, and may have changed since such time.

A handful of countries are still untouched by the pandemic, but sadly, this will most likely not last. Many of the infected countries have enacted some kind of quarantine or nationwide

lockdown to stop the spread. South Africa has imposed a 21-day lockdown. New Zealand enacted a mandatory 14-day quarantine for individuals entering the country and went on full lockdown March 25. Saudi Arabia locked down its capital, two holy cities, and the city of Jeddah. Colombia began a nationwide quarantine on March 24 and went as far as to say that people over 70 are to remain indoors until May. The largest and longest quarantine came from China, with the nation locking down at least sixteen cities at the end of January. In Jordan, people caught leaving their homes will face up to a year in prison. (Kaplan, 2020)

When cases first started to show in the United States, the government did not take it seriously enough, this resulted in more cases to pop up. Different parts of the country are experiencing different levels of COVID-19 activity. According to the Center for Disease Control and Prevention (CDC), the worst-hit states are California, New York, New Jersey, and Michigan (CDC, 2020a). On March 15, the government implemented a program called “15 Days to Slow the Spread” in which the nation would slow down the spread of COVID-19 through social distancing at all levels of society (CDC, 2020e). At first, President Trump wanted people to go back to daily life by Easter, but a lot of people, especially healthcare workers, think that was too soon. On March 29, he extended the social distancing order through the end of April. Individual states have their own social distancing orders in effect at the moment. On April 1, Florida and Pennsylvania issued statewide orders requiring its’ citizens to stay inside in order to clamp the spread of the coronavirus.

On March 19, Dr. John Hellerstedt, commissioner of Texas Department of State Health Services, declared a public health disaster in Texas. His reason being that COVID-19 has become a serious threat, posing a "high risk of death to a large number of people, and creates a

substantial risk of public exposure” (Texas Department of State Health Services, 2020). On March 26, Texas’s Governor, Greg Abbot, issued a self-quarantine edict requiring people traveling from New York City and New Orleans to self-quarantine for 14 days after they arrive. All non-essential businesses are closed in order to flatten the curve of the pandemic. Cinemas, malls, bars, clubs, concert halls, gyms, and sporting arenas have all closed. The only stores staying open are grocery stores and a few restaurants doing drive-thru or to-go orders only. Some restaurants have even removed the tables and chairs in the hopes of deterring any customers from coming inside.

So many people are out of a job because of this pandemic. The professions that are not needed during this time are stuck at home without a job. The United States unemployment rate was at 4.4% in March 2020 (Cave, 2020). This is the highest one-month unemployment increase since January 1975, during the Great Depression. Some companies have started to use their factories to make supplies for healthcare professions. Breweries and perfume companies turned their factories into hand sanitizer dispensaries. The Patriots used their private team plane to pick up thousands of masks from China and deliver them to New York healthcare workers. 3D printers and sportswear brands Nike and Bauer are manufacturing face shields (George-Parkin, 2020). Car companies, like General Motors, are using their factories to build ventilators. Fashion and apparel companies are using their sewing machines to create face masks and medical gowns (George-Parkin, 2020). While some people still have jobs that get them out of the house, but also puts them at great risk, there are also some people who are not taking the stay-at-home orders to well.

Some people are alone in their self-isolation and only have the internet to turn to for a connection. Other people might have a pet or two, but after tigers at a zoo were diagnosed with COVID-19, people diagnosed with the disease have been told to isolate themselves from everyone and everything. The CDC says that things people can do to take care of themselves are “Take breaks from watching, reading, or listening to news stories, including social media” (Center for Disease Control and Prevention, 2020d). Even though people are isolated doesn’t mean they can’t keep taking care of their body. Take a minute each day to stretch or meditate. Try to eat healthy, exercise, and get plenty of sleep. Learn a new skill or hone a skill you already have. Stick to your daily routine if possible, or create a new one. Most of all, connect with others, whether that means texting someone, calling them, or FaceTiming.

People are comparing COVID-19 to two other historical coronavirus pandemics: SARS in 2003, and MERS in 2012; “but, those had a fraction of the cases we are dealing with now” (NBC, 2020). In the 1300s, the Bubonic Plague started in fleas then jumps from rodents to humans. It killed between 25 and 50 million people from the sixth to the eighth century. The same strain caused the Black Death (1347-1351), taking the lives of 25 million people. These diseases were caused by fleas and rodents, but other pandemics have spread through “human to human contact” (NBC, 2020). Smallpox, “One of the deadliest diseases in history” (NBC, 2020), sprouted up around the globe but was extremely deadly in the 16th century. Europeans traveled to the Americas to colonize and brought Smallpox with them, “killing up to 90% of Native Americans” (NBC, 2020). When COVID-19 was just starting to spread, it was being compared to the 1918 Influenza epidemic. It was considered “the deadliest flu season we know of, infecting about one-third of the world’s population” (Ries, 2020). The last deadly pandemic,

Ebola (2014-2016), killed 50% of the people who got sick. The difference between Ebola and COVID-19 is how it spreads. Ebola “is predominantly spread through bodily fluids” (Ries, 2020) like blood, which makes people less likely to catching Ebola, unlike COVID-19.

The way in which COVID-19 spreads is through person-to-person contact. This is why healthcare officials are urging people to stay six feet apart because if an infected person coughs or sneezes, they can potentially infect someone else. To protect others and yourself, the CDC states that people should wash their hands often with soap and warm water for at least twenty-seconds, roughly the same amount of time as singing *Happy Birthday* twice. People should also avoid touching their eyes, nose, and mouth with “unwashed hands” (CDC, 2020c), and practice social distancing when they can help it. To protect others, people are encouraged to stay home if they are sick, cover sneezes and coughs, wear a face mask if they are sick, and clean and disinfect regularly touched surfaces and objects (CDC, 2020c).

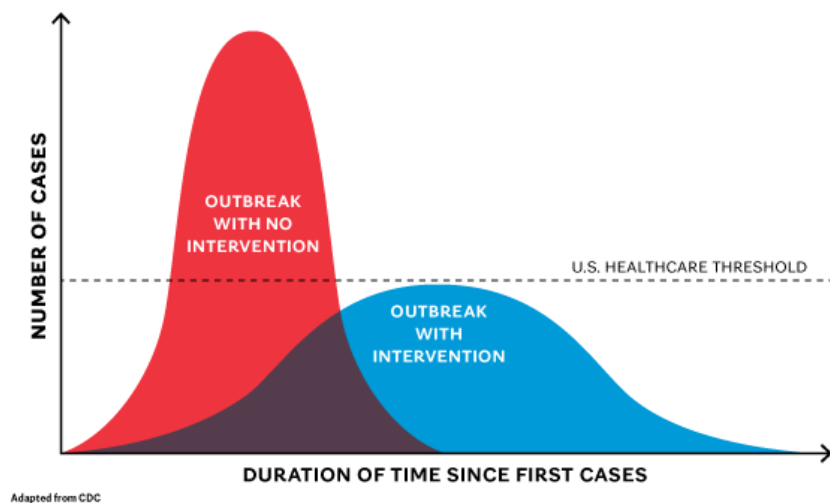
Symptoms of COVID-19 are similar to those of the flu, so spotting the difference is a challenge. Fever, dry cough, and tiredness are the beginning signs that someone might have COVID-19. According to the World Health Organization, the “incubation period” ranges from 1-14 days after exposure (WHO, 2020d). Others may have “aches and pains, nasal congestion, runny nose, sore throat or diarrhea. These symptoms are usually mild and begin gradually” (WHO, 2020d). One out of six people who get COVID-19 become seriously ill. In the beginning, it was reported that older people and very young children were the most at risk. This is because the immune system is too weak, and those with underlying medical problems like “high blood pressure, heart disease, lung disease, cancer or diabetes” are more likely to catch the virus (WHO, 2020d). Recently doctors and nurses have been seeing people of all ages

coming in with symptoms matching that of COVID-19. Young adults and teens have not taken this pandemic seriously enough, they still go out and put themselves and others at risk.

Staying inside, washing your hands, and social distancing are of the utmost importance. Scientists are still working on a cure, and any possible vaccines are under investigation (WHO, 2020d). There are people who have tried methods to use themselves and become seriously ill because of it. The best thing anyone can do is to continue to wash their hands and limit social interactions. Taking these precautions will help flatten the curve. Figure 2 is an example of what the curve looks like in its two different scenarios (O'Hara, "Flatten the Curve," 2020).

Figure 2

*Flatten the Curve*



Flattening the curve means exactly what it looks like above, slowing down the progression of the virus, so fewer people need treatment at any given time. This figure shows what would happen if the curve is flattened and what would happen if it is not. The red curve is the worst-case scenario. That is what would happen if countries do not take initiative. The cases would continue to rise to monumental numbers. Even though the outbreak would be over quicker, so

many more people would die in the process. The blue curve is what countries are working toward by telling citizens to stay inside. Wuhan, China did just that when more and more people started to get infected, and this helped stop the spread of the virus. The number of cases decreased in China, and the government decided to open up the trains and let people go back to work. That was a mistake. Recently China has seen a new spike in cases. They are trying to find a balance between social distancing and continued testing.

On April 8, 2020, at 9:00 a.m., there are 1,452,405 COVID-19 cases worldwide and 83,542 dead (Schiffmann, 2019). This pandemic will not stop anytime soon. People have to continue to be cautious and stay safe. Everyone is in this together, experiencing the same thing. New information is constantly being brought to light, and statistics are being updated. The best thing anyone can do at this time is to stay connected with each other while social distancing. On April 8, 2020, at 9:00 a.m., there are 323,694 recovered people in the world (Schiffmann, 2019). It is not impossible. It is not unrealistic.

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(2025)

# Select slides from LSC CyFair Writing Center Workshop PowerPoint “Understanding Essay Types & Thesis Development.”

## UNDERSTANDING ESSAY TYPES & THESIS DEVELOPMENT

Designed By: Mackenzie McAnear, Writing Center Tutor

## WORKSHOP OVERVIEW

- Thesis Importance
- Argumentative
- Analytical
- Expository (Informative)
- Theses for other types of Essays
- Thesis Set-Up: Rogerian Argument
- Common Thesis Mistakes
- Questions to ask
- Takeaways

## IMPORTANCE OF A THESIS

- A sentence that expresses the **central argument** or **main point** of your paper.
- Phrased as a claim supported with evidence
- A good thesis statement will allow your reader to understand what your paper is about.
- **It should be a statement and not a question.**
- Formulating a thesis is **not** the first thing you do after reading an essay assignment.

<https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>  
<https://writingcenter.uagc.edu/writing-a-thesis>

## THESIS SET-UP: ROGERIAN ARGUMENT

What it does: Identifies an issue, acknowledges opposing positions, presenting evidence for your own position

In your thesis: Topic, acknowledgment of the opposing viewpoint, balanced presentation of viewpoint, a summary of the evidence

Example: **While civilian gun ownership is acceptable for personal protection, the idea to eliminate gun control laws is not the best solution. Responsible gun ownership will lower the number of gun-related accidents, keep guns away from children, and limit access to guns** that can potentially be used for mass shootings.

<https://www.blinn.edu/writing-centers/pdfs/Thesis-Statement-Types-and-Models.pdf>

## QUESTIONS TO ASK YOURSELF

1. Do I answer the question?
2. Have I taken a position that others might challenge/oppose?
3. Is my thesis statement **specific** enough?
4. Does my thesis pass the “So what?” test?
5. Does my essay support my thesis?
6. Does my thesis pass the “how and why” test?

1. Re-reading the question/prompt after
2. If your thesis simply states facts that no one would/could, disagree with
3. Too vague ≠ a strong argument.
4. If a reader’s first response is likely to be “So what?”
5. Thesis ≠ body of essay
6. If a reader’s first response is “how?” or “why?”

<https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>

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## Select slides from LSC CyFair Writing Center Workshop PowerPoint “Writing to Manage Stress.”

# Writing to Manage Stress

Using Writing as a Tool for Stress Management

Designed by: Mackenzie McAnear, Writing Center Tutor



## College Life Stressors

- Too many classes
- Classes + Work
- Dealing with Financial Aid
- Professor's not responding to emails
- Home life
- Pressure put on yourself
  - Or from family
- Relationships

## Ways of Dealing with Stress

- Balanced lifestyle
- Discuss problems
- Practice Relaxation techniques
- Regular exercise
- Set long- and short-term goals
- Manage your time
- Take 20 minutes each day for yourself
- Learn to say “no”
- ID your stressors
  - What **can** you control?
- Eat & sleep well
- Take time out for friends/family
- Try problem-solving techniques
- ID negative thinking
  - Turn into positive self-talk
- WRITE

## Types of Writing

- Free Writing
  - Writing continuously without stopping, editing, or correcting grammar/spelling/punctuation
- Journaling
  - Practice of regularly recording thoughts, feelings, experiences, or observations
- Gratitude List/Journal
  - Writing regularly about things, people, experiences, or aspects of life you are thankful for
- Mindful Writing
  - Non-judgmental self-expression where you are fully present, aware, and focused on your thoughts/feelings as they arise
- Plan Assignments
  - Writing out the steps to an assignment before it is even set

## Gratitude Journal

- Writing down things you're grateful for shifts your focus from **stress** to *positivity*.
- At the end of each week, write down 3-5 things you're thankful for:
  - Did you pass a quiz or turn in an assignment?
  - Did you have a productive study session?
  - Maybe something simple—did you enjoy a great cup of coffee or tea?
- Focusing on small wins can help you realize there's always something positive, even on tough days.

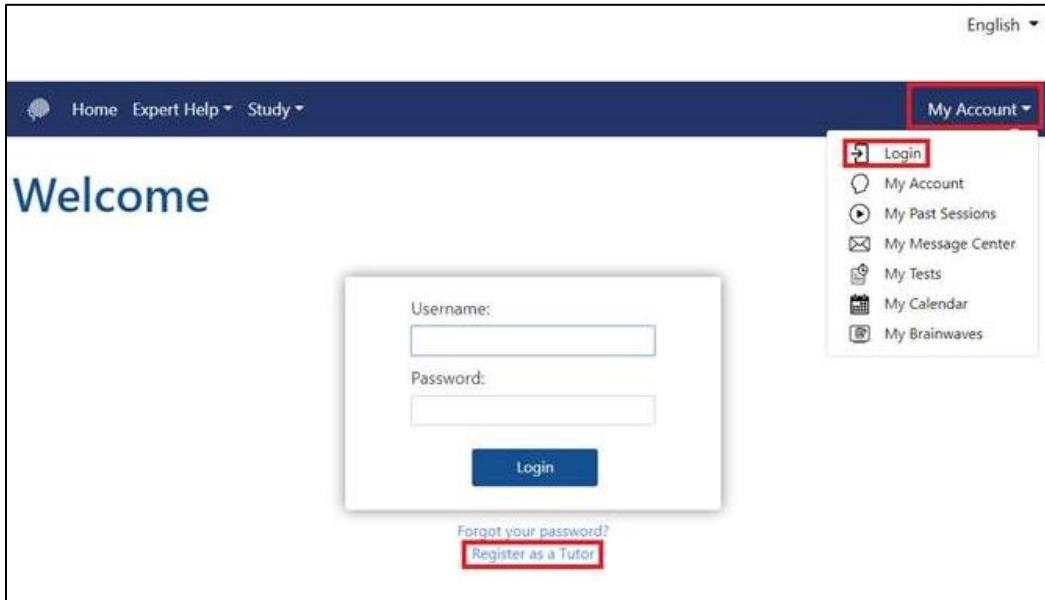
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## Tutor Match- Brainfuse Guide created for LSC CyFair Writing Center Tutors

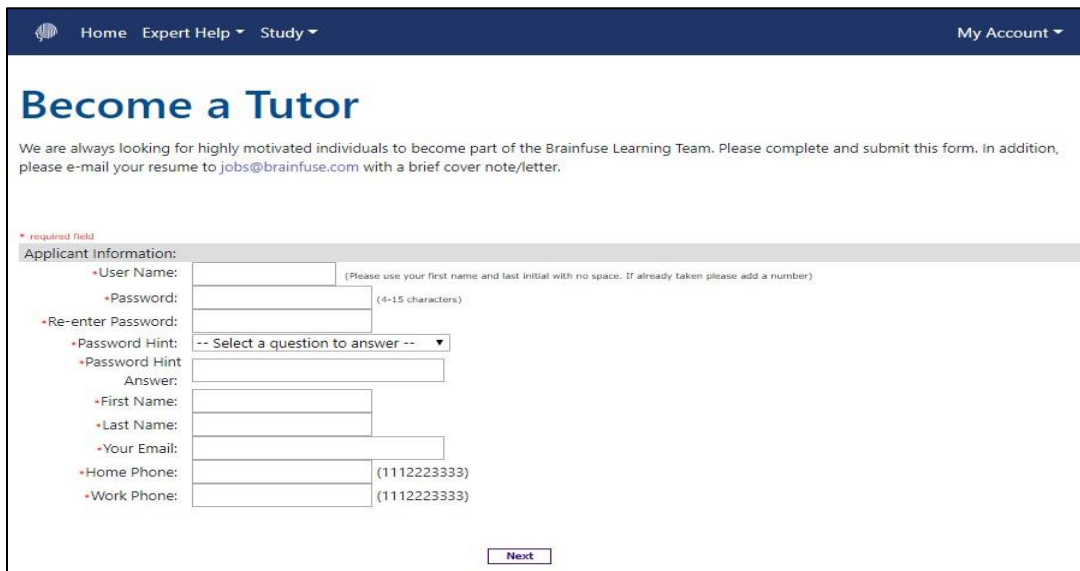
### CREATING YOUR ACCOUNT

Self-Registration: Tutor Match allows those approved to tutor to create their own tutor accounts by following the steps below.

1. To self-register, follow the link provided for your self-registration and select “Register as a Tutor” found under the log in option.



2. Once you select “Register as a Tutor,” you will be able to create your tutor account by entering the requested information. When the required information is entered, select “Next.”



- After the account details have been entered, you will be able to select the subjects you are able to tutor. When you identify the subject you want to tutor, select the checkbox next to “English” in the subject’s row. You may select as many subjects as you are able to tutor. If you are able to tutor a subject using a different language (e.g. “Spanish”), select the checkbox next to “Spanish” in the subject’s row.

| Subject T1  | English T1                                  | Spanish T1                       | Polish T1                       | Mandarin T1                       | French T1                       | Cantonese T1                       | Vietnamese T1                       | Tagalog T1                       |
|---|---|----------------------------------|---------------------------------|-----------------------------------|---------------------------------|------------------------------------|-------------------------------------|----------------------------------|
| -- Selected Subjects --   |   |                                  |                                 |                                   |                                 |                                    |                                     |                                  |
| ENGL 1301 - Comp & Rhet I   | <input checked="" type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Polish | <input type="checkbox"/> Mandarin | <input type="checkbox"/> French | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Tagalog |
| ENGL 1302 - Comp & Rhet II  | <input checked="" type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Polish | <input type="checkbox"/> Mandarin | <input type="checkbox"/> French | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Tagalog |
| ENGL 2307 - Fundamentals of Creative Writing                                    | <input checked="" type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Polish | <input type="checkbox"/> Mandarin | <input type="checkbox"/> French | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Tagalog |
| ENGL 2311 - Technical Communications  | <input checked="" type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Polish | <input type="checkbox"/> Mandarin | <input type="checkbox"/> French | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Tagalog |
| ENGL 2322 - Survey of British Literature - Anglo-Saxon through the 18th Century | <input checked="" type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Polish | <input type="checkbox"/> Mandarin | <input type="checkbox"/> French | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Tagalog |
| ENGL 2327 - American Lit - Exploration - Civil War                              | <input checked="" type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Polish | <input type="checkbox"/> Mandarin | <input type="checkbox"/> French | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Tagalog |
| ENGL 2328 - American Lit - Civil War - Present                                  | <input checked="" type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Polish | <input type="checkbox"/> Mandarin | <input type="checkbox"/> French | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Tagalog |
| ENGL 2332 - World Lit - Ancient World - 15th Century                            | <input checked="" type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Polish | <input type="checkbox"/> Mandarin | <input type="checkbox"/> French | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Tagalog |
| ENGL 2333 - World Lit - 17th Century - Present                                  | <input checked="" type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Polish | <input type="checkbox"/> Mandarin | <input type="checkbox"/> French | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Tagalog |
| ENGL 2341 - Forms of Literature   | <input checked="" type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Polish | <input type="checkbox"/> Mandarin | <input type="checkbox"/> French | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Tagalog |

There are 2 pages of subjects, make sure to go through all of them. When you have selected all the subjects you are able to tutor, select “Save” at the bottom of the page. After selecting “Save,” your tutor account is created and ready to use!

Home Expert Help Study
My Account

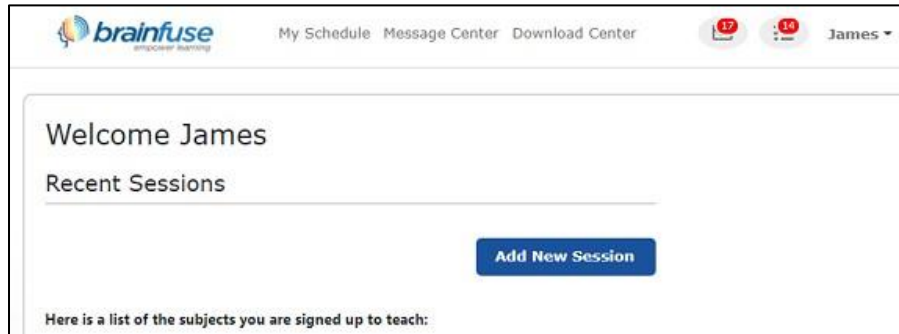
## Become a Tutor

Thanks for registering with Brainfuse. **Username** Your application is not complete until we receive your resume with a brief cover letter. A confirmation email has been sent to *email address*. Please check for more information.

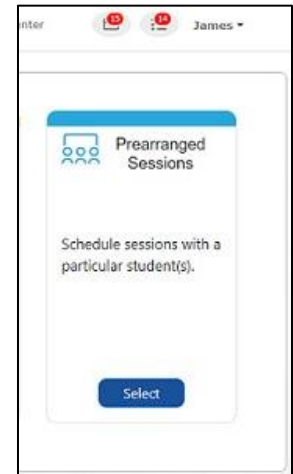
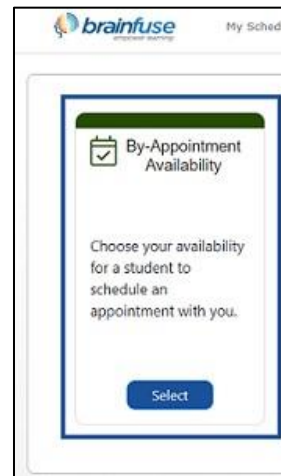
## SETTING YOUR AVAILABILITY

In order to be available to tutor students, tutors must enter their availability in their tutor account; this will allow students to schedule sessions with the tutor through Tutor Match.

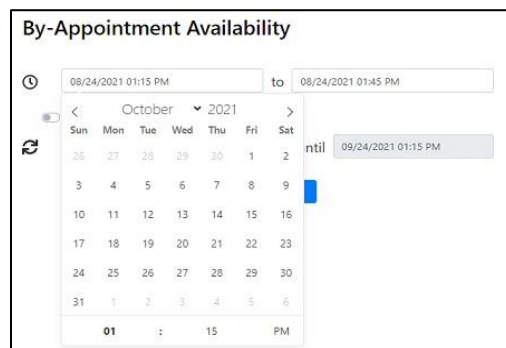
1. To set your availability, log in to Brainfuse using your tutor account credentials (username and password created when Self-Registering above).



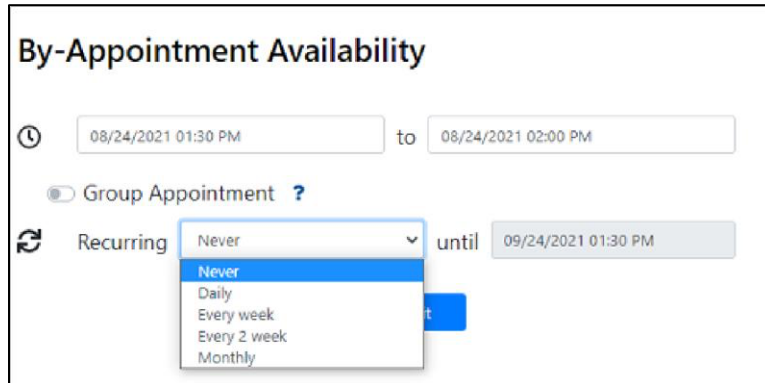
2. From the Brainfuse homepage, select “Add New Session.” You will then see the available session options. To enter your availability for tutoring session, use the “By-Appointment Availability” option.



3. From the entry page, select the start date/time and the end date/time for your tutoring availability.

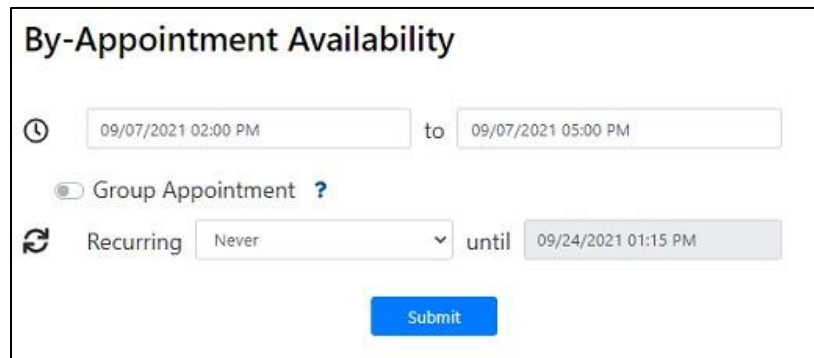


- Once you have entered your date and time, you may also choose a recurring option.



The screenshot shows the 'By-Appointment Availability' form. At the top, there is a title 'By-Appointment Availability'. Below the title, there are two input fields for dates and times, separated by 'to'. The first field contains '08/24/2021 01:30 PM' and the second contains '08/24/2021 02:00 PM'. Below these fields is a toggle switch for 'Group Appointment' with a question mark. Underneath is a 'Recurring' section with a refresh icon and a dropdown menu. The dropdown menu is open, showing options: 'Never', 'Daily', 'Every week', 'Every 2 week', and 'Monthly'. To the right of the dropdown is an 'until' field containing '09/24/2021 01:30 PM'.

- Once your time and recurring options are set, select "Submit." After you select "Submit," your entered availability will be saved. You can view this availability in "My Calendar" as green icons.



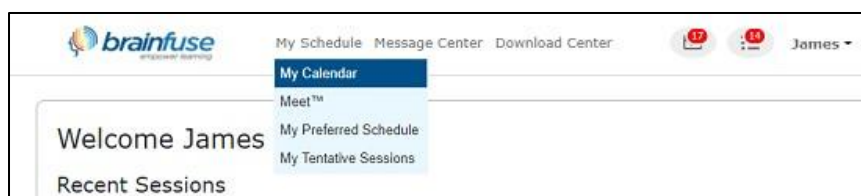
The screenshot shows the 'By-Appointment Availability' form. At the top, there is a title 'By-Appointment Availability'. Below the title, there are two input fields for dates and times, separated by 'to'. The first field contains '09/07/2021 02:00 PM' and the second contains '09/07/2021 05:00 PM'. Below these fields is a toggle switch for 'Group Appointment' with a question mark. Underneath is a 'Recurring' section with a refresh icon and a dropdown menu. The dropdown menu is closed, showing the option 'Never'. To the right of the dropdown is an 'until' field containing '09/24/2021 01:15 PM'. At the bottom center of the form is a blue 'Submit' button.

**Note: YOU ARE IN CHARGE OF CANCLING YOUR BRAINFUSE AVAILABILITY IF YOU ARE BOOKED THROUGH ANOTHER TUTORING SERVICE DURING THAT TIME FRAME**

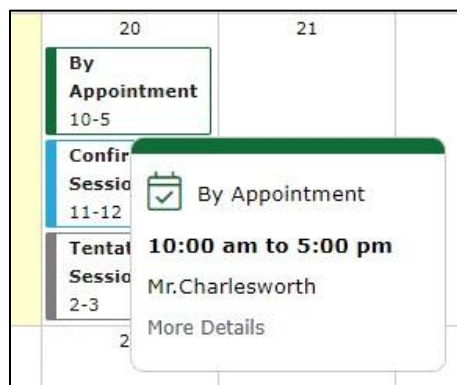
## EDITING YOUR AVAILABILITY

Tutor Match allows tutors to change their preferred schedule in the event of a change in availability.

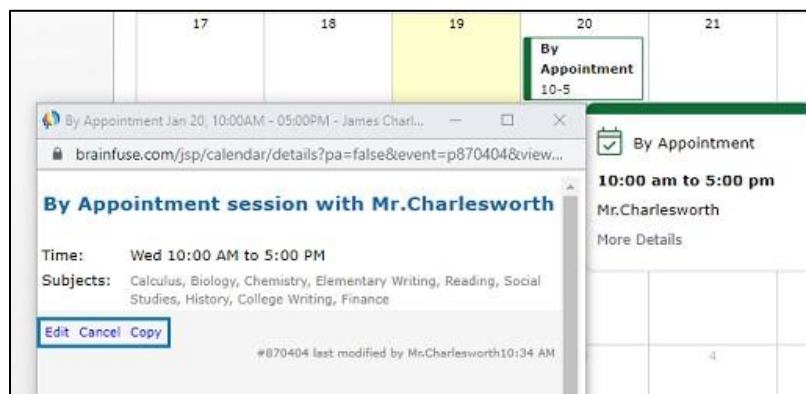
1. To change your preferred schedule, select “My Calendar” from the “My Schedule” option in the top menu bar from your tutor account.



2. Select the availability you wish you edit. Your availability will always be listed as a green “By-Appointment” tile.



3. From the “Edit Schedule” pop-up, you can:
  - a. **Edit**: shorten or lengthen the available time for the selected day
  - b. **Cancel**: remove the availability from your schedule
  - c. **Copy**: copy the entry details to quickly apply the availability to another day.



## ACCEPTING STUDENT REQUESTS FOR TUTORING

Tutor Match allows students to request tutoring sessions during the tutors preferred schedule. All requests are tentative and require tutor action to accept (or decline) the requested tutoring session.

1. When a student attempts to schedule a session with you, you will see a “Tentative Session” listed on your tutor homepage. Review the student’s chosen subject, date, and time and then either “Confirm” or “Deny” the session.

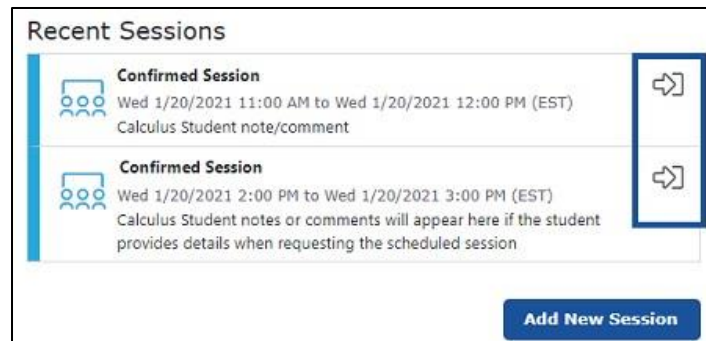


2. Tentative Sessions and Confirmed Sessions will appear in “My Calendar” found under the “My Schedule” menu option. Tentative Sessions will be listed as grey, while Confirmed Sessions will be blue. Any Confirmed Session will also appear on your tutor homepage on the day of the session.



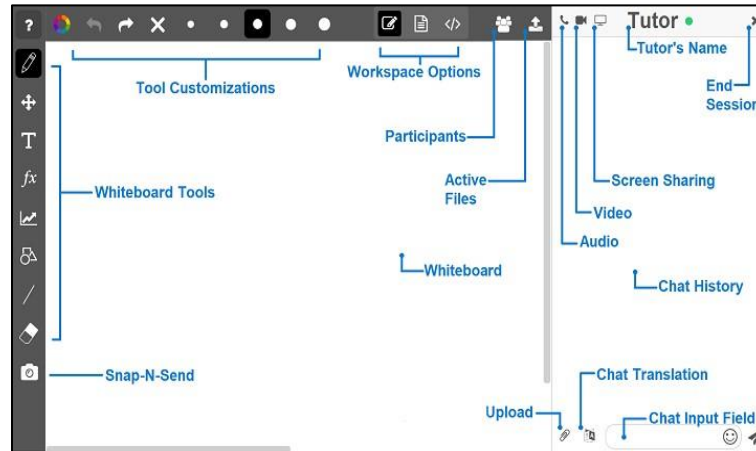
## TUTORING STUDENTS

1. Prior to your scheduled tutoring shift with a student, log in to your Brainfuse tutor account. Your tutoring sessions scheduled for that day will appear at the top of homepage for easy access.
2. To begin the scheduled tutoring session, click on the session time noted on the homepage. This will prompt a pop-up window with the Brainfuse Tutor Whiteboard to appear. All online tutoring sessions will use this whiteboard.



## THE BRAINFUSE WHITEBOARD

The Brainfuse Whiteboard provides a variety of tools to communicate during a schedule tutoring session.



### Communication Tools

Use the following options to review and change the way you communicate during your live tutoring session.



**SNAP-N-SEND:** The Snap-N-Send feature enables you to scan documents, handwritten notes, or any other academic content and send it to the Brainfuse Whiteboard during a tutoring session. To use Snap-N-Send, simply download the Brainfuse Mobile App (iOS or Android versions) and follow the instructions to log into your Brainfuse account. During a tutoring session, select the Snap-n-Send feature from the mobile app, scan the desired material with your mobile device, and it will appear on your whiteboard.



**ADD WHITEBOARD SLIDE:** Click on the "Add Whiteboard Slide" to add another blank whiteboard to the session. This will also allow you to then toggle between screens

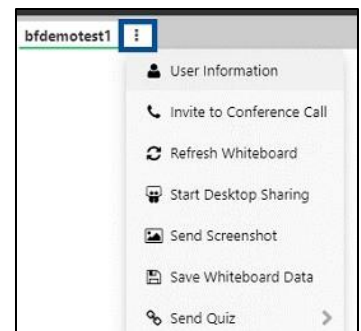


**UPLOAD FILES TO SHARE WITH User:** Click on the Upload button (bottom left of the Chat Box) to upload images, papers, or other assignments to work on them in real time with your student.

### Tutor Whiteboard Features

The following tools are found only on the tutor whiteboard to help manage the tutoring session.

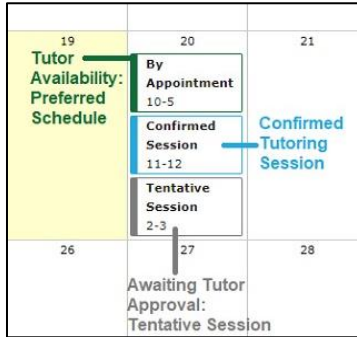
**STUDENT TAB OPTIONS:** At the top of the whiteboard, the student tab has a menu (i.e. three dots) that contains the following options for the tutor to use during a scheduled tutoring session:



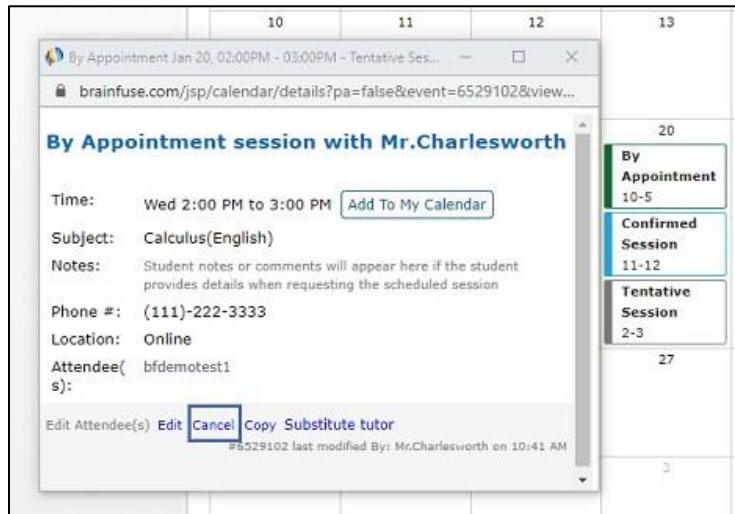
## CANCELING ACCEPTED SESSIONS

Tutor Match allows tutors to cancel previously accepted tutoring sessions in cases of changed availability. To cancel a session, follow the steps below.

1. Select “My Calendar” from the “My Schedule” menu option to view all of your tutoring sessions and your availability.



2. Select the session you want to delete. From the new window, select “Cancel” delete window will appear.



3. You may enter a reason for deletion if you want. When finished, click “Delete” to remove the session from your scheduled tutoring shifts.

