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Table of Contents

Introductory Essay.....	1
Narrative – <i>Thirty Second Change</i>	5
Report – <i>Reasons Behind the Challenge</i>	10
Argument – <i>Year Round Schooling: It’s the Solution</i>	15
Evaluation – <i>Night and Day Café: A Must See</i>	20
Causal Analysis – <i>The Onset of Irrational Fears</i>	25

Introductory Essay

Audience: Dr. Hafer and my fellow composition
classmates

I was dreading my English composition class more than any other on my schedule at the beginning of the semester. I have never been confident in my writing and in the past I always wrote essays just to get them done, not caring to take the time to make them as good as they could be. I assumed that my college writing would be more of the same. Maybe I would revise and edit to a greater extent, but I thought I could never find any pleasure in writing or care about the topics I was writing about. This class has proven me wrong. I have put more effort in my writing for this class than ever before, but this is because I was genuinely interested in the topics that I myself had chosen. Because I had more of my personal interests invested in these papers, I tried my hardest to utilize the style techniques that we discussed and practiced in class, including cohesion, coherence, characters as subjects, and strong verbs. I had always thought that my writing followed most the conventional rules, but I never felt that I had my own style or had ever put my own interests and personality into my writing. I have used the clarity and cohesion methods in my writing for my economics class where we had to write discussion papers based on readings, as well as in my music class where we had to write creative responses to movies that we watched in class.

It feels like so long ago that I wrote my narrative essay on my experiences moving into college. Because this was my second draft, I did not have to make many changes in the sentence structure of my essay. I thought that this essay was going to be the one that required the least revising, and then I got to the end. I saw that I had made a note to myself to explain why those thirty seconds had changed my outlook on college more outright. I added three sentences that explained my feelings without any fluff so that I knew my audience would understand what I was trying to say. I also changed the cliché at the very end into a clause that contained stronger verbs. The final step was to describe how my mom fit into the passage. I had mentioned her many times throughout the essay and I could not include those encounters without explaining what they meant to the overall theme of the narrative. After the essay was to my liking, I changed the title because I felt that it did not fit the optimistic theme that is revealed at the end. I chose this piece because I think that it discusses emotions that most, if not all, of my friends from home were feeling in their first college weekend.

My report paper on the reasons behind the challenging of books was the first research paper that I have ever written in which I had total control over the subject with no restrictions or guidelines. I chose to write about the banning and challenging of books because books have been a huge passion in my life since I was a very young girl. There is a lesson to be learned from every book and taking away children's book options hinders their appreciation of other cultures. For this essay I had to revise some of my word choice and sentence structure. I also had to change some of the signal phrases I used to introduce cited information. I condensed many of my sentences to make them more concise and less wordy.

After reading over my argument paper first draft for the first time in over a month, I realized I needed to make many changes. This paper received more revising than most of the others. I had a problem with writing my thesis statement so that it was a concise summary of the topics and points discussed in the paper. I chose to take a sentence that I had used in my conclusion paragraph as my new thesis statement. This sentence accurately described how, though there were downfalls to the year round schooling system, the benefits exceeded the costs of those downfalls. I also substituted stronger verbs for adjectives when I could. I had to work on concision throughout by rearranging my sentences so that they all contained the old information at the beginning. I had the most experience writing argument papers in high school but this was the first paper where I sensed my own personal style being demonstrated. I felt that it was important to include because it strongly displays my growth as a writer.

My evaluation rough draft received the least amount of dramatic revising. I again had to change my thesis statement to make it stronger and a greater reflection of what the rest of the paper was about. I made it less personal and more a direct statement rather than an opinion. I also added adjectives to make the evaluation stronger and give the criteria more clarity. Every time I read this evaluation it makes me miss my home town and it again reflects my own personal interests.

My causal analysis essay was the most enjoyable to write and the most pleasurable to read. I found the topic that I chose for the causal analysis to be extremely interesting and I thoroughly loved researching the causes of phobias and irrational fears. I was surprised to find that I had characters in the subject slots for the majority of my sentences and I revised the few that did not. I again had to make some

of the verbs stronger or replace them with synonyms for verbs when I felt that they were repetitive. I love discussing phobias with others and observing the wide variety of fears that people can be inflicted with. I chose to research a different aspect of phobias – their causes—and I found that just as fascinating, if not more so.

In revising each of my papers, I realized that I do have a pattern of errors in my writing that I have learned ways to combat. I can now use those skills to write stronger, more specific thesis statements. I also plan to implement the usage of stronger verbs in my future writing in order to make it more clear and concise. I have become more conscience of the arrangement of my sentences; old information in the front, new information in the back. When I was writing in high school, I never thought of these things. At that time it was all about getting your ideas down and making them understandable, I never thought of my writing beyond that. I have learned from this class that anyone can become a good writer; it just takes practice like everything else. I was completely uncomfortable with my writing prior to this class, but now I see that with effort and the right tools I too can write a great paper.

Genre: Narrative

Audience: Friends and family back home, especially
my mom.

Thirty Seconds to Change

Graduation day came and went, a day I never thought would happen. I'm forced to realize whether I like it or not, the time to move away and start college is quickly approaching. I keep looking at the clock, begging it to slow down. Tomorrow is college orientation and I have never been more afraid to grow up as I am at this moment with the reality of college looming.

"Make sure you don't forget your phone charger so you can call us tomorrow night," says my mother as she walks into my room.

"I already have it, Mom. It's not like I've never packed before. I'm not actually moving in yet."

I went to bed with my heart racing and woke up the next morning instantly feeling like there was a never-ending earthquake in my stomach. "It's only for two days Meghan." I have to keep telling myself, "You aren't even moving in yet." After what felt like an excruciatingly long drive, we finally pull up to the somewhat familiar parking lot of Lycoming College. I instantly saw all of my fellow classmates getting out of their cars, looking so cheerful and excited. I think to myself, "Why don't I feel excited? Why do I feel like I want to puke right now?"

I cling to the only comfort I have, my Mom and Stepdad. I frantically dig through my purse for my phone to call Vanessa, my soon-to-be roommate, to find out where she is. I could not be more relieved when I met her at the registration table ten minutes later. After telling the lady our last names, we received our registration packets. My worst nightmare has happened. Vanessa and I are not staying in the same room or even going to be in the same group. We immediately turned to each other and started talking about finding our roommates to ask them to switch. I did not think it was possible to get through the weekend without her. Then, before I had even begun to comprehend it, we were forced to go our separate ways.

Right away we were forced to mingle with people we had never meant before. I had thought my nerves could not get any worse, but I was proven wrong. I now felt like I had a full blown avalanche in my stomach. I wandered around to all the various activities, not speaking until spoken to and even

avoiding eye contact. I had never felt so antisocial. Unfortunately, the next day was more of the same.

The next two months flew by; I was packing for the real thing. Not just going to stay for two nights to return the next day, but to move in for good. With every piece of clothing I folded and put into my suitcase, my anxiety rose about two notches. I had been so afraid to talk to people at orientation. How was I ever going to make friends when there would be ten times more people there? Yet again my Mom walks into my room to interrupt my moment of self-pity.

“Have you packed your phone charger? What about your laptop and charger? Did you ever buy garbage bags? Should we stop on the way tomorrow to get more food?”

“Mom, I packed everything I need and no I don’t need any more food. They do have a cafeteria there yah know.”

Looking upset, my Mom answers, “I know, I just don’t want you to forget anything.”

“I’m only going to be forty five minutes away, and it’s not like I don’t have a car. I can drive wherever I want to get stuff and if it’s that important I can come home anytime,” I said with a knot in my throat, all the while holding back tears. It was all hitting me so fast. I couldn’t believe that I hadn’t realized how much I was going to miss my Mom and even more surprising, my bed.

I will forever remember my first day of college as being one of the most frightening of my life. I was trying to concentrate on carrying my fifty-pound suitcases from the car to my room so that I couldn’t look at the other girls on my floor, who didn’t appear to have any anxiety. Obviously, I failed at not looking.

“Where is Vanessa? Where is Vanessa? Where is Vanessa?” was the only thought bouncing around inside my head. After what felt like hours, she opened the door and walked in. We both completely engrossed ourselves in unpacking our clothes and belongings in the hopes of becoming so preoccupied that we couldn’t think about how scared and overwhelmed we felt. I must admit I was somewhat relieved at how apparent it was that she felt exactly the same way I did. Everything is now unpacked and it is time for us to say goodbye to our parents, all be it for a short time, but that is long enough when you feel like your entire life is about to change. As we were walking out of our room, we

almost walked right into the girls from the room next to use, who were also locking their door.

“Oh my God!” Vanessa exclaims. “I met you at Wal-Mart!”

“You were my cashier like two weeks ago! What a small world!” the girl from next door enthusiastically answered. Walking with these two girls to our next “First Weekend” event we heard the whole story about how Vanessa and Jessy (I later learned that was her name) had met at Wal-Mart. Vanessa had been her cashier and Jessy had happened to be wearing a Lycoming t-shirt that day. Vanessa had then asked her if she was going to college there and they had made the commitment to hang out once school started.

This one moment changed our attitudes about the entire college experience. This moment showed me that everyone can make friends when they let their guard down. Having people to relate to who have similar thoughts about a situation helps you realize that your emotions aren't weird or uncommon. You suddenly become more open and comfortable with those around you. Vanessa and I quickly become friends with the girls from next door. We have spent every day with these two girls since we moved in, whether it be going out to dinner, or just sitting in our rooms doing homework and watching television. They have introduced us to the friends they made at orientation and we have done the same with the people we had known from back home. That one encounter in the hallway has made me realize that it is much easier to make friends when you take the pressure away and just let it happen. It only took thirty seconds for me to go from being completely frightened of college to realizing that it is a time to open up to the world around you where you may be uncomfortable but you will develop into an independent young adult over time. And of course I could not have done any of this without my mom. She pushed me to go away to college so that I could become an independent adult, but she is constantly reminding me that her house will always be my home.

Genre: Report

Audience: Teachers and Librarians

Book-banning is an act that has been occurring since ancient times and has had many changes in popularity throughout history. In 1873m the biggest effort to censor and ban books based on sexual content took place. A man named Anthony Comstock convinced the United States Congress to ban books that were considered to be sexual and obscene from being circulated. This act become known as the Comstock Law and under it over 200 tons of books were burned, more than any tyrant in history has destroyed (Thomas 12).

Issues associated with the banning and censoring of books have been brought before the United States Supreme Court on many occasions. The Supreme Court has ruled that the banning of controversial books is a violation of the First Amendment. Students have the right to speak their opinions as well as read about others. School boards, however, still hold the right to control what is taught in their schools. When an individual proposes a challenge against a book that contains controversial material, the challenge is brought before either the school board or another governing body for consideration. In many cases, controversial books are taken off of required class reading lists but are not taken out of the library. This allows students to read them if they so choose. The most common reasons behind the challenging of a majority of books include overly sexual content, offensive language, and inappropriateness for the assigned age.

The number one reason books are challenged in the United States is for the overt sexual encounters that take place within their texts. Of the 4,660 books that were challenged between 2001 and 2010, 1,536 were cited for having “sexually explicit” content (American). In 2009, the extremely popular book *Twilight* received enough challenges to place it fifth on the “Top Ten Most Frequently Challenged Books” list for the year because it is claimed to contain sexual content. Other examples of books that have been challenged for “sexually explicit” content within the last three years consist of *The Color Purple*, *My Sister’s Keeper*, *The Hunger Games*,

and *Brave New World*.

The second most common reason that books receive challenges is for the author's use of offensive language. This topic received 1,231 challenges between 2001 and 2010 (American). Offensive language is considered to include any racial slurs, profanity, or vulgar speech that someone could take offensively. Kathie Durbin writes that one school in Portland, Oregon challenged the classic novel, *Adventures of Huckleberry Finn*—a novel about a freed slave who runs away with Huck Finn—for using the N-word more than 200 times. The book was not successfully banned and the controversy stirred a strong desire in the students to read the book (Durbin 2). Other books that have been challenged for their use of obscene language include *The Perks of Being a Wallflower*, *The Chocolate War*, and the *Gossip Girl* series.

The third most frequently cited reason for book challenges is the age appropriateness of the content. Of the 4,660 challenges that were filed against books, 977 were due to material that was “unsuited for age groups” (American). The John Newbury Medal recipient *Bridge to Tarabithia* is a novel that is directed toward boys and girls aged nine to twelve. Leslie, the young girl, is killed during a storm that takes her body down the flooded river. Many adults have considered this an inappropriate topic for such a young age group and have filed challenges against the book. Others see the issue in a more realistic sense. Many young children experience the death of someone they love and some adults believe that *Bridge to Tarabithia* is a way to practice dealing with those emotions (Thomas 17). *And Tango Makes Three*, *Catcher in the Rye*, and *To Kill a Mocking Bird* have all been challenged by various groups for content that they believe is unsuitable for the age group that they were written for.

Though various groups have been challenged many books for religious and political issue, there are many groups who advocate for these books to stay in schools, such as the

American Library Association. An English teacher explains his feelings toward this issue. “Why not stand firm as a public institution that expresses and explores the complex range of human experience?” (Durbin 3). Many activist groups believe that students should see the dark sides of human life through a book before they have to experience it for themselves. They also believe that books can open up children’s eyes to people that they may not meet in their everyday life; therefore, making students more accepting of people who have differences or have had to endure extreme hardships in their lives.

Banned books throughout the world’s history usually promote ideas that oppose what the government or a specific religion believes. Between 1990 and 2000, over 6,000 challenges were brought before the American Library Association for containing material believed to be unsuitable for readers (Mullally qtd. in Smith). Parents and other groups will continue to bring about banning of books they believe contradict their morals, while other activist groups will continue to fight for the First Amendment in schools.

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Genre: Argument

Audience: Anyone involved in the school system

Year-Round Schooling: It's the Solution

The topic of year-round schooling has been discussed in many school districts across the country, not always as a concrete option, but as an idea. Many schools have adopted this alternate schedule in which the three month summer vacation is omitted. Schools have implemented two types of alternative schedules, one requiring students to attend school for sixty days with a twenty day break and the other granting students three one month breaks throughout the year. This new schedule has been growing in popularity and as of 2007 only five states in the country did not have at least one charter, private, or public school attending classes year round (Education). Some schools also employed the use of different tracks, where groups of students and teachers are attending school at different times of day, or are in school while the other group is on vacation. Though year round schooling would be a difficult and time consuming adjustment from the current education system, it would bring about many benefits for the students.

This new system has been applied to combat the issue of knowledge loss over summer vacations. With shorter breaks, students have less chance of losing a portion of the information that they learned before the break; therefore, a shorter amount of time is needed to review. Tracy M. Haubner, a writer for *Educational Leadership*, stated, "Students also struggle to remember skills and content they often have not used for several months" (Haubner 1). Students who attend public school are familiar with spending a month reviewing the information they learned the previous year. Without the review, teachers would not be able to expand upon the student's prior knowledge. If students did not have such a long span of time in which they were inactive in school, more knowledge would be retained from the previous year. Teachers would then be able to cover a greater amount of information in a school year because they would not have to spend such a great amount of time re-teaching material the students should already know.

A school district in El Paso, Texas, applied the new school system in 1991 and has since seen growth in all aspects of their educational program. Socorro Independent School District is in an area with a 12 percent unemployment rate and 70 percent of their student body coming from low income families. The students attending Socorro High School have scored at or above the standard test score for the state,

and can boast of a less than one percent dropout rate. According to the administration, these impressive statistics were not true before the schedule change. The most measurable improvements have been seen in math, science, and language. This is believed to be due to the design of the new schedule where students attend school 200 days a year rather than the 175 required by the state of Texas (Jerry). The additional 25 days allows teachers to cover a fair amount of material and more material can be covered due to less reviewing needed at the start of the year. Having the school open year round also provides a place for underprivileged students to come for the nutritious meals that they do not have access to at home. It also prevents children and teenagers from getting into trouble or doing something to get themselves hurt.

Schools have had great success with the adoption of the year round schooling schedule but many parents have had difficulty adjusting. Therefore, some schools have decided to cancel the implementation of the program. Dede Schaffner states in *Teacher Magazine*, “The disruption of family life is what everyone was complaining about” (Harp). Parents complained that it is difficult to plan family time when students are going to school more than 200 days a year.

Parents could easily plan family vacations or activities to fit the vacations throughout the year that the students receive. Children under these year round schedules have longer holiday vacations and are able to take extended family trips at times when many families had already planned to travel. Schools that lack air conditioning are the most likely to object to the idea of schooling throughout the summer because of the uncomfortable conditions in the classroom. The schools that use multiple-track schedules save money by having fewer teachers working at one time. The money that is saved can go to the instillation of air conditioners that will be used during the summer months.

Many of the administrators and teachers in the schools that participate in this program concerned with the exhaustion of faculty members. Students who have two weeks off every couple months have enough time to take a break and relax but teachers do not have that luxury. By the time the break comes around, the teachers and faculty need time to plan their lessons for the next portion of the school year (Wildman). After becoming accustomed to the three-month break to relax, it would be a difficult adjustment to have that taken away but that is how every job (excluding teaching) is structured. There are

no other careers that receive a three month break each year or even a two week break every two months. Many people choose to become a teacher because of the summer vacation and extended holidays but that is not a luxury that any other profession enjoys. It may be a tough adjustment initially but many adults who are not teachers would be happy to have to opportunity to have a week to 20 days off every few months.

Though there may be negative aspects to the concept of year round schooling, the advantages it creates are much stronger. Teachers, students, and parents would have to learn to adjust their vacations to the new school schedule. It may be a hard adjustment to make, but for all parties involved it is the best solution to many of the educational complications and issues that school districts currently face.

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Genre: Evaluation
Audience: Visitors of Mansfield

Night and Day Coffee Café: A Must See

I remember I was in eighth grade when this new coffee shop opened in my hometown of Mansfield, Pennsylvania. At the time we had a Dunkin Donuts, which is no longer there, and one other small coffee shop that was frequented mostly by elderly people. According to all the hype, this new coffee shop was something totally different. “It’s the new hangout” and “that place is so cool” was the talk amongst the town. Even though I didn’t drink or like coffee, I knew I had to check this place out for myself. So one day after school a few friends and I walked over to the new Night and Day Café. I must say, I was impressed with what I saw. The new café was everything the town had been talking about and more.

Of course, the most important aspect of a café is their drinks, and Night and Day’s are top-notch. They have a wide variety of freshly brewed drinks including different flavors of coffee, cappuccinos, lattes, and for those non-coffee drinkers, a variety of teas and smoothies are available. A member of the staff prepares an assortment of baked goods such as cookies, muffins, and croissants that go great with your drink. They also have an assortment of breakfast and lunch sandwiches that are described on the creatively designed menus hanging above the counter. They advertise that a majority of their goods are bought from local farmers and their sandwiches are made from mostly organic produce. The drinks may be slightly pricey but once you taste them you will never question paying that much again.

As soon as you walk in, you can instantly tell that there is uniqueness about the place that makes it unlike any other coffee shop you’ve visited. They have pieces for sale from local artists hanging on the walls. The tables are each hand painted with an advertisement for a business in town. There are also other goods for sale such as jewelry and bags that were made by members of the community.

Being a college town, the café is definitely designed to suit the student’s needs. There is an abundance of comfy seating including couches and lounge chairs and a large number of benches around the numerous tables. Free Wi-Fi is available upon request of the password, but you must pay twenty five cents an hour in order to use the plug-ins. This is understandable seeing how some people are there for

hours and laptops do use quite a bit of electricity. For all the activity going on, the café does stay relatively quiet so it's very easy to get homework done or to read without being disturbed. Mansfield University apparel and various other goods are also for sale in a small corner in the back of the shop.

There is entertainment available for the non-studying, socializing folk. A wide selection of board games and card games are available to play while you are enjoying your drink or sandwich. They also have advertisements hanging for open mic nights and small town band performances that take place at the café on Friday and Saturday nights. Unfortunately, for some of these events a small admission is charged, but these proceeds are given to the band who is performing.

Because of its prime location, the café is often frequented by out-of-towners who are just passing through. These people can be heard telling the barista how fun and different they find the paintings or how much they like the creatively designed menus and tables. It's located at the corner of Main Street, directly after the red light. This means that in order to get almost anywhere in Mansfield you must drive by it. The hand painted sign on the window is very attractive and gives a perfect foreshadowing of the uniqueness you will find inside. There is seating available outside that allows customers to enjoy the nice summer days or to observe the people driving by.

Of course the customer service of any business is extremely important. The employees are friendly to those they know well and polite to those they don't. They are willing to explain what is in drinks or sandwiches if you have any questions. At times it can take five minutes or more to get your drinks, so I would not try to get a coffee or drink if you are in a hurry. If you have the time to wait, it's almost always worth it. A frequent customer agrees, "Might take a little time to get your items because it does get busy at times but the "Night and Day blended Moca" is worth it" (sarachat). If you are someone who stops and gets the same drink every morning, they do have a service where you can order and pay for your drinks for the week and they will have them ready for you at the time you have requested. This is a great service for those who are short on time in the morning but cannot possibly start their day without their cup of coffee or their special ordered latte. Sheila B. from Kulpmont, Pennsylvania shared her experience as, "I love this café! Great coffee, great food, great décor. Awesome!" (Yelp).

Overall, I would definitely recommend the Night and Day Coffee Café to anyone passing through Mansfield. You can enjoy great drinks and sandwiches for breakfast or lunch and experience the town's culture by seeing local art and enjoying local favorites. It's a popular hangout for members of the Mansfield Community and for those who visit on their way through always look forward to coming back.

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Genre: Causal Analysis

Audience: Sufferers of Phobias

The Onset of Irrational Fears

Statistics show that 1 in 23 people suffer from some type of phobia; this number includes about 11.5 million Americans (Specific). Phobias are defined as strong unjustifiable fears of objects, situations, or activities. Individuals who suffer from extreme cases of phobia often allow those fears to disrupt their daily lives and hinder their ability to interact with others. These people avoid any situation that could invoke their fear in any way, often secluding themselves from many important events in their lives. Phobia sufferers are willing to do anything to avoid the situation, which often results in the individual making their own lives more complicated and unhappy. When a person is affected by a phobia, they typically experience strong and overwhelming feelings of anxiety, dread, or terror when the situation they fear arises in any way. Sufferers of phobias often convince themselves that dramatic and unrealistic events will happen to them if their fear occurs. They may also experience increased heart rate, inability to breathe, and trembling.

Documenting the vast number of fears that exist is nearly impossible due to the fact that a person can develop an irrational fear of almost anything. There are common phobias such as fears of snakes, spiders, heights, closed spaces, needles, and germs that many people suffer from (Smith, Segal, and Segal). There are also many that are uncommon and very few individuals are affected by them. Some of these include fear of cooking, fear of dust, and fear of the number 13. The seed of these or any phobia can be planted in an individual's mind by both seemingly insignificant events and situations that can never be forgotten.

Social conditions can be a dominant cause of phobias or extreme fears. If a person goes through an emotional death of someone close to them, they may develop a fear of another loved one passing away. They do not want to feel that sadness and heartbreak again so they fear the original cause reoccurring. A person might also develop a fear of poverty or losing their belongings after experiencing those situations themselves or seeing how those circumstances have affected others. Social fears can also be caused by rejection by peers, undergoing public embarrassment, inadequate social skills, low self-esteem, or feelings

of inferiority (Gersley). All of these social experiences, if traumatic enough, can lead to social phobias such as fear of crowds, public speaking, and experiencing embarrassing situations in public. The individuals who develop these fears may not have experienced the emotions themselves, but if the emotions of those around them were strong and severe enough fear can be instilled in others. Sometimes when someone hears another person's detailed and emotional encounter of an event the feelings of fear that are invoked can develop into paranoia of that situations happening to them. Many situations in one's social life can lead to the development of social fears or be brought on by an encounter in one's social life.

Phobias can also be caused by a variety of other less common factors. People can acquire inaccurate knowledge about a specific situation that creates a false fear. For example, a young child could be told an exaggerated story about an animal or an object that creates an inappropriate fear of that animal or thing. Some fears are believed to be genetic, such as why people are instinctively afraid of snakes the first time they see them, but they are not afraid of a flower the first time they see it. This cause cannot be proven but many scientists share this hypothesis. Cultures or religions could also instill fears in their followers that are deemed "wrong" or against the beliefs and conventions of that religion or culture.

In most cases fears develop during childhood, according to Lu Yang, a member of a United Kingdom University. Many of these cases involve children who are emotional sensitive. Witnessing fears in their parents, excessive protectiveness, great psychological traumas, and psychologically unstable parents can all promote the development of fears in these emotional children (Reverie). Parents have an extremely strong influence on their children and when a child sees strong fears in their parents from a young age, they are raised to have the same fears. Some children are so over-protected by their parents that they grow to fear the things that the parents were supposedly protecting them from. They feel that those things must be extremely frightening if their parents are so determined to keep them from it. Psychological trauma based fears can develop from situations where the child experienced fright or pain that exceeded anything he or she had felt before. Parents who have psychological disorders that cause unjustifiable fears can influence their children to develop the same fears because children are influenced

the most by their parents. These situations that children endure at very young ages can stick with them for the rest of their lives and can invoke fears that with time could develop into strong phobias (Goode).

Almost all people have a fear that they are unable to explain, but some cases are so severe that they allow that fear to interrupt their daily lives. They do not allow themselves to do important things in their own lives because they are too afraid of something that usually has a very small chance of actually occurring. For those who recognize that they have these issues of extreme fear can seek help. There are treatments that involve immersing the patient in the environment that they so strongly fear in a controlled way so that they can setting in order for the patient to see that the irrational consequences that are dreaded are unrealistic and do not actually occur. This may be a long and difficult process, but it is available for those who want to overcome their fears and get back to their lives without having to avoid everyday events. These therapy sessions also typically involve discovering the root of that fear or what the initial situation was that brought on the phobia. These things could be anything from cultural or religious encounters, wrongful information, social influences from parents or peers, or traumatic childhood experiences.

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