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The Effects of a Chemical Reaction on a Community

Julian Kreimer
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Since September 11, 2001, the United States has attempted to harden its infrastructure. However, America's train systems remain exposed and vulnerable to potential terrorist plots. This project examines the potential implications of the failure of the Transportation Security Administration (TSA) to spend all of their appropriations for fiscal year's 2005-2010. The funds which the TSA has not expended vary. However, my research looks towards those most crucial in strengthening our national railroad security, specifically those projects funded by the government that are targeted towards infrastructure protection, station and facility hardening, and video analytics. A hypothetical terrorist scenario was developed with a program called net logo to examine the physical effects of the hypothetical attack, as well as how a community should react to it. Specifically a terrorist attack involving a toxic chemical spill in Brookland D.C. resulting from a punctured tank of a CSX freight locomotive which can be linked to the un-expended funds meant to protect the infrastructure of that area. The United States struggles to be a more pro-active society when dealing with railroad security. Railroad systems in the U.S. cover roughly 22,000 miles of track which pass through densely populated metropolitan areas prone to terrorism each day such as: New York City, Washington, D.C., and Philadelphia. CSX freight locomotives travel on the same railways as Amtrak passenger locomotives. Each day, CSX locomotives transport large amounts of toxic and flammable chemicals, as well as thousands of tons of other non lethal consumer goods. In conclusion, the effort to reduce the possibility of terrorism in this method of transportation has been neglected through the TSA's failure to expend the appropriate funds for the projects targeted to these critical railroad infrastructure strengthening projects for fiscal year's 2005-2010.

Chefs, Nutrition, and Public Health: What are they modeling?

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Increasingly chefs are celebrities in their own right and have become influential in food system issues. They have become the acknowledged leaders in such changes as, the farm to fork movement and Fair Trade practices. The public perceives chefs as food experts, which puts them in the unique position of being able to influence the food choices of others. The question then arises are chefs contributing to public health and nutrition through this influence and what behaviors are they modeling in their own food choices?

Qualitative research examining restaurant chefs' knowledge and diet reveals that there is a significant gap in both (Mahadevan, Feldman, Deutsch, & Ruzsilla, 2012, Mahadevan, & Feldman, 2011). In one recent study only one chef in fifteen could identify sodium on a nutrition label as salt (Murray, Feldman, Mahadevan, & Hartwell, 2013). The initial research indicates that stress, and time constraining factors inhibit their selection of fresh and healthy food options. The research further found that the highly charged atmosphere of a restaurant kitchen could damage a chef's mental and physical health and affect their food choices.

This study applied quantitative methodology to determine if the previous research results could be confirmed when applied to a larger sample. A survey instrument was developed based on the a priori themes identified in the qualitative studies. The survey was administered through the auspices of the local American Culinary Federation chapter. The results (n=147) indicate that the preliminary findings are supported. The chefs model poor nutrition in their personal consumption citing: eating on the run, loneliness, and stress related compensatory food selection, with the attendant negative health elements that accompany poor nutrition practices.

Playing Poker in Pubs: A Participant Observation

Joseph A. Scimecca
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Playing poker, specifically Texas Hold'em, in bars around the country is a fairly recent social phenomena, seemingly replacing darts and shuffle board as the main form of interaction among patrons. Entitled "free poker" organized leagues have emerged where individual statistics are kept. Based on over two years of participation in three such leagues, along with structured questionnaires, I look at the social structure that emerges in these leagues, focusing on hierarchy, rules, regulations and sanctions that define the interaction. I also offer views on the sociological implication of this phenomenon, in particular on the implications for gambling addiction.

Using Undergraduate Learning Assistants to Enhance Student Retention and Academic Success

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Cheryl Blackman
Bowie State University

This study examined the relationship between personality domains and executive functioning among college students at a Historically Black University. One hundred and ten Bowie State University students from undergraduate psychology classes were recruited as research participants. They were given a Demographic Questionnaire, McCrea and Costa's (1992) NEO-FFI to measure personality traits, and the D-KEFS Color Word Interference Test to measure executive functioning. It was hypothesized that (1) there will be significant relationships between personality domains and executive functioning; (2) executive functioning will be related to academic achievement as measured by a student's current grade point average; (3) the personality domain, conscientiousness, will show a stronger relationship with executive functioning than openness, extraversion, agreeableness and neuroticism; and (4) students who score high on the personality domain of conscientiousness will have higher grade point averages than students who score low on the same domain. Results indicated that the personality domains of extraversion, agreeableness, conscientiousness, and neuroticism correlated significantly with executive functioning. Although there was no significant relationship between executive functioning and academic achievement, students who scored high on the domain of conscientiousness had higher grade point averages than those who scored lower on this domain. This study demonstrated the significant impact of personality on information processing. Furthermore, given the fact that these variables are so intertwined, it is difficult to separate the specific contribution of each one to academic achievement. The information gained from this study will help educators understand how personality impacts students' learning and contributes to students' academic achievement and success.

The Relationship between Personality Domains and Executive Functioning Among College Students

Ometha Lewis-Jack
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This study examined the relationship between personality domains and executive functioning among college students at a Historically Black University. One hundred and ten Bowie State University students from undergraduate psychology classes were recruited as research participants. They were given a Demographic Questionnaire, McCrea and Costa's (1992) NEO-FFI to measure personality traits, and the D-KEFS Color Word Interference Test to measure executive functioning. It was hypothesized that (1) there will be significant relationships between personality domains and executive functioning; (2) executive functioning will be related to academic achievement as measured by a student's current grade point average; (3) the personality domain, conscientiousness, will show a stronger relationship with executive functioning than openness, extraversion, agreeableness and neuroticism; and (4) students who score high on the personality domain of conscientiousness will have higher grade point averages than students who score low on the same domain. Results indicated that the personality domains of extraversion, agreeableness, conscientiousness, and neuroticism correlated significantly with executive functioning. Although there was no significant relationship between executive functioning and academic achievement, students who scored high on the domain of conscientiousness had higher grade point averages than those who scored lower on this domain. This study demonstrated the significant impact of personality on information processing. Furthermore, given the fact that these variables are so intertwined, it is difficult to separate the specific contribution of each one to academic achievement. The information gained from this study will help educators understand how personality impacts students' learning and contributes to students' academic achievement and success.

**Why Black Clergy No Longer Move the Crowd:
The Changing Influence of Black Clergy in the U.S.**

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Historically, black clergy were at the forefront of leadership in the black community often galvanizing and mobilizing black communities for change. However, studies show that there has been a decline in the amount or shift in type of influence that black clergy yield. My research focuses on the shifting of leadership influence since the sixties (and prior) and on several questions: What messages are popular black clergy disseminating from their pulpits or books, and how has that differed over time? Do black people (primarily college aged adults) believe that black clergy still have influence over black communities, and if not why? Who influences or inspires today? I argue that black clergy are no longer as influential in mobilizing African American young adults based on several hypotheses. These hypotheses include more opportunities for black people to have leadership positions (e.g., government, business), various voices and ideologies amongst black communities, the movement of black Christians to mega-churches with white leadership, and the influence of culture.

Civil keystrokes: Examining Anonymity, Politeness, and Civility in Online Newspaper Forums

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Online news discussion forums have become popular virtual spaces for public discourse, especially as more newspapers bring their publications online. Computer-mediated communication theories, such as the social identity model of deindividuating effects (Spears & Lea, 1994), suggest the anonymity afforded by online platforms leads to a deindividuation of the individuals involved, leading to less civility and politeness. The current study examines the role of anonymity within the CMC setting of online news comment forums and whether commentary posted by anonymous users contains more incivility and impoliteness than Facebook identified users. Comments left to two Associated Press articles, political and non-political, were collected from four major Midwest newspapers' websites. Results suggest individuals commenting from anonymous handles are less civil and less polite in their comments than those individuals commenting through Facebook profiles. Political news stories garnered more comments that were less civil and less polite than non-political stories. Future research is necessary to determine the implications of incivility in online discussion and its effects on democracy and productive public discourse.

From Katrina to Sandy: A Comparative Analysis of Crisis Communication during a Natural Disaster

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Delaware State University

Having learned lessons from Hurricane Katrina (and even Irene) government agencies were proactive in using the media and converged forms of communication to prepare and warn residents as super storm Sandy approached the east coast in 2012. While the storm costs are estimated in the billions, this storm will be remembered in the field of public relations and crisis communications as one in which effective communication played a significant role in saving lives and improving preparation efforts. In constructing this analysis of crisis communication, the author provides a critical analysis of crisis communication strategies and capabilities through a Situational Crisis Communication Theory (SCCT) perspective. In addition, the results from this study attempt to support the situational crisis communication theory in aiding crisis managers in protecting their organizations against crises.

**Staff Competency and Organizational Capital in Corrections:
The Foundation of Effective Release Decisions,
Offender Risk Management, and Behavioral Reform**

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Turning to staff training is a common response for resolving problems related to implementation of evidence-based programs related to offender rehabilitation. While staff training is certainly extremely important, its limitations are often poorly understood. Staff training does little to modify deeply held staff values that run counter to the entire notion of rehabilitating offenders. Within community corrections, the continuum of staff and management values runs from beliefs in retributive punishment and the notion that offenders cannot be changed – *ever*, to assumptions that offender rehabilitation enhances public safety and is humane – *the right thing to do*. Staff training, however, when layered atop individual values and political environments that are philosophically contrary to the underpinnings of clearly articulated evidence-based practices, is ineffective. The values and belief systems of individual correctional practitioner's and organizational cultures must be concerns of the first order.

**Right-Wing Radicalism in the United States:
A Socio-Economic Perspective**

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Benjamin Vogel
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Emmett Gillen
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With the recent economic downturn has come a significant increase in anti-government sentiment with trust in the government declining from a peak in February of 2002 of 60% to a 15-year low of 19% in August of 2009, according to Gallup Polls. In response, we sought to identify variables that influence Hate and Patriot group proliferation in an attempt to predict areas that would be most at risk. These variables can be utilized by systems dynamics and multiagent modeling software to describe current conditions and predict future growth.

Distributional data on Hate and Patriot Groups have been collected. This data was analyzed in conjunction with the 2009 Census prediction for the population of each state as well as data on poverty, from past census data, church attendance, from Gallup, and graduation rates, from the Department of Education. A linear regression was used to determine the statistical significance of each variable in relation to the number of hate and patriot groups and was then used to create an equation to describe the growth of hate and patriot groups relative to the variables. The equation was then modeled using STELLA and NetLogo.

The model provides a framework, which with added variables, could be refined to provide important information on the distribution and rate of formation of radical right-wing extremist groups. Using more advanced statistical tools, we could boost the predictive accuracy of our equation and models. With more data on radical group membership and participation, the formula could also be used to describe and predict the actual number of right-wing extremists.

For whom do they speak? Over-Indulgent Post-Colonial Critical Health and Healing Narratives

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Ohio University

While postcolonial scholarship has been particularly important in highlighting centuries of Western subjugation and oppression in indigenous subaltern communities in the global south, it often tends to be overly suspicious and critical of Western actions, inactions, and intentions toward the global south. When this happens, postcolonial scholarship takes on the appearance of self-indulgence, with the propensity to lose sight of the material conditions of those whose plight it seeks to advocate.

This essay, using the emic and etic perspectives, interrogates the article: *Global health interventions and the “common sense” of neoliberalism: A dialectic analysis of PEPFAR* by Sastry and Dutta (2012). The article is evaluated within the socio-cultural context of Sub-Saharan Africa, with an eye on the material realities of the continent, its own health and healing narratives, and its alternative forms of intervention.

The results indicate Sastry and Dutta’s single-minded rhetorical attempt to find a lightning rod for the continent’s woes. They evoked historical accusations of opprobrium by Western societies toward certain African cultural practices as targets for these interventions. In so doing, they gloss over the political, economic, and cultural factors within the social fabric of the continent which increases the people’s vulnerability and necessitates these interventions.

Contextual Factors and College Retention of Low-Income Single Mothers

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Retention is the percentage of first-time bachelor's degree-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Current student retention rates indicate public postsecondary institutions retain approximately two thirds of freshmen students to their second year of college and only one third of these students will graduate. Among all university undergraduate students, the share of low-income single mothers nearly doubled over the past 20 years (from 7 percent to just over 13 percent). Although the percentage of low-income single mothers experiencing some form of postsecondary education has increased over the decades, low-income, single parents often face more barriers than traditional students. College institutions have only recently begun acknowledging the value of nonacademic factors that may influence academic success, retention and subsequent graduation of students. The purpose of this research study was to test a hypothesized model about contextual factors associated with retention of single mothers college students. Statistical indices indicated significant direct and/or indirect effects of contextual variables on retention. The identification of these predicting factors can inform the development of retention strategies leading to increased graduation rates of low income single mothers.

Developing the Money Skills of Teacher Candidates

Duane Giannangelo
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The financial illiteracy of American children and youth represents a well-documented concern (Lusardi, Mitchell, & Curto, 2010; Mandell, 2008a; 2008b). Teaching future citizens the tenets of earning and managing financial resources involves short- and long-term economic and social consequences.

Personal financial education represents an area of economics, a social studies discipline. Much scholarly attention has been paid to the de-emphasis of social studies education in an environment of intensified literacy and mathematics (e.g., Bolick, Adams, & Willox, 2010; Fitchett, Heafner, & Lambert, 2012; Hubbard, 2013). The resultant shortcomings in economic education and future citizens' awareness of societal resource management result in less attention. Absent this knowledge, children lack understanding of how their financial decisions fit into the social-political contexts that they occupy (Carr, 2012).

While there is evidence of increasing national interest in financial education, little attention is given to its need in elementary classrooms (Council for Economic Education, 2011). There is some perception in the literature that young children may be too immature to appreciate education about personal finance (e.g., Way & Holden, 2009). Yet other studies contradict such attitudinal findings, particularly when such studies draw from professionals that have direct associations with such settings (Lucey, 2011; Lucey, Giannangelo, Hawkins, Heath, & Grant; 2007; Otter, 2010);

Teacher educators have a responsibility to develop candidates that possess the ability to articulate firm and accurate understandings of the content that they teach. Yet studies repeatedly show that elementary and middle-level teachers possess poor working knowledge of social studies content (e.g., Lucey, Hatch, & Giannangelo, 2010; Sanchez, 2010). If children and youth are to become financially literate, teachers should possess the knowledge of personal finance necessary for guiding their students' learning of correct knowledge of the content.

This presentation describes the online modularized MoneySKILL® education program, presents outcomes of teacher candidates' participation in the program, and discusses implications for the program in regards to teaching and research. In doing so, information is conveyed about a possible tool for informing teacher candidates about this important area of social studies content.

The eLearning Revolution and its Motivational Implications for the College Classroom

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Georgia Piedmont Technical College

Claudia Stokes
Georgia Piedmont Technical College

The session will include a discussion on eLearning trends and the revolutionary pace of their incorporation into the college classroom in blended, hybrid, and online course facilitation. The content for the proposal will focus on an examination of the potted history of eLearning which will include the myths about eLearning, the eLearning revolution, the emergence of the internet, assistive technologies and opportunities, using eLearning to teach study skills across the curriculum and facts about eLearning.

This session is designed for professionals dedicated to improving organizational teaching and learning and discovering new and innovative approaches for enhancing the college experience and motivational level of students. The objective is to provide collaboration amongst academic experts and leading college professionals while granting participants exclusive access to the most inventive and thought-provoking pedagogy in eLearning and digital media as it relates to best practices for the purpose of improving and facilitating technology-based instruction in both the college classroom and online.

Recent reviews of motivation in education have increasingly recognized the importance of both intrinsic and extrinsic motivation processes in the promotion of learning and achievement. Achievement outcomes have been regarded as a function of two characteristics, “skill” and “will” (McCombs & Marzano, 1990)¹, and these must be considered separately because possessing the will alone may not insure success if skill is lacking. Yet, to truly understand the academic behaviors of college students (Tuckman, 1990)² that consequently affect their achievement, researchers and educators must begin by understanding their study habits, what technological apparatus’ they are utilizing if any, what motivates college students to engage in certain behaviors in the first place. Another theory, cognitive engagement, represents the amount of effort spent in either studying or completing assignments and is believed to be a critical factor in student achievement regardless of culture. From a cognitive perspective, “motivation is

¹ McCombs, B.L. & Marzano, R.J. (1990). Putting the self in self-regulated learning: The self as agent in integrating will and skill. *Educational Psychologist*, 25, 51-69.

² Pintrich, P.R. & Schunk, D.H. (1996). *Motivation in education*. Englewood Cliffs, NJ: Prentice Hall.

the process whereby goal-directed activity is instigated and sustained” (Pintrich & Schunk, 1996, p.4)³.

The activities participants will experience include participating in power point presentations/discussions, viewing topic related videos, and utilizing turning technology clickers for polling surveys.

³ Tuckman, B.W. (1990). Group versus goal-setting effects on the self-regulated performance of students differing in self-efficacy. *Journal of Experimental Education*, 58, 291-298.

A Statistical Analysis of Student Perception of Teacher Immediacy (In Selected Institutions)

William G. Thomas
Fayetteville State University

This study will examine whether race, gender, or type of institution affect students' perceptions of teacher immediacy in the introductory public speaking course. Teacher immediacy is the process in which teachers communicate closeness with and concern for students which results in students feeling as if they are valuable, significant individuals. Increased student perception of teacher immediacy has been linked to increased student affect for both teacher and subject matter, increased academic performance, and increased retention of classroom material. This study will measure student perceptions of teacher immediacy at three types in institutions (a Historically Black College/University, Predominantly White Institution, or Black Serving Non-HBCU) using the Teacher Confirmation Scale, a 27 question survey, developed by Kathleen Ellis in 2000 to collect data on student perceptions of the immediacy exhibited by the instructor of the public speaking course offered at each institution. The resulting data will be analyzed to determine whether race, gender, or type of institution attended affect student perceptions of teacher immediacy and if these variables have any effect on one another. The results of this study may help teachers attempt to exhibit higher levels of immediacy in order to help increase student performance in the classroom.

Can a Dialogue between Jewish and Arab Education Students Change the Reality?

Ruth Bar-Sinai
David Yellin Academic College of Education

Countries with peace education programs reports change, although slow, limited and internal. In Israel, researchers describe dialogue encounters in which Arabs and Jews become acquainted with each other and the conflict, while striving to change the reality, even if in limited mode and only on a personal level. In order for teachers to be “intellectuals who change reality”, education should include constructive inter-cultural dialogue. In 2004, I initiated, in The David Yellin Academic College of Education, a seminar for Arab and Jewish students together with students from other countries which have multi-cultural conflicts: Norway, Holland and Northern Ireland. In the past nine years, 220 students participated in seminars in both countries, based on an operative model. Each group leads an inter-group dialogue, enlarged by the inter-cultural dialogue, alongside and together with the group from the other country. As described by others, safe space, disconnection from daily routine, living together, learning about conflicts, identity, multi-cultural and educational topics in other countries, catalyze the reflective dialogue and the constructivist learning which enable change. From 70 testimonials collected during 7 years documenting student dialogues and final papers, it has emerged that the seminars empower them both personally and as a group. For most of them, as described by others, the seminar gives them trust in themselves and in the “other”, courage to change the reality on the personal level and to strive to enlarge it to the public. Projecting their insights to their families, peers and pupils marks the beginning of the reality changing process.

How Geography Got Lost in America's Schools (and Hope for Its Return)

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Arizona State University

It is no secret that Americans are lacking in geographic knowledge and skills. Studies from the National Assessment of Educational Progress and the National Geographic Education Foundation clearly bear this out. That geography is afforded very little time in the American curriculum could be one reason for Americans' lack of geographic knowledge. This paper frames the issue of the lack of geography education in American schools in an historical context. Tracing the history of geography in American classrooms, the paper describes major factors that have played a role in forcing geography out of the curriculum in America's elementary and high schools.

In the burgeoning years of modern schooling in America, geography was intended to have a prominent place in the curriculum, and indeed held a prominent place in the first part of the 20th Century. It was also in the first part of the 20th Century that, among other things, social studies was introduced. The emergence of social studies could have played a role in the demise of geography in that historians were well represented in the establishment of social studies, yet geographers did not have a presence. The lack of presence of geographers in the reform of science education in the mid-20th Century and the focus on testing of literacy and mathematics (and not geography) further pushed geography out of the curriculum. The fact that geographers were not represented in major initiatives and reforms was a trend in the development of the American curriculum, as this paper describes.

The paper concludes with recent developments in geography that offer hope in reviving it in today's American classrooms, however.

Using Teaching Performance Assessment Data for Curriculum Changes and Program Improvement

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The edTPA is a national teacher performance assessment that allows teacher candidates to demonstrate their ability to plan, instruct, and assess in real classroom settings. Candidates are asked to demonstrate their ability to respond to students' needs, to apply research and theory during planning and instruction, and to incorporate reflection and analysis in order to impact student learning and improve instruction. The process of completing and submitting an edTPA is an educative process for the teacher candidate, but should also be educative for the teacher preparation program. By using the data received in the edTPA scores, programs can revise and strengthen the curriculum to meet the needs of teacher candidates.

During implementation of the edTPA, teacher education programs face a variety of challenges for candidates and faculty. Faculty must be willing to adapt the curriculum to meet the changing needs of teacher candidates. This paper will contribute findings from one university of how data from the edTPA is supporting program revision and improvement. By analyzing the edTPA scores across all content areas, curriculum changes based on apparent weaknesses and needs of teacher candidates are being made to improve the program. These curriculum changes have involved collaboration between the College of Education and the Arts and Science faculty members. Changes that have been made in current courses will be described, and data will be shared to illustrate how these changes are having a positive impact on the teacher education program and edTPA scores.

**My American DREAM:
Biculturalism and Educational Aspirations in Latino Teens**

Laura Clark
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Biculturalism in Latino high school students living in Tennessee is the focus of this study, with particular attention given to an examination of Latino teens' educational aspirations and how their attitudes might have been affected by the U.S. Federal Government's announcement in 2012 of Deferred Action for Childhood Arrivals (DACA). Qualitative methodology is used to analyze data from more than 100 essays written by Latino high school students on the topic, "My Hispanic Roots, My American Dream." Essays were collected over a five year period, including essays written during the years before and after the DACA announcement. The following constructs are proposed in the conceptual model of this study: 1) How Latino/a teens self-identify, 2) How they describe their "dual" life of being American and Latino/a, and 3) How their biculturalism affect their educational aspirations. The conceptual framework of this study is informed by the research of Garrod, Kilkenny and Gomez, (*Mi Voz, Mi Vida*, 2007) and by Bronfenbrenner's Ecological Systems Theory.

Student's Attitudes Towards Practicing with Transgender People

Gila Acker
York College

The study attempted to understand students' attitudes about working with transgender (TG) people in their future practice. The study's hypotheses examined the relationships between students' attitudes toward TG people and students' religiosity, racial and ethnic background as well as the differences in attitudes toward TG people between social work students and those in similar disciplines such as occupational therapy, nursing, psychology and sociology. This study is particularly important because previous studies have mainly examined White traditional American students, but this study examines students of color and immigrants from South America, Africa, the Caribbean islands and Southern Asian countries. As attitudes toward transgender people may be influenced by cultural and ecological factors this study has the potential to provide new information about attitudes toward transgender people beyond those found in White students.

The sample consisted of 600 students of a public university in NYC who participated in a voluntary and anonymous on-line survey. Measures included the scales prejudicial attitudes toward TG people, formal education, and religiosity. Findings showed that formal education about TG people, religiosity and previous contact with TG people had statistically significant relationships with attitudes toward TG people. Latino had higher levels of negative attitudes toward TG people than Non-Latino. A one-way ANOVA testing for attitudes toward TG people among social work, occupational therapy, nursing and psychology and sociology majors showed that attitudes toward TG people differed significantly across the four disciplines; occupational therapy major showed significantly higher negative attitudes toward TG people than the social work major.

Although SW provides "better" education about working with TG people than the other disciplines, this study suggests that increasing and improving formal education about this topic in SW and other helping professions disciplines is necessary.

Analysis of the Chelyabinsk, Russia, Meteor Event and the Social Ramifications Using Open Source Data Released By the Russian Federation

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A meteor began its descent through Earth's atmosphere on Friday, February 15th, 2013, at approximately 9:20 a.m. local time over the area just south of the City of Chelyabinsk, Russia, which is located east of the Ural Mountains along the Miass River. During its fall the meteor disintegrated. The multiple fragments created a series of successive sonic booms. These sonic booms were heard by thousands of people and caused light structural damage which included broken windows in the City of Chelyabinsk, Russia. Up to 1200 people were injured primarily as a result of the broken glass. The purpose of this project is to gather and analyze factual information related to the Chelyabinsk meteor event and the social ramifications using open source data released by the Russian Federation and create a timeline and strewn debris field map using the available data. The challenge of this project was to obtain and use factual information made available via open source data generated from sources within the Russian Federation. In preparation for this study historical data from a multitude of sources related to similar events was reviewed. 18 internet sources were used to research data for this project. However only 4 were of Russian origin. A timeline and estimated strewn field map were generated as a result of this research

Directional Relations between Understanding Patterns and Achievement

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In the present research, sequences of letters or numbers were presented to 96 first grade students in an urban school system. The sequences increased by one, two, or three letters or numbers and each sequence had a missing space where a letter or number should be put to complete the sequence. For example, number sequences might be 3,5,?, 9, 11 or 3,6,?, 12,15 or 3,7,?, 15,19; letter patterns might be j,l,?, p,r, or j,m,?,s,v or j,n,?,v,z. The children were to select from four alternatives the number or letter that belonged in the middle of the sequence. The children were also given the Test Of Word Reading Efficiency (TOWRE) and Woodcock-Johnson III Mathematics Concepts scales 18A and 18B. All tests were administered in October and again in May as part of a time-lag (cross-lagged) design. Correlations of the fall scores on the number sequences with spring scores on the mathematics concepts scales were significant. For scale 18A $r(94) = .38, p < .001$, and for scale 18B $r(94) = .60, p < .001$. (The value of r is the effect size.) Correlations of the fall mathematics concepts scores with spring sequence scores were negligible ($-.11$ and $.11$). The differences in the cross-correlations is significant for both 18A ($z = 3.47, p < .001$) and 18B ($z = 4.08, p < .001$). This indicates that understanding such complex number sequences has a causal, or at least a directional, effect on understanding mathematics concepts. Understanding number sequences in the fall leads to understanding mathematics concepts in the spring. Understanding

mathematics concepts in the fall does NOT lead to understanding number sequences in the spring.

Fall-spring cross-correlations for the letter sequences and TOWRE, although significant, did not differ. Thus, fall letter sequence scores correlated with spring TOWRE scores, $r(94) = .28, p < .006$, and the fall TOWRE scores correlated with spring letter sequence scores, $r(94) = .32, p < .002$. These correlation coefficients do not differ significantly, $z = .30, p > .05$. Hence, they provided no indication of the direction of the relationship. Potential explanations were discussed.

Portable Communities: The Social Dynamics of Online and Mobile Connectedness

Mary Chayko
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Now that mobile phones, wireless computers, and other portable devices can be carried with us – even on us – all the time, we have near-continuous access to countless others. In this paper and the poster that accompanies it, Mary Chayko relates the satisfactions, drawbacks, and implications of spending so much time in these digital “portable communities.” Excerpting the observations of 87 people who blog, chat, work, play, shop, learn, network, and simply “hang out” in these spaces, along with research and analysis from hundreds of scholars and professionals from the fields of sociology, communication, psychology, information science, media studies, and many others, the paper discusses the appeal and the excitement, the challenges and the complexities, of online and mobile connectedness. First, the study’s methodology (open-ended, long-form, email interviewing) is described. The paper then details the internal social dynamics of online and mobile connectedness (cognitive, emotional, playful, practical, and sociable) and the external dynamics that emerge as these communities resonate with the larger society (people’s constant availability to one another, social interactions that are more controlled and controllable, and new opportunities for self-development, self-expression, creativity, and even voyeurism). Finally, the paper provides a critical view of the resultant shifts in the social landscape, from diminished privacy and increased surveillance to lack of technological access for all, and suggests specific social, political, and policy changes.

Praxeological Learning in Context

Courtney Crum
Ohio State University

Christian Ulysse
Ohio State University

This study investigates the effect of university students' collaborations with local communities, schools, and universities on local communities in Haiti. The background of this project relates to past work completed in Haiti and how those university student interactions, and the interactions of current Haiti Empowerment Project students in country effect projects and local communities.

The methodology and process for collecting data is composed of interviews of university faculty, university students, and local Haitian teachers; as well as survey and interviews of the Ohio State University students participating in the Haiti Empowerment Project 2014. Data will be analyzed using NVivo to detect positive or a negative collaboration experiences. Positive or a negative experience will be defined through the context of "Deconstructing Service Learning" written by Dr. Terri Bucci and colleagues. The broader implications of this work are: a practical application of "Deconstructing Service Learning" in action abroad, how these interactions shape work with communities in Haiti and how they might shape work with communities around the world.

The Spiritual Generation: Our Young People's Potential to Transform America

John Loase
Concordia College NY

For over two decades, my research focused on sigfluence- my new word for significant, long-term, positive influence. Our Concordia College focus group was the final step of Triad methodology to explore sigfluence - the merging of data mining, statistics, and focus groups . Several years ago Dr. Teresa Piliouras (Polytechnic University), an expert in data mining, and I created a Marketing and Sigfluence Survey with 104 items. We gave the survey to 542 college students from Concordia College-NY and Iona College. It took nearly two years for our graduate students to enter the tens of thousands of responses and to then use the Triad to unearth "golden nuggets" of discoveries. The overriding conclusion was that this generation of college students reported higher levels of Potential for Sigfluence and Need for Sigfluence than several hundred previous respondents (The Sigfluence Generation: Our Young People's Potential to Transform America, 2009, Eloquent Books, Silver Medal-Benjamin Franklin National Book Contest).

The leap to categorizing our college students as the Spiritual Generation took place over the past year. It finally dawned on me that this line of research was motivated by my personal belief that sigfluence is a largely unconscious moderate motivation , that we widely neglect in our personal and professional lives.

Consider next the link to spiritual. Spirit is defined in American Heritage Dictionary (3rd.ed.) in twelve ways. Consider definition 1- the animating force within living beings. After twenty years, it has now become clear why academic psychology is uncomfortable with the concept of sigfluence. It is a spiritual concept, and academe has not yet come to terms as to integrate spirituality within its disciplines or discourse. Sigfluence is an animating force, that academe currently needs.

**Would you buy from this guy?
Factors Influencing Attributions about Professional
Athletes' Effectiveness as an Advertising Spokesperson**

Jack Demarest
Monmouth University

Patrick Gilliam
Monmouth University

Considerable research has demonstrated that individuals who are attractive are valued in the marketing industry as advertising spokespersons. We wondered if attractiveness of athletes fits the same pattern, i.e., does the attractiveness of an athlete influence his/her perceived effectiveness as a spokesperson for various advertising campaigns? We chose professional athletes as possible spokespersons because they tend to be favored by the advertising industry, and also because facial photographs meeting specific criteria are available in the public domain to serve as stimuli in this study. Additionally, this study explored how other traits of the athletes' impact their perceived effectiveness as advertising spokespersons. These factors included the sex, ethnicity and facial symmetry of the athletes. Result revealed expected sex differences, minimal differences due to ethnicity, but no differences due to facial symmetry (although all the athletes selected had highly symmetrical faces).

Effective Pedagogy in Higher Education: Customization, Differentiation and Innovation

Evornia Kincaid
Jackson State University

Kathy Bryant
Jackson State University

Tracey Bell-Jernigan
Jackson State University

As the field of education continues to be bombarded with numerous changes, educators must begin looking at where our students fit in all of this transformation. We must begin looking at how we can customize solutions to effectively focus on new technological resources so that they can academically benefit our children. It is incumbent of us to embark upon these changes through customization, differentiation, and innovation.

Some believe differentiation is a method or strategy that educators implement on a daily basis. On the contrary, differentiation is a way of thinking and planning to effectively teach and enhance our students' readiness levels, ability levels, and comprehension levels. Differentiation involves providing students with various opportunities to engage in the learning process, while retaining the content matter. This allows the students to be successful academically and professionally.

There is a remarkable force pushing higher education toward change. That force is known as innovation. Webster's New Collegiate Dictionary (2000)⁴ defines innovation as the act of changing or the change made in established laws, customs, and practices by the introduction of something new. According to Senge (2000)⁵, innovation is driven by recognition of new needs in a society. One of the biggest shifts taking place in higher education is the increased access to revolutionary technology. Some of the new technology innovations in higher education are the explosion of virtual and distance education, advances in technology, such as the iPad and electronic resources such as smart boards, ebooks, apps and social networks just to name a few.

⁴ Webster's New Collegiate Dictionary (2000).

⁵ Senge, P. (2000). *Leading the breakthrough technology-driven organization*. New York: Doubleday

You “Overheard” What?! A Quantitative Analysis of Comments Overheard on College Campuses

Sarah Whiteford
Hartwick College

With the rise of new forms of social media has come the ability to build communities and groups online devoted to a variety of functions. This research focuses on one such outgrowth—the “overheard” groups found on college and university campuses across the United States. In the spring of 2013, data was collected from the overheard sites of 8 colleges and universities that vary in characteristics such as being private or public institutions, geographic location in the U.S., and number of students enrolled in both the school and in the “overheard” group. Analyzing over 2,100 comments from both Facebook and Twitter “overheard” sites, the most popular themes are identified. Findings indicate over 10 key themes of “overheard” comments with “just for fun” being the most popular theme of comments representing 24.1 percent of all “overheard” postings. Other popular themes included—in order of popularity— campus references, professor/student relations, sexual comments, bullying & harassing comments, drugs & alcohol references, health & athletics references, the college classroom, dating & relationships, and Greek life on campus. Further analyses of each category of comments indicated very distinct themes within each of these main categories that provide even greater insight into the content of postings made on “overheard” sites. Nearly 60 subcategories emerged within the 10 most popular categories with even further categorization placing all comments into one of 76 specific themes present in the comments posted to “overheard” sites.

‘Don’t Judge Me ‘til You Know Me’: Young Parents Speak Out

Deborah Byrd
Lafayette College

Alyson Shumeyko
Lafayette College

Ayeesha Nadarajah
Lafayette College

Brittany Santagaga
Lafayette College

Terry Roman
Lafayette College

This talk opens with a brief account of the dominant and largely negative discourse about young mothers, especially unmarried teen mothers. I then provide a brief overview of research demonstrating that young motherhood is more of a *symptom* than a cause of poverty and family dysfunction, as well as research showing that pregnancy and motherhood can be life-enhancing, even life-saving events for young women. The presentation concludes with a 10-minute documentary film made by Lafayette College students, a film in which young mothers challenge the dominant discourse about them.

**President Barack Obama's 2012 Declaration for Same-Sex Marriage:
Apologia and Paradox**

Jeffrey Nelson
Kent State University

LGBT activists had been pressuring Barack Obama for much of his first presidential term to champion same-sex marriage and in many cases had offered harsh personal judgment for his failure to do so. Thus, when he finally did agree to such an endorsement, he apparently felt it necessary to justify why he had not acted earlier—thus his act of apologia, that is, his defense of his previous behavior. This paper then offers an analysis of Obama's May 2012 declaration supporting same-sex marriage including his use of apologia in defending himself against charges that he had moved too slowly in his decision to embrace same-sex rites. The paper also examines his paradoxical approach in defending persons opposed to those rites. Besides Obama, television personality Robin Roberts played an important role in the proceedings and thus also receives attention.

Sedentary Lifestyles: Is “Killing Ourselves Softly” a Disease?

Dora Clarke-Pine
La Sierra University

Stacey Vargas
La Sierra University

According to a number of researchers, a disease reflects some impairment in an organism that disrupts vital functions, has recognizable clinical manifestations, and its etiology can be traced to environmental forces, infectious organisms, inherited defects, or some combination thereof. Although exercise is critical to individual health, and has many recognized benefits—physically and psychologically, about 75% of the population does not engage in even a minimum level of physical activity on a regular basis. This has led some researchers, including these authors, to hypothesize that a disease process exists. It is certainly intriguing to consider that a disease process is at play when examining the issue of sedentary behaviors. This paper explores this phenomenon in detail.

**The Unhealthy Caretaker:
A Psychological and Physical Wall of Damaged Intimacy**

Dora Clarke-Pine
La Sierra University

Deborah McBride
La Sierra University

The developing brain is influenced not only by genetics but also by early childhood experiences. While positive early life experiences generally promote optimal brain growth, negative life experiences such as childhood sexual abuse (CSA) often contribute to structural and chemical changes in the brain that may have a significant impact on the formation of maladaptive personality traits. It is proposed in this paper that some individuals may develop sophisticated ways of controlling relationships, and thereby minimize the possibility of revictimization. These coping mechanisms may involve personality characteristics that seem to establish interpersonal barriers between themselves and others, physical characteristics that appear to achieve the same outcomes, and career paths that foster dependent relationships. These issues will be discussed in more detail in this paper.

**(Re)Envisioning the Plight of Gender Identity and
Immigration in *Brown Girl, Brownstones***

Larry D. Johnson, Jr.
Georgia Piedmont Technical College

Paule Marshall interrogates gender identity and the plight of immigration in her first novel, *Brown Girl, Brownstones*. Where traditional notions of sexuality depict men as masculine and women as feminine, Marshall interrogates and subverts the traditional paradigm which places women as the head of the household. This analytical approach combines literary analysis, post-colonial studies, and gender schema theory that manifest an interdisciplinary approach. I explore gender construction to establish a theoretical framework for characters that reject traditional heteronormative paradigms. I, then, extend recent critical discussions on gender and post-colonialism by examining the relationships between the men and women in the text, thereby, arguing that Marshall (re)envisioned the roles of female characters of the diaspora.

**Lessons Learned in Developing a Family Literacy Program:
A Collaboration Between University Faculty, Program Evaluator,
Teachers and Family Members**

Ethel Young
Kean University

Zandra Gratz
Kean University

This paper presents the programmatic findings of an Even Start program designed to increase the literacy of youngsters and their families. In order to participate, youngsters had to be age eight or less, have below average English literacy skills, and be living in poverty as noted by being eligible for reduced, free lunch. Approximately 20 families participated in each of four years of operation. Services were offered via in school workshops and classes as well as home visits. Services included one to one instruction with parents and children, workshops, trips and school based activities. The evaluation provided project personnel and ongoing reflections of project operation to support modifications where necessary. Also provided by the evaluator were summative data to reflect on project impact. This paper presents the lessons learned through an ongoing collaboration.

Many lessons were learned over the course of project operation. Collaboration was difficult to achieve although planning meetings were helpful in sharing talent and best practice. Among that learned was that university faculty members were not always the best choices to deliver services. Attendance at project workshops and courses was a long standing issue; grant personnel found it difficult to get busy parents to attend evening classes and workshops for parents and their children. Several successful efforts were made which resulted in increased attendance. These included providing a monthly calendar, hiring a parent to serve as a family coordinator, and providing dinner prior to evening events. Families, living in poverty, did not have the resources or experience to take their children to places such as museums and nature preserves. Trips were found to be a motivator for attendance as well as an opportunity to weave in relevant literacy instruction. These were among the many lessons learned that will be shared in this paper.

**Paying It Forward:
Lessons Learned from Serving as a School Director**

Amy Rogers
Lycoming College

Jane Penman
Lycoming College

There are a variety of ways educators develop professionally, including attending workshops and conferences, conducting research and writing publications, participating in K – 12 collaborative efforts, and being actively involved with professional organizations. A less conventional, but powerful, way a teacher educator can grow professionally is by serving as a school board director. This paper outlines lessons learned from a unique experience for ongoing professional development that benefits teacher educators and pre-service teachers. Teacher educators who serve as public school directors are civically engaged and learn many valuable lessons to pass on to the pre-service teachers they serve in their classroom. These lessons include the importance of and value in collaborating and connecting within the school community, the implications of professional empowerment, the purposeful meaning of conducting and using research, the significance of accountability measures for all stakeholders, and the necessity of modeling professional behavior. Maintaining a dual role as both a school director and teacher educator allows for a unique front line experience of professional development for teacher educators to be shared with future teachers regarding the ever changing climate in public education. Faculty who engage with school districts not only grow professionally, but also are able to transfer knowledge gained through these experiences to their students.

**Gender Issues in Education:
Boys in Elementary School and Girls in Middle School**

Karen Prince
College of New Jersey

Erich Prince
Duke University

This presentation will explore gender issues in education as they relate to boys' and girls' academic development, particularly in the area of literacy. Background information and developmentally appropriate strategies and curricular considerations will be presented. Dr. Karen Prince will co-present with her son, Erich Prince, a student of education

Creating a Bridge: Experiences of Single Black Mothers Attending College

Maudry-Beverly Lashley
Medgar Evers College (CUNY)

Single motherhood is neither a new nor a rare phenomenon. But when the image is applied to Black, it is often misconstrued as implying inadequacy. Images of minority women who are welfare-dependent frequently come to mind. Single mothers attending college however, demonstrate a unique position of strength in that they are able to share their social roles and to be role models for their children, as well as being able to implement newly learned parenting skills.

Through a qualitative inquiry this study provided insight into how 20 Black mothers attending college viewed their experiences. Furthermore, this study explored barriers and the support systems that can influence motherhood and college experiences. Implications for enhancing the successful completion of college for single Black mothers are offered and in the course of this discussion, stereotypes are dispelled.

**Factors That Affect the Science, Technology, Engineering and Mathematics
Learning and Achievement of African American Students:
In Their Own Voices**

David Jermaine Graham
Copin State University

G.B. Hughes
Howard University

Jack O. Lewis
Bowie State University

Science, technology, engineering, and math degrees are the gateway for many careers that are still growing in this economy. However, numerous studies have documented that the United States is under producing graduates in these disciplines. Specifically, the largest groups to fall behind in these fields are African Americans. The lack of STEM degrees among African Americans is of national concern in the ever changing and rapid pace of technology today. Lower STEM degrees equate to lower degrees of innovation and also competitive innovation. The purpose of the study examined the factors that influenced the learning and achievement in STEM degree preparations among African Americans. Using a qualitative case study analysis, this study focuses on the unique stories of 20 African-American freshmen college students in the STEM disciplines. Each of the participants initially entered the university with an established interest in science, with an expressed desire for research experience, and with an interest in exploring career options in the STEM. Through their involvement in the pre- freshman program, participants experienced a significant increase in self-knowledge and confidence recognized the existence of social and/or science communities, and either discovered or clarified career interests and possibilities. Instructional strategies and pedagogy, course placement, and students' self-regulated learning self-efficacy also emerge. Participating in original research is one of the most powerful tools, particularly for freshmen in the STEMs. Internships and mentors also are critical. While no single factor may have a profound impact, programs combining these features can open up post-secondary STEM pathways for students.

A Comparative Study of Wellness Perception and Attitude Towards Physical Activity among Active and Non-Active Youth

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Delaware State University

Sukhpal Kaur
Khalsa College for Women, Ludhiana, Punjab, India

Wellness usually refers to those lifestyle behaviors which contribute toward individuals living to their fullest potential, and is determined not just in terms of its individual dimensions such as emotional, intellectual, physical social, or spiritual, but as an integrated whole. Vision 2020 envisages a society in which all people live long, healthy lives, but one population for whom monitoring wellness is particularly important is the present day youth. Behaviors or cognitions performed during this time may set the tone for long periods of adulthood as many lifestyle choices are established during this period. Once young people embark on independent living with increased social activities and move towards higher education/employment, start living with partners or get married and/or become parents themselves, a shift in their lifestyle become inevitable. Their physical activity patterns are often poorly understood or not provided serious consideration, which may jeopardize their health, and may result in serious consequences later in life. This study was undertaken to probe the effects of regular participation in physical activities and its relationship with the wellness perception and the activity attitude profile of the college students. The subjects from physical activity and non-activity courses (N=17 and 32 respectively) filled up the Wellness Perception Questionnaire and the Attitude Towards Physical Activity Questionnaire at the start and at the end of the Fall 2013 semester. The results indicate that there was significant increment in the wellness perception and attitude towards physical activity among physically active students. A positive correlation was also noticed on these two selected areas of concern.

The Politics of Felony Disenfranchisement Laws

Harry Greenlee
Christopher Newport University

Shelia Greenlee
Christopher Newport University

Over the past thirteen years, many states have either passed or are attempting to pass voter identification laws. The national debate between Democrats and Republicans has been on whether these laws will prevent fraud or suppress voting. While the national debate has focused on whether these laws will address fraud or suppress voting, millions of Americans are currently not allowed to vote. In forty-eight states and the District of Columbia, ex-felons cannot vote and in some cases may never regain the right to vote. Recently, there has been some Congressional discussion/focus on changing felony disenfranchisement laws. Changing these laws could politically impact who the next President of the U. S. will be. This paper will review the current status of state disenfranchisement laws and examine the possible impact of these changes on Presidential elections. Particularly, the paper will concentrate on the impact of the changes in these laws as it relates to battleground states.

Consumer Perception of Genetically Modified Salmon in Southeastern North Carolina: An Exploratory Study

Edwin Clifford Mensah
University of North Carolina at Pembroke

Nina Oviedo Davis
University of North Carolina at Pembroke

This study seeks to determine consumers' perception on genetically modified (GM) salmon in Southeastern North Carolina. An anonymous survey was conducted on a college campus, regarding consumer views on different aspects of genetic modification: ethics, health, risks (personal and environmental), and price and labeling activities. The focus of the study was on GM salmon since it is the largest farmed species of fish, and has the potential to be one of the first of many GM animals to be sold commercially in supermarkets. Cross tabulations yielding Chi square results and ANOVA tests using SPSS and R documentation respectively, were conducted to determine the factors that significantly determine the consumer's willingness to adopt GM products. Among others, our analysis shows a significant lack of knowledge about genetic modification in our sample. It was also realized that demographic factors such as education, income and gender have significant impact on the willingness to adopt GM salmon.

Weather Typing as Discursive Practice

Bradley Austin
Kent State University

This study explores the latent meanings of weather evident in a Twitter dataset collected in July and August of 2012. As a discursive practice, the folk classification of weather into various types presents a complex mixture of perspectives across space and time. Key findings include tendencies to type weather with performative, descriptive, and prescriptive phrases that work to construct a vernacular spatiality not typically represented in more formal accounts of weather. An open framework for exploring the discursive dimensions of weather is introduced as a way to incorporate ideas from multiple disciplines interested in the construction and perception of nature. Drawing on feminist and postmodern philosophies, this study presents possibilities for how to think through the many variable and partial perspectives of weather manifest in the interactions between atmosphere and society.

Do disorderly youths and persons receiving public assistance have an affect on crime?

Katerina Trabazo
St. John's University

This research paper is intended to demonstrate the relationships that exists between misbehaving adolescents and crime, and persons receiving public assistance and crime. The question is whether rowdy youths and single mothers receiving welfare affect major felony crimes within their community. The hypothesis is that, it is more likely for the level of crime to increase in neighborhoods where there are more unruly teenagers soliciting and where there is a higher number of people depended on public assistance. The data analyzed will show that there is a correlation between juvenile delinquency, persons on welfare and the affect these two have on the level of major felony crimes in that area. Findings will confirm that there is a relationship between delinquency in youths and crime, and people on public assistance and crime. This paper will try to show and prove that statistically speaking, major felony crimes are the independent variable, which have an effect on juvenile delinquency and persons receiving public assistance, the latter referring to the two dependent variables. The research will conclude that there is a connection between neighborhoods over populated with disorderly youths and crime, and persons on public assistance and crime.

In other words, the conclusion is that neighborhoods, with a high population of teenagers without proper parental supervision, have a higher tendency to become involved and affected by major felony crimes. The same concept applies to communities that are populated with persons living on public assistance. Therefore, concluded that areas with individuals depended and living off government aid are more likely to experience crime in those particular neighborhoods or become involved in criminal activities themselves.

The hypothesis is to figure out whether or not individuals are born and/or are naturally bad or if the conditions, surroundings they live in cause them to be bad and therefore engage in crime. The study will conclude that it is the neighborhood that is bad and therefore, the people become affected by it. The conclusion is that crime increases with these variables because it “attracts” disorderly youths and persons receiving public assistance.

The intention of this research paper is to prove the affect of crime on neighborhoods populated with unruly adolescents and people depended on the welfare system. Crime increases as the number of misbehaved teenagers and the number of people on public assistance increases in a community. Several criminological theories which, will be mentioned later, will suggest the reasons why the two concepts affect the level of crime. The paper will mention the theories that are applicable to these ideas and determine whether these best explain the relationship between crime and the variables, keeping in mind that these theories have been studied and tested throughout the years. The data

collected, afterwards, will agree with the studies done by criminologists and sociologists regarding their theories of crime causation.

The purpose of this investigation, is to, verify that there is more crime in neighborhoods where the presence of disruptive youths is larger and where there is a greater number of persons on public assistance living in these communities. The goal of this research is to confirm and prove that there is a correlation between an increase in the level of felony crimes and unsupervised teenagers living in homes depended on public assistance.

Statics have determined that crime for the most part is not independent of its habitat. The level of offenses increase when there is a large presence of uncontrolled and unsupervised adolescents inhabiting these communities. Crime also rises in regions where its residents live off government support. Theoretically, this may prove that people are not naturally bad or born bad, but that it is the community they live in that causes them to become involved in criminal activities. The study will conclude that there is a direct association between the increase of major felony crimes such as homicide and complaints regarding disorderly youths and persons receiving public assistance; concluding that these neighborhoods attract certain criminal behaviors.

The Impact of Screencasting on Student Writing Development, Student Learning Achievement, and Faculty Satisfaction

Cynthia L. Tomovic
Old Dominion University

This presentation addresses screencasting as a means to provide feedback to undergraduate students on writing assignments in a course that addresses the impact of technology on society. Based on personal experience with a class of approximately 90 undergraduates, and based on preliminary student data, both the faculty and students involved appear to find value in screencasted feedback. The focus of this presentation is threefold; to consider the relationship or impact that screencasting has on 1) student writing development; 2) student learning achievement; and 3) faculty satisfaction.

Unlike the traditional means of providing written feedback on student's assignments, in which the student is often confused about the intention or remarks of an instructor, screencasting allows students to see and hear their instructor's comments, thus reducing confusion. With screencasting, students can see the instructor's markings, follow along with the movements of the cursor and page scrolling, and hear the instructor's voice as s/he comments on the assignments. Also with screencasting, instructors are provided an opportunity to provide specific feedback on students' papers as it relates to course content or student learning outcomes. Finally, given the ease of creating a screencast, once the instructor becomes familiar with the software, instructors are provided a means by which to communicate with students that is much less arduous than writing out comments longhand on their assignments. Based on early preliminary data, both faculty and students appear to find value in screencasting as a means to provide feedback that enhances student writing development, student learning achievement, and faculty satisfaction.

3 D Printing and Anticipatory Business Ethics

Richard L. Wilson
University of Maryland at Baltimore County

3 D printing has already changed the nature of how products are produced and will continue to do so in the future. The nature of 3 D printing technology is changing as rapidly as it can be produced. It introduces a notion of “additive manufacturing” so that rather than cutting material away it produces products by adding material. This method of production greatly reduces waste. In addition it allows precise control over the material composition of products. It allows the production of items where no assembly is required and involves compact, portable manufacturing.⁶ 3 D printing has the potential for altering the nature of business practices such as mass production and shifting towards small batch production. These shifts are related to the product design process and as well as economies of scale. Small batch production can also be described as artisan production. 3 D printing allows the development of a business model that combines aspects of mass production and artisan production. An important question is what ethical issues will emerge for businesses in the development and adoption of 3 D printing?

This paper will describe 3 D printing, discuss alterations that will potentially occur in business because of 3 D printing, and attempt to anticipate and identify some of the ethical issues that may arise as a result of 3 D printing for Business.

⁶ See Hod Lipson and Melba Kurman, *Fabricated The New World of 3 D Printing*, Wiley, 2013, pp. 20-23

**“Twitter’s Almost Like the News”:
Digital Media as News Source for Latino Youth**

Regina Marchi
Rutgers University

Based on 30 individual interviews conducted in Fall 2013 with low-income Latino youth ages 15-21, this paper illustrates that, contrary to previous assumptions about the digital divide, minority and low-income youth in the US are very plugged in. While their media use is primarily focused on friendship networks and entertainment (a pattern similar to adults), online platforms are also a major source of news for Latino teens, through which they learn about and share breaking stories, follow ongoing issues important to them (such as “The Dream Act” and other immigration related news) and develop their own political views. By interviewing Latino youth and asking them to demonstrate their favorite apps and websites, detailed qualitative insights were gained about the role news websites, blogs, cell phone texts, celebrity news, video games, and online TV shows play in developing imagined collectivities and a sense of political commonality. While most digital information consumed and circulated by youth is considered “non-political,” the routine practice of seeking information online and learning to assess its credibility is a form of citizenship training that helps immigrant youth develop skills crucial for political deliberation in a democratic society. This is important, given that the families of the youth interviewed for this study hailed from countries with long histories of political repression. Via digital media, immigrant youth are provided with tools and models for critical inquiry and public debate, whether regarding celebrity scandals or public affairs. Additionally, they often find themselves updating their parents on US news events, illustrating a generational information divide that has both technological and linguistic aspects. The study’s focus on urban Latino youth from lower-income backgrounds is intended to help fill a gap in the scholarship on youth and news media, the majority of which has historically been conducted among white, middle class youth populations.

Explaining the Unfathomable: Media and Political Attempts to Link and Mitigate the Effect of Violent Media on Youth Offenders

Cynthia Cooper
Towson University

In August 2013, an 8-year-old Louisiana boy made headlines when he shot his elderly caregiver to death minutes after playing Grand Theft Auto 4, a popular first-person shooter videogame rated for mature audiences only. The killing happened just months after 14-year-old Nathon Brooks was charged as an adult in Washington state for shooting his parents after they grounded him by taking away his videogame console. In the wake of these incidences and the shooting at Sandy Hook Elementary, Vice-President Joe Biden announced plans to investigate a national tax on M-rated videogames as part of an overall inquiry into the causes of gun violence. Biden's comments echoed proposed Connecticut bill No. 5735 to impose a state sales tax on M-rated videogames. The call for such measures after national tragedies is understandable, if not predictable. Yet proposals like these typically run afoul of established legally permissible restrictions on media and ultimately fail to address the complexities of violence in American.

Public and political debates over the influence of media violence generally focus on several themes and resurface every few years after incidences of youth violence gain national media attention. Media violence is often cited as influencing violent behavior dependent upon a number of factors including the age of the defendant, intensity of the violence portrayed, degree of player perspective (first-person versus peripheral), and overall popularity of the media product. Sometimes defendants themselves claim to be inspired by violent media, reinforcing a common belief that media provide innocent young people with explicit instructions on *how* to commit crimes. Other critics cite the cumulative effect of media violence as contributing to an increase in violence: are the ubiquitous media, replete with graphic depictions of murders, shootings and other criminal acts, truly responsible for the corruption of American youth? Or is this merely a scapegoat to a disturbing phenomenon for which we really have no apparent explanation?

To date, there have been no successful criminal acquittals based on media influence and no civil awards for the impact of media violence on criminal behavior. Yet each and every time a youth shooting gains media attention national leaders cast a critical eye on media products, particularly violent videogames, films and television shows. This paper explores the responses to youth violence in context of the historical progression of recent prominent cases and trials. Adam Lanza (Sandy Hook) and the two cases cited above are studied in relation to other youth murders including Lionel Tate (TV Intoxication Defense), Dylan Klebold and Eric Harris (Columbine), Vadim Misenges and Joshua Cooke (both *The Matrix* murders). In addition, this paper looks at proposed legislative and regulatory restrictions on violent media that ultimately fail to address the complexity of youth violence in America.

Preaching Beyond the Pulpit: How Churches Disseminate Their Message

Don A. Wicks
Kent State University

Omër Farooq
Kent State University

Approximately sixty-three million Americans attend religious services weekly in the 350,000 congregations that exist in the United States. At most of these settings, the attendees hear a sermon or homily. For centuries, the sermon as delivered to a local congregation has been the main medium for disseminating the message that is important to that body. In the age of the Internet other opportunities have appeared and many congregations make use of these. The sermon itself may be posted on a congregation's web site in print, audio, or video format. The web site may also make available other instructional or teaching resources such as lessons prepared for specific audiences or statements of belief. The tools used to convey such teachings may include podcasts, vodcasts, blogs, links to Twitter and Facebook pages, and more. This paper reports early findings from a content analysis of web sites maintained by churches in the Christian tradition. The study examines a representative sample of one hundred Ohio churches in the mainline Protestant, evangelical Protestant, Black Protestant, Catholic, and Orthodox traditions, and assesses relative involvement in the variety of dissemination vehicles available today. Such a study fits IOSSBR member interests and tracts in such discipline areas as Communication, Interdisciplinary Studies, and Sociology.

Zooming In and Out: Detecting Deception from Different Camera Shots

Sinuk Kang
Westfield State University

The adage “the camera never lies” reflects that a video seems to be a well-documented representation of reality to provide objective evidence of events or behaviors. While research on deception has relied almost on rating video-recorded behavior, however, little has been undertaken to address whether deception detection is related to how images are captured and presented on a screen. The purpose of the current study was to investigate the effect of formal feature on judgments of deception. Specifically, it set out to answer the question whether people’s perceptions related to deception detection differ depending on different viewing shots. And the question of whether deception detection is also influenced by perceived emotional cues along with viewing shots. First, the study was designed to assess the baseline levels of judgment accuracy rate from truth-tellers and liars. This enabled selection of high, low, and medium accuracy rate for use in the ensuing study. Participants watched a series of videotaped mock-theft interviews in one of two conditions; facial close-up plus body shot and extremely facial close-up shot. A series of questionnaires addressing various emotions was measured, with the ultimate dependent variable being the judgment of the speaker’s truthfulness and deceptiveness, and participants’ confidence in their judgment. A 2 speaker groups (truth-tellers vs. liars) x 3 baseline accuracy rates (high, medium, and low) x 2 (conditions) repeated measures analysis of variance (ANOVA) and a series of *t*-tests were performed to test the hypothesis of the study. Results showed that although camera shot did not influence judgment accuracy and confidence, it could have a potential impact on observers’ veracity judgments concerning a lie- and truth-bias judgment. Theoretical and technological implications of the study are discussed.

Expectations, Perceptions, and Needs for Effective Academic Advisement in Diverse Student Populations

Gail Satchell
Coppin State University

T. Baghurst
Oklahoma State University

A. Kunz
University of Phoenix

Effective academic advisement is an essential aspect of a successful postsecondary experience that promotes several positive outcomes: increased retention rates, higher graduation rates, and stronger levels of student satisfaction for diverse students. However, administrators and educators have reported that student satisfaction with academic advising effectiveness may vary significantly across diverse student populations. Therefore, the purpose of this study was to investigate the expectations, perceptions, and needs for effective academic advising within a diverse student population at an urban, comprehensive, historically Black institution (HBI) in Southern United States.

Participants were 507 students: 317 non-traditional age and 190 traditional age; 434 females and 73 males; 260 employed full-time, 164 employed part-time and 83 unemployed students. ANOVA analyses demonstrated statistically significant group differences between student satisfaction with academic advising effectiveness and demographics characteristics. Specifically, students employed off campus experienced lower levels of student satisfaction with academic advising effectiveness. For example, students employed full-time or part-time off campus had the greatest discrepancy between expectations and level of satisfaction with academic advisors helping with their educational goal setting. Students' employed off campus expected, needed, and wanted academic advisors to engage in educational goal setting activities.

Results also indicate that non-traditional adult female students, part-time evening or weekends students, and students employed part-time or unemployed had higher expectations for all elements of effective academic advising (knowledge, approachability, concern, and competency). In addition, part-time working students and unemployed students held significantly higher perceptions that their academic advising expectations regarding advisors' knowledge and concern were being met by the university. In contrast, full-time working students held lower perceptions that their academic advising expectations were being met by the university. These results suggest that non-traditional, full-time working adult students held higher expectations and stronger needs for effective academic advisement.

**The Plain Writing Act of 2010 and the Paradox of Technical
Communications: Responses to a Communications Sea Change by
Corporations, Government and Universities,
Part III**

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In today's high-tech and globally-oriented economy, workers, managers, students, and teachers communicate exponentially more in writing than in past decades. This broad trend requires them to understand, apply, and teach specific standards for clear writing in the professions.

Our ongoing research and experience with government, corporations, and schools since the passage of the federal Plain Writing Act of 2010 confirms in 2014 a continuing trend of reluctance to adopt and enforce standards for professional writing.

As we continue to analyze documents, policies, style guides, and education practices in written communication, we also see increasing evidence supporting "the paradox of technical communications," an hypothesis that communications technology innovations erode human communications capabilities.

This presentation will continue our discussions from the Spring and Fall 2013 IOSSBR conferences on organizations' responses to federal government and other standards put in place to cope with the quantity of written information in the 21st century. We will cover examples from industry, government, and academic environments. We will focus on the Plain Language in Government Act, signed by President Obama in October of 2010, but will also discuss other areas, including university Writing Across the Curriculum programs and corporate initiatives.

The session will summarize new findings documenting causes, costs and risks of unclear (including unsafe and costly) writing in various professions. We will also discuss early and recent examples of "the paradox of technical communications" as they have applied to writing and other communications skills, including memory, speaking, and reading.

In closing, presenters will provide resources for meeting workers', managers', students', and readers' needs for clear writing in the professions. They will also describe some formulas for measuring readability and calculating returns on investment, and how they are used in various professional and academic scenarios. Handouts will be provided.

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