

The Impact of War and Service on Veterans Attending College

by

Ashley Abene

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Liberal Arts
Department of Verbal and Visual Arts
College of Arts and Sciences
University of South Florida St. Petersburg

Major Professor: Morgan Gresham, Ph.D
Trey Conner, Ph.D
Barbara Jolley, Ph.D

Date of Approval:
November 1, 2013

Keywords: Student Veterans, Posttraumatic Stress Disorder, Writing Therapy,
Composition and Veterans, Reintegration, PTSD and College

Copyright © 2013, Ashley Abene

Table of Contents

List of Figures	iii
Abstract	iv
Introduction	1
Chapter One: The Military as Subculture	5
A Personal Look at the Military Subculture	6
War and Its Part in Forming the Language	7
Military Speech: Its Variances Among Branches	8
Evolution, function and instruction of the language	10
Differences Between Military and Non-Military Language	13
The Effects of the Military Language on Society	15
Issues Adjusting to Civilian Life and College	18
Chapter Two: Academia's Subculture and Veteran Students	21
Military Subculture and Academia	22
Military rules and issues with reintegration	26
The College Classroom	28
The military as a discourse community and the writing course	31
Chapter Three: Veterans and the Realities of Posttraumatic Stress Disorder	35
The Effects of Posttraumatic Stress Disorder	35
War and PTSD	38
The Realities of Posttraumatic Stress Disorder	39
The Effects of PTSD in the Classroom	44
The Benefits of Addressing PTSD in the Classroom	45
Chapter Four: Veterans, Writing Instruction, and Healing through Writing	50
Expression through Writing	50
Expressive writing assignment	53
Additional Available Resources	58

Conclusion	61
Works Cited	63
Appendices	70
Appendix A: Survey about Military Benefits	71
Section A	72
Section B	73
Appendix B: Summary of Survey Results	74
Section A	77
Section B	79
Appendix C: Interview Questions Regarding Time in Academia	81
Section A	82
Section B	84
Appendix D: Expressive Memoir Assignment Sheet Guidelines	85
Expressive Memoir Rubric	86
Appendix E: Trauma Symptom Checklist: Where to Begin	87
Notes	89
	92

List of Figures

Figure 1: GI Bill Use Chart	24
Figure 2: Bachelor's Degree Completion	26
Figure 3: Veterans returning from deployments and enrolling in college from 2009 to 2012 (McGovern 21)	40
Figure 4: The number of veterans affected mentally by deployments	40
Figure A1: GI Bill Assistance	74
Figure A2: Detailed GI Bill Use Chart	75
Figure A3: College Enrollment	76
Figure A4: College Completion	77
Figure A5: College Credits	78
Figure A6: Detailed Bachelor's Degree Completion	80

Abstract

In 2012 alone, almost 400,000 veterans enrolled in college and used GI Bill benefits for the first time (McGovern 21). Several thousand more are anticipated to enroll in college within the next few years as nearly two million veterans return from overseas (Sander 2). The goal of this thesis is to show composition professors the extreme re-adjustment that is required for veterans returning not only to civilian life but especially to academia. Although veterans have been enrolling in college for decades, this thesis focuses solely on the influx of recent war veterans of Operation Iraqi Freedom and Operation Enduring Freedom. Since the majority of freshmen and sophomore students are required to take some kind of composition course, composition professors are at a unique advantage to encounter student veterans and to make difference in their integration into college life.

There are numerous obstacles veteran students often have to overcome when they are enrolling in college. One such obstacle for many is that the subculture within the military is different in many ways from the culture within civilian society. Many military members can find it very difficult to reintegrate into civilian society and therefore the academic environment as well. This can be very disheartening. However, in addition to adjustment issues, the most common obstacle that many veterans struggle to overcome is posttraumatic stress

disorder (otherwise known as PTSD). If unprepared, professors who encounter students with this type of disorder in the classroom could be overwhelmed by the prospect of what it entails. This thesis offers suggestions and advice for professors teaching in the humanities disciplines regarding how to aid veteran students with readjustment problems (which will include posttraumatic stress disorder).

Introduction

Because Dominique (or D-Mon, as he liked to be called) had drill before class, he would sometimes come in late, his army boots silently moving across the tile as though he were trying to sneak by a sentry. I always thought it odd that such large, rough-looking leather boots didn't make any noise.

The army fatigues that he wore were supposed to help him blend into a desert landscape, a tan-and-brown world of sand. In the classroom, however, the uniform just made him stand out among the jumble of jeans and T-shirts. A uniform is meant to suggest standardization and membership in a group, but D-Mon's uniform seemed to have the opposite effect. It isolated him and confirmed that he didn't seem to belong to this particular group.

Robert M. Wallace, "Twenty-Two Anti-Tank Mines Linked Together..." p. 365

The number of veterans enrolling in college after completing service in the United States (U.S.) Military is staggering. The Veterans Affairs Department (VA) has stated that it has been backed-up for months because there are many returning veterans (vets), or their immediate family members, taking advantage of the post 9/11 GI Bill. In 2012 alone, almost 400,000 veterans enrolled in college and used GI Bill benefits for the first time (McGovern 21). Several thousand more are anticipated to enroll in college within the next few years as nearly two million veterans return from overseas (Sander 2). Unfortunately, many veterans may experience a culture shock as a result of differences in environments between the military and college. Not only are service members facing a stressful transition to civilian and college life, but the culture, honor

code, and even the colloquial language used within society is different from that experienced in the military. Because composition is an almost universal requirement for entering students, it is likely that most veteran students will be required to take composition courses to fulfill this requirement.

My thesis focuses on several aspects regarding the United States Military veterans' adapting not only to civilian society but the college environment as well. Although veterans have been enrolling in college for decades, this thesis focuses solely on the influx of recent war veterans of Operation Iraqi Freedom and Operation Enduring Freedom. The main research question of this thesis is why is it so challenging for veterans/military members to adjust to the college environment, thereby making it difficult for them to succeed in college? In order to help to answer this research question, an online survey was sent out to 13 military service members who served in the Army, Air Force or Marines and either went on to get their education or chose not to enroll. Although this is a limited sample size and may not be generalizable, the evidence provided here does indicate that the main challenge that keeps veterans from enrolling in college seems to be the age gap between traditional freshmen and the non-traditional student a veteran student would be considered. Additionally, in order to answer this research question, I needed to consider several other questions, such as:

- How is the military a subculture?
- How does language usage in the military show evidence of that subculture?

- What are the primary differences between military and academic subcultures?
- How do those differences impede military veterans' success in college?
- What other issues affect veterans as they return to civilian life?
- What other issues affect veterans as they enter college?
- What are the effects of posttraumatic stress disorder on veterans?
- How can we create awareness about PTSD for instructors teaching classes with affected veterans enrolled?
- What current resources are available to aid veterans enrolling in college?

These questions are considered throughout this thesis and laid out within the appropriate chapters. The first chapter focuses on the linguistic qualities within the American military language since there is evidence that the military language differs from civilian language. The second chapter compares and contrasts the differences between the academic subculture and the military subculture. The third and final chapter discusses posttraumatic stress disorder and how it affects veterans' behavior and can be coped with in the English classroom. This chapter also offers tips for professors who have students suffering from PTSD and includes an expressive writing assignment in Chapter

Four: Veterans, Writing Instruction, and Healing through Writing and Appendix D that could potentially help students to cope with this disorder.

Chapter One: The Military as Subculture

Membership within the military's subculture is monitored through language and behavior as each branch has its own colloquial language, expectations regarding conduct, and dress code. Since the formation of the United States Military, a separate language and subculture has been formed for all those who join; these aspects have cultural influences on military spouses and children as well. Although there is very little literature discussing the military as a subculture, it fits all of the criteria required to define it as such.ⁱ This chapter describes the believed origin of the American Military's subculture and colloquial language, the social/cultural purposes of the language, and the colloquial language's ultimate integration into American society.

Since the military is a subculture, life within this subculture is different from civilian life; as a result, members can find it challenging to re-enter civilian society. Because the military has its own rules, regulations, and code of ethics, members are expected to strictly abide by these rules. Within civilian society, in contrast, there is the law of the land, but the rules regarding ethics are based on personal opinion and not regulated for all. For example, the military has a strict code of ethics when it comes to duty and treatment of those in authority. Service members often realize the vast differences between the military subculture and civilian culture as the honor code and even the language used within society is different from the one used in the military.ⁱⁱ

A Personal Look at the Military Subculture

I will use personal experiences to illustrate the differences in culture for military personnel and their immediate family members. I have a close connection with the military since my husband, Sean, serves in the U.S. Air Force National Guard (USAF) as a Master Sergeant with the rank of E-7. Sean has completed two tours in the Middle East in his 11 years of service. He originally enlisted in the Army when he was 18 as a Private, otherwise known as a “grunt.” A grunt is a soldier who serves on the front lines and is an infantryman.ⁱⁱⁱ Sean chose to enlist in 2002 after the events of September 11, 2001 because he felt a surge of passion to protect the United States. Upon completing his enlistment with the Army, he switched to the Air Force National Guard, a different branch of the military, in 2006. He currently works within one of the Communication Units on MacDill’s Air Force Base (AFB), called the Joint Communications Support Element (JCSE).

When Sean and I first met, I noticed that Sean spoke words/abbreviations most civilians have rarely (or never) heard before. He assumed everyone knew many of these colloquialisms (such as saying “roger” while on the phone), or how to tell time in the 24-hour format (i.e. 0800 or 1400). My experiences were not atypical. Based on my interviews with members of the military community, it appears they often do not realize that civilians do not understand the language. In order for spouses/family members to understand the colloquialisms, it requires time and familiarity. It took me some time to become familiar with the wording my husband used, or even to understand the 24-hour time format on cue. Military

members grow to understand each other over time, and eventually military family members learn the slang as well. Although immediate family members become integrated into this culture through osmosis, often extended family cannot understand the subculture that has been created (since they are not as frequently affected or involved). It is through the use of language that a discourse community is created, and this concept of the military as a discourse community will be discussed in more detail within Chapter Two: Academia's Subculture and Veteran Students.

War and Its Part in Forming the Language

The military subculture is most apparent when the everyday spoken colloquial language is used. Many of the words that have been formed within this colloquial language stem from the confrontations the United States has engaged in from the Revolutionary War to the most recent confrontation, Operation Iraqi Freedom. However, the study of military language did not occur until the 1930s.

In the dictionary *War Slang: American Fighting Words and Phrases Since the Civil War*, author Paul Dickson believes that many of these "tens of thousands of new words and phrases have been born of conflict, boredom, good humor, bad food, new technology and the pure horror of war" (ix). Many of the words used in previous wars are still in use today while others have completely faded out of military vocabulary. Each war has created new slang words because each has had significant differences in cultural era, location, and reasoning

behind the confrontation. The formation of new words could also be due to “soldiers’ frustration or amusement with life from the front” (“GI Jargon” 12).

Military words could also be coined to serve as code words. In an article on World War II terms used by the Royal Air Force (RAF) and the United States Army Air force (USAAF) published in 2006, various code words are discussed and analyzed. These words were originally created so that the Germans would not know what the USAAF was planning to do in the air (Gunderson 40).

However, not all of the military’s language functions as code words. Words are coined for several other purposes as well, such as to function as abbreviations so that words could be said more quickly, or they are formed as a result of the type of war in which the military might be engaged (Dickson ix). An example of such a word coined during a particular war in which the U.S. was engaged is the word “gook.” During the Korean War, U.S. soldiers gave Koreans the nickname “gook,” because Americans had overheard the Koreans saying *miguk*, and interpreted it to mean “me gook.” But, in actuality, the Koreans were calling the Americans *miguks*, which means Americans. In spite of this error, the name stuck, and the term gook is often still used as a derogatory term, referring to cultures of Asian descent (Lee 11).

Military Speech: Its Variances Among Branches

Each branch of the military has a slightly different and distinct subculture; even the colloquial language differs from branch to branch. Because each branch differs slightly in the usage of certain words, the American military will be

discussed as a whole rather than focusing on a specific branch. However, to illustrate an example of the differences between slang used within the individual branches, the same phrase is compared between its usage in the Army and the Air force. Within the Army, the phrase “ate up” means a soldier’s hair and uniform are messed up (not meeting regulations); however, in the Air Force, it means that a soldier’s uniform and hair are perfect (exceeding regulation requirements). These are quite different interpretations of the same phrase, but it shows the vast differences that exist between not only the various language nuances but the subculture as well.

With the passing of time, words that were commonly used in the language can fade out of communication whereas others can change meaning “as the composition of the Army changes and as new men fresh from civilian life add their influence, old terms are altered and acquire new meanings” (Berger 261). When Morroe Berger wrote the article “Army Language” in 1945, terminology had already significantly evolved from the times of the Revolutionary and Civil wars. Today, as our society changes, it has a significant influence on the evolution occurring within the military subculture and jargon. A recent example of such effects of society on the military would be when President Obama repealed the “Don’t Ask, Don’t Tell” law. Society’s belief about sexual orientation has ultimately affected the military’s subculture. Whether the military intends to be affected by or to affect American society is unclear, but it still happens nevertheless.

Evolution, function and instruction of the language. Joining the armed forces requires a commitment to military law, expecting one to give up civilian rights. By choosing to join, each member has willingly become part of an authoritarian society. As soon as a service member starts basic training, this culture begins to engulf him/her causing “quite possibly a linguistic phenomenon such as Army speech [which] results from the major adjustment any individual must make in a totalitarian society” (Norman 108).

It is believed that both the separate military language and subculture help to “serve a crucial psychological function for soldiers” (Peters 1). The social/cultural purpose of this language serves many functions, such as to “lighten the mood,” “establish group identity,” “connect with home,” “vent frustration,” and “dehumanize the enemy” (1). Although some branches of the U.S. Military (such as the Army) do give new recruits a common word book, often the language is taught through association or training (“New Army Talk” 54). Military terminology is used in various field oriented circumstances, such as within a specific trade, spoken formally when in the presence of superiors, or used in daily conversation with fellow service members.

In the 1940s, handbooks were issued to everyone who joined the military. This was how service members originally learned the jargon (or formal language) of their trade. This handbook taught the basics of “trade vocabulary of the military profession” (Jacobs 146). Today’s handbooks no longer have entire chapters dedicated to defining commonly used words/phrases; instead, every term is explained throughout the entire text. Additionally, at the end of the handbook

there is a list defining commonly used acronyms. The Army's handbook, *Soldier's Manual of Common Task: Warrior Skills Level 1* is an example of this type of format. This handbook goes into extensive detail regarding regulations and how to deal with various war-related situations. It strictly focuses on these various situations and has definitions of terms throughout the text. There are no visuals shown; it is just text (Glossary-1 - Glossary-6). These handbooks are still given to every new recruit who joins the Army. A similar manual is given to members of other branches of the military, such as the Air Force, the Marines, and the Coast Guard. However, each manual looks different and focuses on the specific acronyms/language used within each respective branch of the military.

The Air Force's manual is visually different from the Army's handbook. It has pictures throughout and even has a quick reference section at the middle of the handbook. This "quick reference" section focuses on defining the phonetic alphabet and number terms, since "accurate communication is essential to effective communication" (*AFPAM 10-100: Airman's Manual* 194). This section illustrates how the military pronounces and says things differently from an American civilian. For example, with numbers, three is pronounced "tree," and nine is pronounced "nin-er." In addition, letters are spoken as words: the letter A is "Alpha," B is "Bravo," C is "Charlie" (194). This section also defines the commonly used radio communication words, such as "affirmative" or "read back" (195, 196). Although most military members will not read the manual unless required, it is made readily available throughout the service member's unit, making it a useful tool to get a better grasp of the language.

The language is taught to new recruits in various ways. Terms are incorporated during basic training, throughout technical school (a school where service members learn a trade), or it can be communicated in a military college (where one trains to become an officer). The jargon is also transferred through mandatory trainings that are required to maintain a trade, or in the manuals that have to be read prior to promotion. Some words are part of the official language of the U.S. Military, authorized by those in command; others are unofficial words that are used in the everyday life of the service member.

Although many of the handbooks focus on the official terms, unofficial terms are more frequently used in everyday speech. Elly Brosig argues in her review of a military dictionary that “nonofficial terms dominate. They deal with combat situations as well as ordinary, daily Army life, nicknames for units and weapons and famous commanders, as well as expressions borrowed from foreign languages (mostly French, German, Korean, and Vietnamese)” (Brosig 163). Unofficial terms make up the majority of military slang dictionaries since they tend to dominate the subculture. Sometimes, officially sanctioned words even become unofficial slang. These words are changed to reflect the true feelings the military members have about that word. An example of this is the word “M.R.E.” This word officially means “meal ready to eat;” however, during the Gulf War, it was reinterpreted to mean “meals rejected by everyone” (Dickson 317, 371).

Differences Between Military and Non-Military Language

There are significant differences between military and civilian language. The most obvious difference is lexical, as the military uses many acronyms and slang oriented words. M. Joelle Kirtley argues in her thesis, "Speech in the U.S. Military: A Sociophonetic Perception Approach to Identity and Meaning," that the reason for a colloquial language within the military is so that service members have the ability to distance themselves from civilian life. This emotional distance helps them to cope. An example of this is with the most recent war; instead of just naming it the war on terrorism (which has negative connotations), it was called "Operation Enduring Freedom," giving it a more positive sounding tone (14).

Kirtley's work also discusses both military and civilian opinion regarding military language. She interviewed seven military members, asking them what they believed to be the largest differences between military and civilian language. The top response was the above mentioned lexical differences. It was also evident to these seven service members that the American public does not use the same acronyms or slang. The second top response was that there is a considerable difference in the speed with which one speaks in the military. Kirtley believed that this was due to "the need for military communication to be efficient and concise; every communication must be clear and quick so that sensitive orders can be carried out without dangerous incident" (14). As a result, sometimes civilians can have misconceptions about the military and, especially, its language because of a lack of knowledge of the subculture. In a survey she

conducted eliciting responses from civilians, Kirtley found that the respondents felt that military members speak “with authority, clearly, concisely, and ... respectful[ly], though somewhat ignorant[ly]. For many of the survey questions asked, participants had very similar answers, showing that there is a stereotype... of what a man in the military is like” (Kirtley 24). This source shows that many civilians tend to stereotype men and women in the military, without real understanding of what the military is actually like.

Service members’ families can also be affected by society’s lack of understanding of the military subculture. When my husband deployed to Afghanistan, I was still taking classes to finish my bachelor’s degree. Since I was serving as President of the Student Government Association, people would find out about my husband’s deployment. Some were very supportive while others would mention news stories of soldiers’ blown up on the roadside. This discussion would usually be followed by details of why Afghanistan was the worst country to be stationed in at that time. I found that, either out of a lack of understanding or maybe even compassion, some felt it necessary to share things that no one would want to hear when a loved one is deployed in a war-torn country. I learned to avoid the topic at all costs so that I could keep some kind of peace. Although this is not always an occurrence for every military family member, it should be noted that spouses of those deployed also could have adjustment issues.

The Effects of the Military Language on Society

The military subculture shapes and is shaped by American society as a whole. Since the military consists of American citizens, it makes sense that the culture at large would affect the formation of military language in some manner. Slang is often created as a result of an emotional response experienced by military members. These emotions usually stem from separation from home, and, as a result, missing family and friends. An example of a slang word referencing military member's loved ones is the "kiss-and-cry area," which means an "area designated for departing troops to bid farewell to family and friends" (Dickson 383). In 2001, when Operation Enduring Freedom began, a new set of words was created and the language began to become a mix of civilian and military slang. As a result of the type of attack that initiated the war, since it was on the home front, these newest additions reflected aspects of both civilian and military life. Author Paul Dickson argues "when the home front becomes the war front, distinctions between civilian and military language blur" (371).

There are many military words that have been incorporated into civilian language over the years. These words are even commonly used by those civilians who have never been touched by the military in any way. Most, if not all, civilians actually understand what these words mean (in a non-combat oriented reference). Some words commonly used today are "chopper," "shrapnel," "debriefing," "bunker," "booby trap" and "foxhole." An example of one of these words used in a non-combative way is "that chopper flying overhead is reporting the news" ("Soldier Speech" 307). According to Keith R. Herrmann, author of the

article “The War of Words,” the incorporation of these words into civilian speech has occurred because:

In many cases, these words have often become disassociated with warfare, and it's become difficult to recognize their origins. If I said, for example, that I started this essay off ‘on the wrong foot,’ then I would mean I had made a mistake in the opening sentence. This metaphor traces its origins back to a military drill. In a given exercise, if the rule is to begin by moving the left foot first and a soldier moves the right foot instead, then he or she is out of step with the rest of the soldiers from the start and has thereby stepped off ‘on the wrong foot’ (319).

According to Herrmann, words previously used in the military have been integrated into society in every avenue, from names for food to names for swimsuits. For example, the word “lynch” or “lynching” (meaning to hang someone as a form of punishment) originated from Captain William Lynch, who is suspected to be the first to encourage lynching. Another example of the language’s incorporation into society is how the word and style of “side burns” came about. This word originated from General Ambrose Burnside who is said to have sported the first set of side burns (319).

Another famous word/phrase that originated during World War II by Brigadier General Anthony C. McAuliffe is “Nuts!” (Dickson 192). This word, nuts, was reportedly sent back in response to a demand given by German soldiers, “[who] demand[ed] for surrender during the siege of Bastogne... on December 22, 1944...’ there are those that believe that McAuliffe, a tough airborne officer,

after all, said something much stronger - Shit! To be exact – but no proof has been offered. In any case, he meant ‘Go to hell!’ and Nuts! has become immortal” (192).

Civilians could also learn military terminology from veterans using colloquialisms in mixed company; however, the media has probably played the largest role in teaching civilians this slang. There are countless TV shows and movies dedicated to the various wars America has engaged in. Prior to making the movie *Saving Private Ryan*, director Steven Spielberg realized he did not know any authentic military slang. His father, who had served in the Army and was a World War II veteran, shared with him some of the commonly used vocabulary (Dickson 379). Colloquialisms have also spread throughout print journalism, internet news, and social media formats. Because of this small integration of military speak into society at large; the civilian society seems to have made significant progress in the treatment of veterans from the time of the Vietnam War. As long as society at large keeps trying to understand those in the armed forces, it will get easier for service members to reintegrate.

This colloquial language originated as early as the first American soldiers. Words, abbreviations, and phrases have been used within the military in formal ways on the job or informally in conversation. The military language has been created as a form of expression. The military subculture and its language are socially and culturally significant to those who serve, by expressing the dignity and honor of the United States through the military’s physical representation, or expressing the thoughts/feelings of those who are stationed in a particular place

of the world. This subculture instills a sense of purpose and pride for those who are a part of it.

Issues Adjusting to Civilian Life and College

Millions of military members are expected to return from serving overseas and enroll in college for the first time over the next few years. Unfortunately, some veterans^{iv} have reported having issues with reintegrating into society after serving in the military, especially into a higher education environment, “student veterans commonly report feeling isolated, from both fellow veterans and anybody remotely familiar with military culture. And they often feel at odds with younger classmates. The maturity gap, some veterans say, can lead to awkward or tense exchanges” (Sander 2). Additionally, by the time veterans use their GI Bill, they are often considered to be nontraditional students (Sander 2). If there are not many other nontraditional students at the college/university they choose to attend, being in a classroom with 18-year-olds could be a difficult adjustment.

Attending college after being out of school for over four years can be difficult for anyone. But most civilians have not had such life changing encounters as those in the military have experienced. Whether in wartime or peace, being a service member adds a new level of adjustment when one is returning to school, “adjustments service members make from military to civilian life [can be described] as ‘soldier to citizen, danger to safety, discomfort to comfort, chaos to order, lawlessness to law, and mistrust to trust’” (McGovern 21). However, there are many colleges/universities that actively support veterans returning to school;

these schools are called military-friendly colleges. Military-friendly colleges offer a support system for returning veterans, often provide peer counseling, opportunity for veteran club involvement, and a specialized career counselor (McGovern 21). Although there might not be an official definition of a military-friendly college, there are a few aspects that designate colleges as such. These colleges tend to have non-traditional adults on campus, offer a support system for the military member, and have a financial aid representative who understands military scholarships/tuition benefits (Hart and Thompson, 10).

Another issue is that many who are returning from war are suffering from posttraumatic stress disorder (otherwise known as PTSD). Research indicates that in the classroom, veterans often are asked uncomfortable questions about time served. If a veteran is struggling with PTSD, such questions can be extra painful to discuss. It is important to note that not all service members suffer from PTSD; often many veterans do not suffer from it at all. This is because not all service members returning from active duty have the same experiences, or experience situations the same way. Some have seen combat in Afghanistan or Iraq; others have served in more peaceful areas such as in Japan, the Philippines, and Romania (PTSD will continue to be discussed throughout this thesis, briefly in Chapter Two: Academia's Subculture and Veteran Students and in further detail within Chapter Three: Veterans and the Realities of Posttraumatic Stress Disorder and in Chapter Four: Veterans, Writing Instruction, and Healing through Writing).

Although there may be some challenges for veterans readjusting to civilian life upon returning from deployment or active duty, it is possible to adapt successfully. My husband reintegrated successfully into civilian life and higher education. He was a nontraditional student and it took him a few years, but he was able to complete his bachelor's in Information Technology at USF Sarasota-Manatee. Other service members he had deployed with also were enrolling in college at the same time; as a result, he had a support system both from fellow veterans and his family. It also helped that he attended a campus that was military-friendly and that had many nontraditional students. Additionally, veterans can adjust to civilian life by using the support systems readily available. There are many resources accessible through a veteran's unit, the military-friendly school he/she is attending, and through Veteran's Affairs. These resources will also be discussed in detail within Chapter Four: Veterans, Writing Instruction, and Healing through Writing.

Chapter Two: Academia's Subculture and Veteran Students

Given that there are significant differences in the culture of the military compared to that of civilian society, it can be argued that there is an especially weighty distinction between the military subculture and the college subculture as well. Author Paul Douglass argues in his article "Campus Subculture and Academic Underachievement" that the college hallways appear to be formal, but there is actually a strong undertow of informality within that environment (43). In contrast, the military subculture is extremely formal in nature.

A website designed to help to connect and to support military members states such a point on the website entitled "8 Tips for Successfully Completing Basic Training." The website states that in order to survive basic training with the military, new recruits need to learn an essential set of concepts. Some of these concepts include:

- "The basic rule of thumb is that recruits should be seen and not heard;"
- "Don't argue with your Drill Instructors, EVER!;"
- "Standing out can have its rewards, but it's a double-edged sword;"
- "Do not question the logic behind what you are doing"

("8 Tips for Successfully Completing Basic Training"). These concepts are the opposite of what is seen or communicated within the college classroom. In fact,

professors typically want to see *and* hear their students. In a healthy classroom environment, students are engaged and participating.

In fact, most of the principles in military service are the opposite of the standards within the college classroom. Within the college environment, students are encouraged to question and to analyze what they read in textbooks and what they hear professors/students express within class. Students are taught not just to believe everything they read or to accept everything as fact. While respect is expected within academia, that respect may be expressed differently as the student/professor relationship is based on analysis and expression of opinions. This creates an environment that encourages students to question authority. In contrast, questioning authority is discouraged in the military.

Military Subculture and Academia

Enrolling in college for the first time as a nontraditional student can be a challenge, but it can be extremely difficult for veterans who have not been part of civilian life for a number of months or years. In an effort to better understand the mentality of veterans considering college for the first time, I surveyed 13 veterans from various branches of service through an online, anonymous survey.^v The questions asked of these service members focused on their educational benefits and whether they completed a post-secondary degree.

There were limitations to this survey, including that only 13 service members responded to the survey. After review of the responses, it became apparent that not all of the questions seem pertinent, but for the purposes of this

thesis it was important to set-up a standard set of questions to be able to compare like responses; one-on-one interviews can lead to dissimilar types of responses whereas survey questions distributed online are standardized. The only demographic recorded within this survey was age; gender and ethnicity did not need to be documented as it did not meet the needs of this thesis. The survey questions are listed in Appendix A and the survey responses are listed in Appendix B. Not all of the responses were included within the main text of this thesis.

The results of the survey showed that the longest time served in the military for respondents was 25 years; the shortest time served was four years. Additionally, all service members who participated in the survey indicated that they were offered the GI Bill benefits, which implies that they served during a time of war, which classifies them as veterans. The following chart shows how many veterans surveyed used their tuition benefits (such as the GI Bill) and how many have not used their benefits as of the time the survey was completed. Eight veterans started to use or have used all of their benefits, whereas five veterans have not used any of their benefits. This is shown in the chart below.

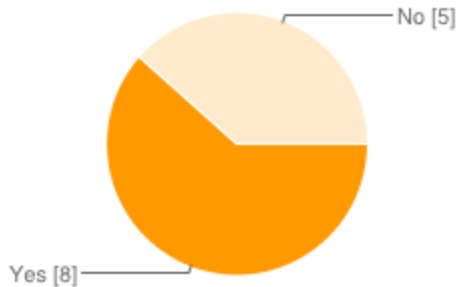


Figure 1. GI Bill Use Chart. This pie chart corresponds with the following survey question, “have you used any of the GI Bill or any other veterans related tuition benefits?” (Abene).

The reasons why some of those surveyed did not choose to go to college vary. The top reasons respondents gave for not attending a post-secondary institution were because they were waiting to get out of the military before starting college, or that they felt they were past the appropriate age. Two of the surveyed military members who felt they were too old to go to college are planning to transfer their benefits to their children.

In my experience, veterans tend to think they are too old to go to college when they have served longer than four years in the military. Often they feel like they do not belong in a college environment as they enter their late 20s or early 30s. Not only are these military members past the traditional college age, but typically, they feel that the age gap is too significant to overcome. In an article written by Michelle Navare Cleary and Kathryn Wozniak entitled “Veterans as Adult Learners in the Composition Courses,” the authors mention that as of a few years ago, 85 percent of the veterans attending college for the first time were 24-years-old or older (1). When one considers a typical nontraditional civilian student, the maturity gap of a freshman at 18 and a freshman at 24 or older can

be quite significant. However, for those in the military that are of nontraditional age,^{vi} this can be a far more significant gap. Additionally, within the military, most jobs are often tactile and action driven. For example, my husband's job is to work with tactical communication equipment, so he often works with his hands. This differs significantly from the way the college environment is designed. Often classes are lecture style or group work oriented and tend to focus on the visual and auditory senses rather than tactile.

Another set of questions was asked of the surveyed veterans who were enrolled in college. The first question asked was "Why did you choose to enroll in college?" Their responses varied, but overall the majority of responses indicated that they enrolled in order to make their lives better and to get more job opportunities. The majority of survey respondents also stated that they wanted to improve on their education. The age at which survey respondents enrolled in college for the first time was in the range of 18 – 28 years old (Abene).

The following pie chart indicates the number of survey respondents who have graduated with a bachelor's degree. The results were split 50/50 for those eight who completed this section. The reasons as to why some have not yet graduated with their bachelor's degree varied. However, most responses indicated this was because they only needed to earn an AA degree, or were still in the process of attending school.

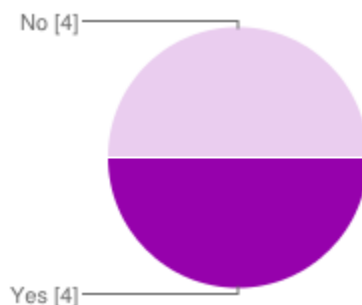


Figure 2. Bachelor's Degree Completion. This pie chart corresponds with the following survey question, "have you finished your bachelor's degree?" (Abene).

Military rules and issues with reintegration. The military subculture is significantly different from that of the civilian and college subcultures. Those who serve in the military have to abide by certain rules and regulations. All are expected to look and dress according to regulation standards, thereby creating group identity. Only certain haircuts and types of facial hair are permitted. These rules help to create uniformity within the subculture. The U.S. Military believes that when members abide by these regulations it helps to "enhance esprit de corps [which is] essential to an effective military force" (*Air Force Instruction 36-2903: Dress and Personal Appearance of Air Force Personnel* 9). Esprit de corps is defined as "the common spirit existing in the members of a group and inspiring enthusiasm, devotion, and strong regard for the honor of the group" ("Esprit de corps"). Abiding by these regulations is expected in order to maintain a positive public appearance. After all, the military is a physical representation of the United States and its leaders. It is expected that the armed forces instill confidence in the American public (*Air Force Instruction 36-2903: Dress and Personal Appearance of Air Force Personnel* 9).

These military regulations and the sense of uniformity within the subculture can affect members' reintegration into civilian society. In a public presentation I attended on September 28, 2013 in St. Petersburg, FL, entitled "The Trials and Successes of Veterans Returning to School," two veterans spoke about the issues many military members are encountering upon trying to reintegrate in civilian life. One veteran, Ray Mollison, is the President of the Student Veterans Association at USF Tampa and the Veteran Outreach Coordinator for Team Red White and Blue. Many of the veterans Ray has met in his time of service have indicated that when they left the military, they felt disconnected. Ray believed that the basis for this disconnectedness could be because this generation of veterans wants to be reincorporated into the community and not just to associate with other vets. Ray's observations seem to be supported by the recent push in the media for awareness regarding the issues veterans face and the importance of veterans getting involved in the community. There have been many TV commercial campaigns and stories in the news encouraging military members to seek help and out in the community.

At this presentation, another student veteran spoke named Patrick Schwieker. He made an interesting distinction about military men and women who first enlist at 18-years-old, compared to civilians of the same age range. When military men and women are first deployed upon enlisting, which is typically when they are 19-years-old, they are immediately put to work since they have been trained to be an expert in their field. Men and women with years of field experience train these 19-year-olds to excel in their fields. After being

trained, these 19-year-olds not only are working in their field full-time and are treated as experts, but they are at the forefront of foreign policy. The military is often in situations within other countries in which they also function as ambassadors. There are no official politicians in these foreign countries representing the U.S. to these small towns; it is the men and women of the U.S. military who are doing so.

Patrick also spoke of the time when he served in the Marines and was sent to offer aid to the country of Haiti, after a particularly bad earthquake. He and his men were representing the United States through their actions and attitudes. All branches of the military are expected to be a representation in thought, word, and deed of the best of what the United States has to offer. Of course, not all members are an accurate depiction of what the U.S. is supposed to represent, since as with any culture, subculture or belief system, there are those who are not the most ideal representations. Nevertheless, in general, there is an expectation of a 19-year-old military member that he/she be an expert in his/her field, an ambassador for the United States and at the forefront of foreign policy, which is far different from the life of a typical civilian 19-year-old.

The College Classroom

In contrast to the military, within the classroom 18 or 19-year-old students are often treated as just slightly older teenagers. Most traditional freshman and sophomore students can barely wrap their heads around the concept of being adults and being expected to do college level work; they certainly would not be

expected to represent an entire nation at such an age. The college classroom dynamic is that of questioning and analysis, and it is meant to be an environment of social learning. The classroom is a place for students to express their opinions. Authors Amy Hirschy and Maureen Wilson argue this point in an article entitled, "The Sociology of the Classroom and Its Influence on Student Learning." In this article, Hirschy and Wilson mention that "the college environment reflects the social relationships of upper-level, white-collar work" (87). This is an interesting dynamic of the classroom, which is quite different from the dynamic found within the military. Enlisted^{vii} military members' jobs typically are more tactile roles; these jobs are not necessarily managerial or administrative in nature. Although there are many layers of command within the military, still the focus is on the field. In contrast, the classroom typically trains students to be prepared for the corporate environment.

However, there are some similarities between the classroom and the military structure. Often the classroom has a type of hierarchy and a type of structure just as the military does, as "traditionally, professors hold an asymmetrical power position in the classroom by designing the syllabus, assigning work, and evaluating students' performance" (Hirschy and Wilson, 87). Ultimately, the classroom environment is dictated by the professor in charge of it:

These norms of discourse shape the patterns of participation, that is, who participates and who does not ... whether one feels free to disagree with the instructor or other students, how to deal with conflicts, what kinds of

questions are acceptable, and, in general, how to act appropriately in a classroom (87).

As indicated in the above discussion, there are some similarities in the structure of the classroom and the military in that there are asymmetrical power positions and a sense of hierarchy; but this is the only real similarity between the two. Even within military classrooms, the set-up and organization is completely different. The military wants members to pass required classes, so it offers every kind of assistance to help to ensure that this occurs. In contrast, within academia, students feel that all of the pressure is on them to succeed or fail (Briggs).

The college classroom norms are also greatly affected by student relationships and interactions. Another aspect unique to the college classroom is that both student and professor affect the environment, which ultimately shapes student learning. Faculty can foster a classroom environment that values “achievement, love of learning, competition, collaboration or caring” (Hirschy and Wilson, 88). Hirschy and Wilson find that the more interaction there is within the classroom yields the largest amount of benefit for the students. This interaction creates a type of investment for the students, which, in turn, facilitates learning.

Relationships definitely play a vital part in the military, helping to form a sense of camaraderie, but this dynamic is quite different from that of the college classroom. The relationships formed in the military are often lifelong, especially for those who are stationed abroad together in a war-torn environment. The concept of protecting one another in the military can form a bond that is unbreakable. Often military units are stationed for such long periods of time

together that they become a kind of family. The loss of these types of relationships can be difficult for the veteran who leaves the military, and almost impossible to find outside of that environment. This dynamic is very different from the type of relationships formed in the college classroom. Although lifelong relationships can be formed in college, this occurs mostly because of mutual hobbies and likes rather than camaraderie and brother/sisterhood.

The military as a discourse community and the writing course. Since the U.S. military meets the requirements to designate it as a discourse community, The National Council of Teacher's in English (NCTE) discussion of these communities is important to the composition field's understanding of this subculture. The NCTE defines a discourse community as:

A grouping of people who share common language norms, characteristics, patterns, or practices as a consequence of their ongoing communications and identification with each other. With respect to writing, the term has been used to point out that different academic collectives write in characteristic registers and genres... The term has been useful in orienting people to a sociological understanding of the varieties of writing done by students, academics and members of other social groupings, often differentiated by discipline, kind of institution, and level of education ("Issue Brief: Discourse Communities").

Those in the field of composition studies continuously discuss this concept of discourse communities within the English classroom and the various writing

styles that accompany the various discourse communities. The NCTE members' discussion of these communities is a helpful reminder that veterans may respond differently from other students to assignments, writing prompts, and discussions in class. For instance, if the in-class writing prompt requires the students to write an argumentative paper on the politics of the current war, that scenario could be quite differently interpreted by a veteran student and a civilian student.

A member of the military discourse community in the college classroom can feel isolated from other civilian students because of the language and subculture involved within his/her community. In an article entitled "A Class for Vets, Not by a Vet: Developing a Veteran-Friendly Composition Course at City College of San Francisco," Darren Keast discusses some of his experiences in the composition classroom with this very issue. He tells one story which was about his conducting a class icebreaker and asking students to talk about their worst job. One veteran student responded with:

'I had to burn the crap that my unit produced in Iraq.' Silence followed.

When I [the professor] asked him to elaborate, he explained that one of his jobs in the military was to incinerate the sewage from his Army base. I attempted to diffuse the deepening awkwardness in the room with a joke: 'That must be good for the environment.' To this quip he replied, 'Well, it's not our country.' Seeming to notice the bafflement in the room for the first time, he added, 'or at least that's what my commanding officer said' (1).

Since I am married to a veteran who also at one time had to do this very same job in Iraq, I right away understood what this student was talking about before

reading Keast's explanation. What is interesting about this short example is the apparent awkwardness that filled the classroom following this student's description of his worst job. Why did the class act so awkwardly about this type of job? There are plenty of weird stories that get swapped around the classroom all of the time, so why was it so awkward for this veteran student? These questions definitely need further analysis, and additional research needs to be conducted. Based on my research and experience, the simple answer as to why it can be awkward for the veteran student in the college classroom could be because of the age and experience gap between the veteran freshman student and the civilian freshman student, but, of course, there are other aspects involved.

Some have started to take notice of this culture gap between the military discourse community and civilian students. The *U.S. News* published an article discussing this culture gap entitled "Thousands of Veterans Failing in Latest Battlefield: College." This article highlights a member of the Navy who experienced this culture gap first hand; his name is Velasquez. He left the military at 23 and decided to enroll in college. But, as soon as he enrolled, he found that it was incredibly difficult to adjust. The last time he was in a classroom was five years prior, and he no longer knew the strategies to study. Briggs recounts his case:

Instead of taking strategic lecture notes or studying highlights in the [text] when prepping for exams, he scribbled nearly every word his professors uttered and tried to absorb every fact in his textbooks... there was a vast

cultural chasm between other freshmen and [this] survivor of multiple firefights and risky missions (Briggs).

At 19, Velasquez found himself facing combat. In contrast, many of his peers back home were planning to go away to college and party or pursue a job in the safety of their hometown. Within the confines of the military, Velasquez excelled, but, as soon as he entered the college classroom, he found that he was failing. Many military members are experiencing this when they first enroll in college, just as Briggs argues in his article, “scores of former servicemen and servicewomen who are among the best in the world at defusing bombs, tracking the enemy, patching bloody limbs, or negotiating with wary Afghans become futilely lost when trying to author an English paper” (Briggs).

For Velasquez, college was quite different from the military schools he had attended. However, Velasquez finally was able to adjust to college when he switched to a more military-friendly school in Colorado. There, he took advantage of the school’s veteran services and found the support he needed. An aspect of the services offered at the University of Colorado Denver for veterans is a sense of camaraderie, since that is typically what veterans miss the most when away from the military. Another aspect of this service is that upon enrolling, a veteran is assigned an upperclassman to function as a mentor and help to direct him or her through the academic environment. Velasquez was finally able to earn a grade point average of 3.8 because of the support he found on the University of Colorado’s campus (Briggs).

Chapter Three: Veterans and the Realities of Posttraumatic Stress Disorder

The Effects of Posttraumatic Stress Disorder

Posttraumatic stress disorder (PTSD) is also a factor that can hinder a veteran's reintegration into civilian and academic life. According to an article published by the RAND Corporation in its research study on veterans in "The Invisible Wounds of War Project," nearly one in five veterans suffers from posttraumatic stress disorder ("One in Five Iraq and Afghanistan Veterans..."). In order to explain how veterans can be adversely affected by PTSD and how it could prevent them from reintegrating into society properly, I define posttraumatic stress disorder here. Posttraumatic Stress Disorder involves the body's reaction to feeling afraid. Many chemical reactions occur within the human body in response to fear; but the body's proper reaction is fight-or-flight. However, when someone is suffering from posttraumatic stress disorder, the response to fear is no longer normal:

People who have PTSD may feel stressed or frightened even when they're no longer in danger. PTSD develops after a terrifying ordeal that involved physical harm or the threat of physical harm. The person who develops PTSD may have been the one who was harmed, the harm may have happened to a loved one, or the person may have witnessed a

harmful event that happened to loved ones or strangers ("Post-Traumatic Stress Disorder").

Posttraumatic stress can have severe effects on military members attempting to reintegrate not only into society but the classroom since "...one in five vets [has] some level of PTSD and/or MTBI [mild traumatic brain injury], both of which can severely impact a student's ability to learn" (Hart). MTBI has been known to affect thousands of veterans as at least 20 percent have suffered some kind of brain or spinal injury. Additionally, over 31,000 veterans returning from the Middle East have suffered from some kind of serious physical injury (Kiely & Swift 357). Most military members on duty can daily encounter some kind of trauma whether physical or emotional because of war related events.

However, it is not the responsibility of the educator to heal students or address such issues as PTSD, but it is the educator's responsibility to be aware and make the classroom as learning-friendly as possible for students. There are many resources available to help educators to prepare themselves for the challenge of teaching veterans who suffer from PTSD. One such resource is called "Got Your Six." It is a campaign which started to increase public awareness that more than one million service members are leaving the military and re-integrating into civilian life. This campaign aims to show the public what assets and leaders military members can be to society. "Got Your Six" has six main pillars it focuses on to help veterans to reintegrate; these pillars are "jobs, education, health, housing, family, and leadership" ("Activation Campaign"). This resource could help educators, since Got Your Six has partnered with colleges

across the nation to train faculty, staff and administrators to know how to handle the large number of veterans attending college for the first time.

Posttraumatic stress can affect anyone who has been through, seen, or even learned about something traumatic. PTSD can often go undiagnosed for many veterans as they often do not understand the symptoms they are experiencing. Without a diagnosis, they cannot be easily helped in the classroom and receive the appropriate accommodations. It would be helpful for educators, and I argue especially for composition professors, to know the signs of posttraumatic stress. Since the majority of incoming students have to complete a composition course in their freshman and sophomore year, the composition professor is likely to encounter veterans suffering with PTSD since incoming veteran students will have to fulfill this requirement as well. This will be discussed briefly in this chapter and in further detail within Chapter Four: Veterans, Writing Instruction, and Healing through Writing.

It is important for educators and administrators within academia to discuss and understand the reasons why it is often difficult for a veteran student to adjust to college. There are many benefits to understanding the symptoms of PTSD and acknowledging the difficulty many veterans may have adjusting to the academic sphere since “veteran students are increasingly likely to be in our classroom, and most will encounter some difficulty adjusting to academic culture” (Hart). There could be numerous situations in which a veteran might find him/herself experiencing challenging situations, but the overarching thought as to why this happens relates to the amount of time the military spends in training its members

to “engage in combat,” but then fails to untrain them (Hart). The military spends so much time breaking down and then building back up the soldier in basic training, but it does not spend any time training them to readjust to civilian life.

War and PTSD

In order to express the effects of posttraumatic stress disorder on a service member attempting to readjust to civilian life, I will use personal experiences to illustrate. My family has a close connection with the military, as mentioned earlier, since my husband Sean serves in the U.S. Air Force National Guard (USAF). Sean does not suffer from PTSD, but he had a few friends in the military who did suffer from this disorder. Sean’s first tour of Iraq was in 2003 with the Army, where he was stationed for 18 months. While he was deployed, the men who were in his unit went through several combat-related situations that affected them both mentally and emotionally. An example of such a situation occurs when soldiers deployed in a war-torn environment often have to sleep with one eye open. While Sean was deployed in Iraq, the sounds of bombs and gun shots resonated throughout each night. To get some sleep, the soldiers eventually had to grow numb to such nerve-shattering sounds. In the beginning of their deployment, the sounds of bombs going off made them jolt out of bed at every din, but eventually it became a reality to which they grew accustomed. Sean still flinches at the sound of fireworks, 11 years later, as it reminds him of a time where he had to spring into action at every noise. As mentioned earlier, even though he does not suffer from PTSD, there are aspects of his military

service that will always be a part of his civilian life. If he had suffered from PTSD, reintegrating into the “norm” of society might have been extremely difficult.

One of the soldiers my husband was stationed with in Iraq suffered from symptoms that reflected PTSD. But, unfortunately, he did not seek help when he returned home. He could not handle the constant feelings and thoughts that bombarded him, and he soon committed suicide. This is such a sad reality for many veterans who return home after serving overseas and have seen things that traumatized them. In 2010, the Pentagon reported that nearly 6,000 veterans commit suicide every year (Miles). It is normal for a military member to have issues readjusting to civilian life after serving in the military, but posttraumatic stress disorder adds an extra level of difficulty. PTSD is a serious problem, and needs to be treated/addressed as soon as possible in order for the military member to properly adjust to society (as well as the classroom).

The Realities of Posttraumatic Stress Disorder

The following charts indicate the number of military members returning from overseas and the number of members who have been adversely affected by their deployments. The first chart shows that in the years 2009-2012 more than 500,000 veterans enrolled in college. The second chart mentions that 200,000 veterans sought counseling for PTSD in 2010 after returning from deployment, and that in 2012 280,000 veterans received counseling for this disorder.

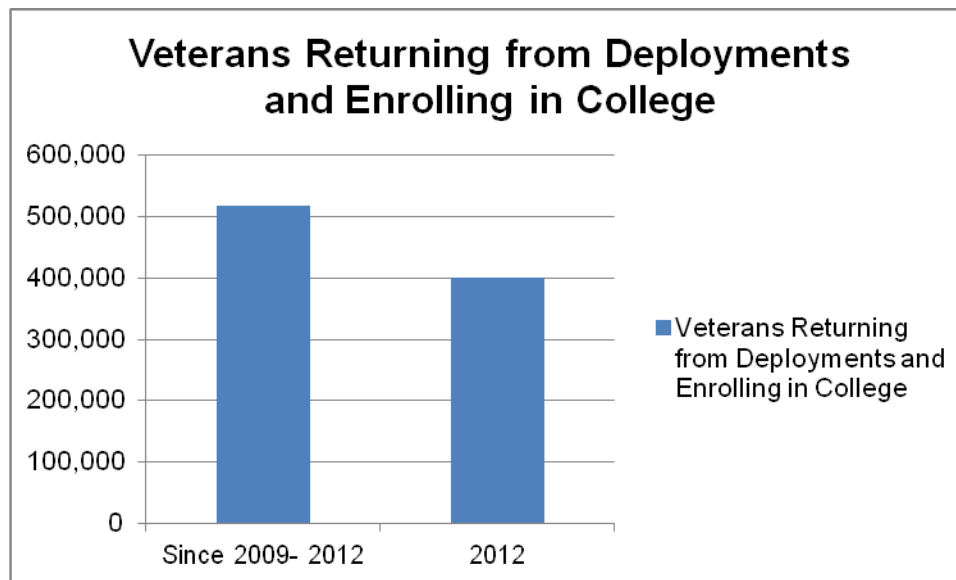


Figure 3. Veterans returning from deployments and enrolling in college from 2009 to 2012 (McGovern 21).

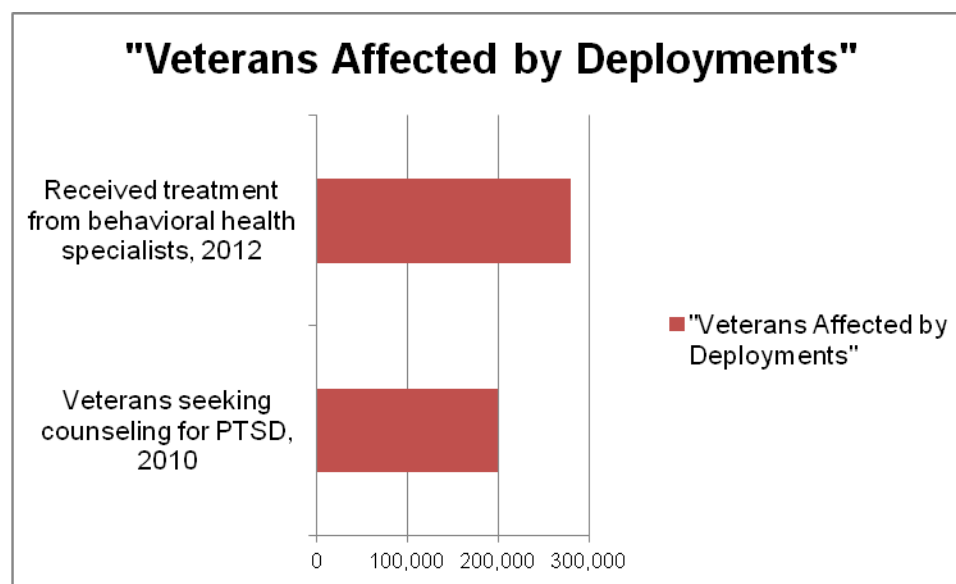


Figure 4. The number of veterans affected mentally by deployments. Veterans who return from serving overseas and received treatment due to psychological issues in 2010 and 2012 (Fishback and Shea 60).

The sheer number of veterans returning from the war-front is staggering. In 2012 alone, almost 400,000 veterans had enrolled in college and begun using their G.I. Bill benefits as Thomas McGovern states in his article "Supporting the Military Veteran-Student" (21). The G.I. Bill offers veterans the ability to go to college for free, pays for their tuition, and living expenses. Because of the substantial benefits provided by this bill, many veterans are enrolling in college in large waves as they want to take advantage of their government paid tuition.^{viii} This number is supposed to increase since over 1.6 million American troops have been deployed to Afghanistan and/or Iraq over the last 12 years, and many veterans have begun to come home ("Invisible Wounds of War Project"). The Veterans Affairs Department (VA) has stated that it has been backed up for months because so many veterans, or their immediate family members, are using the Post 9/11 G.I. Bill.

Authors Denis O. Kiely and Lisa Swift mention in their article, "Casualties of War: Combat Trauma and the Return of the Combat Veteran," that a recent study conducted by the Pentagon states that "at least one in every six returning veterans suffers from PTSD, depression, or anxiety" (357). Libby Sander indicates in her article "Out of Uniform: At Half a Million and Counting, Veterans Cash in on Post-9/11 GI Bill," that another couple of thousand are anticipated to enroll in college within the next few years, as nearly two million veterans return from overseas (2). It is apparent from this research that many of the veterans who are suffering from PTSD are very likely to enroll in college and that college

professors need to understand how to help these students and to address this disorder.

PTSD often can occur in veterans because they are placed in harmful and life-altering situations. Authors Denis O. Kiely and Lisa Swift argue such a point in their article, stating that “the violent and morally ambiguous nature of combat forces soldiers to make spur-of-the-moment decisions and to observe horrific events that can sometimes haunt them for the rest of their lives and thwart their reintegration into civilian life” (357). This is especially true for those veterans enrolling in college, as they are finding it difficult to relate to younger classmates (Sander 2). The traditional freshman student is typically 18-years-old and rarely has had any combat-related life experiences. On the other hand, a veteran, especially someone returning from a deployment in a war-torn environment, has experienced more in his/her four years of service than most experience in a lifetime. By the time military members enter college, if they do so immediately after finishing their four years of service, they are typically at least 22-years-old. However, most military members do not go straight into college after serving in the military but wait until they are older, beginning college anywhere from age 26 to the late 40s. It is often hard for a veteran student to relate to a traditional student for many reasons, but the most significant differences are related to experience, and subsequently, age.

For most veterans suffering from PTSD, it is not only difficult to readjust to civilian life, but many veterans feel it is difficult to adjust to the academic culture as well. D. Alexis Hart mentions this in her review of the special interest group

from the CCCC's conference in 2011 entitled "Generation Vet: Composing with a New Student Population," where presenter Bob Hazard cited several cases of posttraumatic stress disorder in his classroom. In one such example, Hazard mentions a student named Stan who used to be a Marine Corps sniper and had served in both Iraq and Afghanistan,

... having made several previous attempts to pass first-year composition, Stan enrolled in one of Hazard's sections. Finding Hazard to be trustworthy and non-judgmental, Stan began to talk to Hazard about his struggles with PTSD and his frustrations listening to some of his 18-year-old classmates gripe about college being hard because there were too many assignments and too many difficult teachers. Despite his early struggles making the transition to college, Stan succeeded in passing composition and moved on to a four-year college.

As shown above, Stan found it difficult to relate to his fellow classmates because of the extensive age and experience gap. Most 18 year olds have barely experienced the challenges of life and think that the world revolves around them solely. However, most adults, especially many military members, have experienced first-hand how short and pivotal aspects of life can be. This realization often causes military members to realize and appreciate the importance of life and its experiences, such as family, children and earning a college education.

The Effects of PTSD in the Classroom

Posttraumatic stress disorder in the veteran student can appear in the classroom in the form of lack of concentration, extreme stress, lack of social skills, and of course low grades. Many sources have found that PTSD afflicted veterans who are enrolling in college are finding it very stressful to adjust and to initially obtain the skills to succeed (Shea and Fishback, 55). I have interviewed at least three veteran students and one alumna student at the University of South Florida St. Petersburg campus (USF SP) who have suffered from PTSD in recent years. One veteran served as a Marine for 25 years and currently works as a Veterans Services Representative at USF.

This veteran, whom we will call Tom, has earned his bachelor's degree in recent months. Tom mentioned that in the past he had suffered from posttraumatic stress. He spoke about the issues he had concentrating in class because he was not used to such a liberal environment. In the military, one does not speak unless spoken to, and the commanding officer is listened to with respect. In the classroom environment, students speak freely and openly, often acting in ways not completely respectful to the professor. This was an environment he just could not relate to or understand. He struggled initially in his classes because he found that it was hard to concentrate when so many students were talking at once. He said that "it was disruptive and unnerving" (Anonymous, 18 Apr 2013). He spoke with his professor and Disability Services on campus to request that he be allowed to tape his classes. As soon as he started tape recording class lectures, he noticed a distinct difference in his ability

to hear the professor clearly from the quiet of his home, and as a result, his grades increased (Anonymous, 18 Apr 2013).

As with Tom, sometimes the solution for a veteran can be as simple as being allowed to bring a tape recorder to class. For other students, it could be having a note taker or being provided extra time to finish required readings. Thankfully, there are many resources already available on most campuses that can help a veteran student to adjust to the academic environment better. Although it is important to note that because of the drastic influx of veteran students enrolling in college, many college campuses are finding that they *do not* have enough resources readily available to meet all of the needs of veteran students as mentioned in Kevin Peter Shea and Sarah Jane Fishback's article entitled "Impact of Cumulative Combat Stress on Learning in an Academic Environment" (60).

The Benefits of Addressing PTSD in the Classroom

Because of the drastic statistics of nearly one in six veterans suffering from PTSD, it is probable that many composition professors will also encounter students suffering from this disorder. As a result, it will be helpful for composition professors not only to be aware of this issue, but to know of a few tips that could help *any* student that seems to be emotionally unstable in the classroom as well. Being aware of the tell-tale signs of PTSD and the resources available on most college campuses could help to prevent a potentially bad incident from happening in the classroom. The U.S. Department of Veterans Affairs states in

its booklet on PTSD, "Understanding PTSD," that it can appear in many forms such as: "fear or anxiety," "sadness or depression," "guilt and shame," "anger and irritability," and "behavior changes." PTSD can cause someone to relive an event, avoid situations that remind them of the event, make the person feel numb, jittery, and/or anxious ("Understanding PTSD").

One veteran I interviewed, whom I will call Shannon, mentioned an incident that occurred during class where an 18 year old student raised his hand and stated that he did not want to hear about anyone who served in the U.S. Military. He went on to state that he did not care if someone in the military died. He felt that military members' situations did not directly affect him, so why should he care. The veteran student got very upset at this student and reacted very indignantly by berating him in class. In this situation, the professor and the students all agreed with the veteran and adamantly spoke against this student's statement and rude comments. The veteran was not currently suffering from posttraumatic stress, but she had suffered from it in the past. Such inconsiderate comments could anger any veteran, but if she had currently been suffering from PTSD, this situation could have escalated into something more emotionally charged or a potentially unmanageable situation. After all, this veteran felt so passionately about the military that she enlisted and was willing to give up her life for her country (Anonymous, 1 Dec 2012).

Maybe if classroom decorum had been addressed at the beginning of the semester by the professor, the rude comment by the 18-year-old student could have been avoided. It is vital in any classroom to discuss with students what is

appropriate and inappropriate to say in class. These guidelines could be posted on the syllabus each semester so that all students are aware of proper classroom etiquette. To prevent similar situations from occurring, it could be helpful at the beginning of each semester to ask students to raise their hands if they have been touched by the military in some way – either directly by serving, or knowing a loved one who served in the military. Asking students if they have been affected directly or indirectly by the military does not single out veterans unless they choose to be overt about their service, thereby making all students aware of the importance of being sensitive to this topic area since so many are diversely affected. Another aspect that should be included in the syllabus and on the first day of class is the importance of students being considerate of others' belief systems and feelings. The key to any successful interaction amongst a group of diverse people is founded on mutual respect and appropriate decorum. Every person has different experiences, and it is only fair to each student to be respectful in speech and action to avoid future problems.

The mental needs of veterans are the same as those of other students in college classes, and the diversity of students can help to widen the classes' learning base. Author Galen Leonhardy argues this point in her article "Transformations: Working with Veterans in the Composition Classroom" that, ...composition instructors must first recognize that we have much to learn from veterans, just as we have much more to do for them. More specifically, veterans of the current wars do not have the same emotional

needs as those involved in past wars, although current veterans do have cognitive needs that are similar to those of other students (340).

Each war has created a specific type of veteran, with specific needs. This current war has been handled differently from other wars of the past. Past wars were often a constant thought/discussion in the newspapers and amongst society; movies were even made to help to boost morale and served as propaganda for the wars. In 1943 Ronald Reagan, when he was an actor, starred in one such film entitled "This is the Army." In contrast with the wars of the past, today's war seems to be constantly forgotten by the public, but at least it is not as taboo as the Vietnam War was considered. The only news widely broadcasted about the war or soldiers involved occurs when something horrible has happened. Most civilians do not even realize that a war is still going on and that soldiers still are stationed overseas.

There are many academic sources that notice the apparent gap between the military subculture and academic subculture. One such article written by Darren Keast mentions this gap; he noticed in his composition class that his veteran students were not interacting with his civilian students. As a result, Keast specifically designed a composition class for veterans which utilized military experience/knowledge to help to fill the cultural gap he was noticing. Most colleges and universities might not have a class for veterans, but they do often have a Veterans Club or Society. These organizations can provide resources and guidance for military members. Not every veteran will seek help when he/she is experiencing posttraumatic stress related symptoms, and therefore will miss out

on the proper assistance that could have aided him/her in being successful in the classroom.

Chapter Four: Veterans, Writing Instruction, and Healing through Writing

Often military members can feel as if they do not belong in college. This information is contextualized within this chapter by offering help to composition teachers to work effectively with veterans who are suffering with PTSD in the classroom. The composition classroom is the ideal environment to discuss veterans suffering from PTSD because freshman and sophomore composition classes are introductory courses required of all students entering college (including veterans). By discussing veterans in the composition classroom and therefore the potentiality of encountering PTSD in the classroom, composition professors have the opportunity to create a better learning environment for *all* students.

Expression through Writing

As educators, it is necessary to consider many important items that need to be taught in the composition classroom, including but not limited to the following: teaching students basics about establishing an argument, how to craft a research paper, or about grammar conventions. But the Council of Writing Program Administrators (WPA) mentions it is also the responsibility of a composition professor to “use writing and reading for inquiry, learning, thinking, and communicating” (“WPA Outcomes Statement for First Year Composition”). When made aware of the effects of PTSD, the professors and students can help

veterans to express themselves through writing. It is the responsibility of every educator to provide an academic environment in which students' needs are met so that they are able to learn; being aware of this disorder can at least help the professor to address student needs. For a veteran student suffering from PTSD, it can be very difficult to pay attention in class. But there are resources available to help every student to be provided with an equal opportunity to learn.

The expression of oneself through writing has been known to be very therapeutic for many people as a clinical study on veterans conducted by the Addiction Technology Transfer Center found that, "the development of a coherent narrative is an essential element of post-traumatic growth, allowing people to make sense of their experiences and integrate them into conscious memory" ("Meaning, Purpose, and Traumatic Growth"). Not only is expression of oneself through writing vital to psychological and emotional development, but a concept called logotherapy could also be implemented in conjunction with this as well. Logotherapy is the belief that one can find meaning in the midst of trauma, a concept created by a neurologist, psychiatrist and holocaust survivor, named Viktor Frankl. Viktor Frankl has been an avid advocate for logotherapy and the benefits of finding meaning in trauma. He states in his book *Man's Search for Meaning* "that mental health is based on a certain degree of tension, the tension between what one has already achieved and what one still ought to accomplish, or the gap between what one is and what one should become" (105). For veterans, finding meaning in the midst of all the pain and destruction of a war-zone could be very helpful. Logotherapy writing prompts could be implemented in

connection with expressive writing to fully incorporate this theory into writing classes.

Several organizations have conducted research on the benefits and effects of logotherapy on veterans, such as the Addiction Technology Transfer Center Network. Realistically, it is not the responsibility of composition professors to worry about treating student veterans suffering from PTSD as this should be left to counselors and the mental health professionals. But these writing tools can be used to ultimately help *all* students to express themselves through their writing. In the next section is an example of an expressive logotherapy assignment that could potentially help students to express themselves through writing by finding meaning through their various life situations.

Expressive writing is a tool that can be used in the composition classroom to help veterans to communicate their emotions and experiences on paper. This type of writing involves self-actualization, which helps the writer to develop not only emotionally and psychologically, but his/her writing as well (Faigley 656). However, it is important to note that the concept of expressive writing and pedagogy is a very controversial topic within the composition field. Many in the composition field prefer other pedagogical methods (such as rhetorical or collaborative pedagogy) to expressive pedagogy, but this particular pedagogy has been proven to be helpful for students.

There has been on-going research regarding the benefits of expressive writing for veterans' readjustment to civilian life and for coping with posttraumatic stress. A current study is being conducted of 1,000 veterans nationally by the

Veterans Affairs Healthcare System in Minneapolis. One focus of the study is on veterans expressing the issues they are having with reintegrating into civilian life, enabling them to write down their deepest emotions and views on this topic. Even though expressive writing has been recognized for its therapeutic properties, it could also help a veteran to realize if he or she needs to seek counseling. In this study, the VA acknowledges that the effects on the veteran exposed to expressive writing may not be life-changing per se, but every little bit is helpful ("Ongoing Research: Healing Words").

It is vital for a military member to express his/her emotions and experiences in some capacity. The healing process can begin when a student is able to share his/her story and make sense of the costs of war (Kiely & Swift 358). The concept of reading and grading a paper that has so much of a student's emotional investment can be overwhelming for some composition professors. But the paper should be graded in the same way as the composition professor grades all other papers, by making sure that the overall content is worded correctly and that grammar/conventions are adhered to or maintained.

Expressive writing assignment. The following assignment begins by briefly discussing Viktor Frankl's position on trauma and finding meaning in the midst of suffering. The prompt then asks the student to write a personal memoir with this concept in mind. This memoir is meant to express a certain meaningful time in the student's life (See Appendix D for more detailed information on this assignment).

ENC 1101

Expressive Logotherapy Assignment

Created by Ashley Abene

Viktor Frankl was a firm believer in finding the source of meaning in the midst of trauma in his book *Man's Search for Meaning*. Frankl argued that "in some way[s], suffering ceases to be suffering at the moment it finds a meaning, such as the meaning of a sacrifice" (113). You will be writing a memoir based on meaningful moments in your past.

A memoir is a piece of autobiographical writing, usually shorter than a comprehensive autobiography. The memoir tries to capture certain highlights or meaningful moments in a person's past, often including a contemplation of the meaning of that event at the time of the writing of the memoir. The memoir may be more emotional and concerned with capturing particular scenes, or a series of events, rather than documenting every facet of a person's life.

To write a memoir, begin by brainstorming the events you can remember from your life that were very important to you, in either a positive or negative way. Talk to other members of your family to get ideas, to help you remember events from when you were small, and to help fill in the details that might have been forgotten. Select the event, or series of related events, that seems most interesting to you right now.

Brainstorm again but in more detail, trying to recall names, places, descriptions, voices, conversations, things, and all the other details that will make

this turn into an interesting memoir. Work at this note-taking stage until you feel you've got it all down on paper. Then begin to write. You will be surprised to see that even more details begin to appear once you start to write.

For your first draft, write quickly to get all your ideas down from beginning to end. Don't worry about editing. Before you revise, share your first draft with someone. Consider their response, but go with what feels right.

Rewrite, and then start editing as needed. Good memoirs are about everyday things, but they are interesting, sometimes just as interesting to read as a good novel. But remember, a memoir is supposed to be true, so be careful not to exaggerate or embellish the truth. When you turn in your first draft, we will have an in-class peer review session.

Guidelines

- The paper must be at least 2-3 double-spaced, typed pages in length (and no more than four pages). The font should be 12-point Times New Roman or Arial.
- On the first page, on the top left, include your name, class name, and the date (this information should not be double-spaced). Then, skip one line and write your title (it should be centered). Skip one more line and begin your paper. This means the body of your paper should begin no more than seven lines from the top of the page.

- Use many descriptive details, adjectives, etc. Use vivid images to really express your exact thoughts. Think (and write) about sights, sounds, smells, tastes, and feelings. Use imagery to bring your writing to life for your reader. Write about one special moment rather than your whole life – using this method, you will be forced to narrow your writing to a more concise, descriptive mode.

Expressive Memoir Rubric

Name _____

1. Development of Paper

a) Strength of description

- The student provides a clear description of his/her chosen event. From reading the memoir, I can easily imagine the moment and tell how the student felt about the moment. Descriptive phrases and adjectives are used to promote the reader's interest in the subject, without overwhelming the reader. The student has used language in a formal and moving way.

_____ / 50

2. Organization and Transition of Paper

a) Paper flows smoothly

- The student organizes the paper into clear, well-defined paragraphs. The transitions between paragraphs are smooth and easy to follow. Within a paragraph, the thoughts are arranged logically.

_____ / 20

b) Introduction and Conclusion

- The paper has a clear introduction and conclusion. The introduction has a good “hook”/way of drawing in the reader and maintains interest throughout the paper. The conclusion is more than simply a restatement of the introduction.

_____ / 10

3. Mechanics

a) Grammar

- Student uses correct grammar. Language is formal, coherent, and demonstrates forethought. There are no contractions (words like “don’t” or “can’t”). Memoir contains school-appropriate material.

_____ / 10

b) Format

- Paper is 2 - 3 double-spaced pages. Font is 12-point Times New Roman or Arial. Margins are 1-inch all around. First page format is as indicated on assignment page. This rubric is attached to the front of the paper.

_____ / 10

Final Grade

_____ / 100

Additional Available Resources

In the interview with Tom, we discussed in detail the resources available for veterans not only on the USF St. Petersburg campus but on most college campuses. USF is unique because it has been leading the way in university relations with veterans and provides extra resources that many campuses do not currently provide. Tom mentioned that all college campuses typically have at least a Disability Services Department and a Counseling Center that can aid a student veteran. If a veteran student is diagnosed with PTSD, the Disability Department can help to accommodate his or her needs in the classroom. Through this service, many accommodations are available such as the following: extra testing time, extra time to write a paper, tape recording lectures, etc... The typical process to get help from disability services involves students seeking help and making use of the resources available from that department. If the student requires the services of the disability department, additional testing may be required. If a professor feels that a student might need these extra resources, it is

advised to speak to the student first and then suggest that he/she go to meet with this department (Anonymous, 18 Apr 2013).

An on-campus counseling center is also a great resource for a veteran student to turn to if he or she is in need of counseling or psychological treatment. Tom mentioned that the Assistant Director of USF St. Petersburg's Counseling Health and Wellness Department recently went to a training specifically focused on helping students suffering with PTSD. Another potential resource is the on-campus veteran's society. USF Tampa currently has a very interactive veteran's society, even offering an on-campus veterans' lounge. This lounge not only provides a place to relax, but also a place to interact with fellow military members.

The VA also offers many resources online, on military bases and via the phone for any military member who feels he/she is dealing with posttraumatic stress. One helpful resource that the VA offers online, which any veteran or civilian can access, is a trauma-associated checklist. Although the VA highly recommends seeking medical treatment, they state that not everyone who experiences a trauma will necessarily suffer from PTSD. The VA suggests that the checklist, listed in Appendix E, can help someone to better understand what they are suffering from and seek treatment. This checklist mentions several items that can indicate the military member is suffering from PTSD, such as having recurring nightmares/flashbacks regarding a traumatic event and exhibiting negative emotional responses, etc... ("Trauma Symptom Checklist: Where to

Begin"). Posttraumatic stress can be debilitating, but with the right help and a timely diagnosis, it can be completely treatable.

The composition classroom presents an opportunity for students from all walks of life to interact, including veterans suffering from posttraumatic stress disorder. The statistics of veterans enrolling in college and suffering from PTSD is too staggering to ignore. The composition professor can help the military member to have an easier time adjusting to the academic landscape by providing him/her with an equal footing to learn (just as all other students have). Being aware of the diversity a veteran brings to the classroom ultimately can help each student to have the opportunity to become better learners and get the most out of the class. This chapter has shown the effect PTSD can have on veterans and the alienation they often feel not only in civilian life but within the academic landscape. In the composition classrooms, student veterans are able to explore their needs through writing, which can help them develop psychologically and emotionally, ultimately finding some kind of meaning in their life experiences.

Conclusion

Veteran students often have a difficult time adjusting to the college classroom because of the distinct cultural differences found between the academic and military environments. Often, this knowledge can prevent a military member from enrolling in college, as he or she may be in fear of failing to succeed, failing to fit in with the culture, or because of the often significant age gap found between traditional freshman students and nontraditional veteran students. Many colleges are beginning to realize that in order for veteran students to succeed in the college environment, services and resources need to be readily available.

The composition classroom could be an ideal place to help military members to cope with the transition from the military to college and even offers tools to cope with disorders obtained during service (such as PTSD). Writing has been known to be therapeutic for those who use it as an expressive and free-writing tool. Incorporating aspects of logotherapy into the composition classroom could also be helpful.

Further research needs to be conducted to measure the outcome of veteran students in the college classroom, specifically the composition classroom. I designed a survey that, given more time and IRB approval, it could be used to measure these outcomes. This survey is located in Appendix C. The

questions posed in the survey are meant to determine if military members are finding it difficult to adjust and succeed in college and if they are finding it difficult, why.

The outcomes/findings from research on composition and veterans can also help other humanities' disciplines in addressing veterans' needs and healing and coping process. However, because of the specific differences between other humanities' disciplines and composition (such as the fact that even though writing is an important component of all humanities' disciplines, they do not significantly focus on writing in the same way composition classes do), discipline specific research should be conducted to answer the question concerning how these disciplines can help student veterans.

Works Cited

"8 Tips for Successfully Completing Basic Training." *Military.com*. 2013. Web.

<<http://www.military.com/join-armed-forces/boot-camp-success-tips.html>>.

Abene, Ashley. "Veteran's Survey - Limited." Survey. *Google Docs*. Publisher, 30

September 2013. Web.

"Activation Campaign." *Got Your Six*. 2013. Web.

<<http://www.gotyoursix.org/about/activation-campaign/>>.

AFPAM 10-100: Airman's Manual. U.S. Air Force, 2009: 194-222. Print.

Air Force Instruction 36-2903: Dress and Personal Appearance of Air Force

Personnel. U.S. Air Force, 2011: 9-11. Web.

<<http://www.af.mil/shared/media/epubs/afi36-2903.pdf>>.

Anonymous. Personal Interview. 1 Dec 2012.

---. Personal Interview. 18 Apr 2013.

Berger, Morroe. "Army Language." *American Speech* 20.4 (1945): 258-264.

Academic Search Premier. Web. 10 October, 2012.

Briggs, Bill. "Thousands of Veterans Failing in Latest Battlefield: College." *U.S.*

News. July 2 2012. Web.

<http://usnews.nbcnews.com/_news/2012/07/02/12509343-thousands-of-veterans-failing-in-latest-battlefield-college>.

- Brosig, Elly. "Armed Forces Words and Phrases:A Dictionary of Soldier Talk by John R. Elting; Dan Cragg; Ernest L. Deal." *American Speech* 62.2 (1987): 162-165. *JSTOR*. Web. 5 December, 2012.
- Christopher, Shane. "Kicking the G.I. Jargon to the Curb." *GI Jobs*. 2012. Web. <<http://www.gijobs.com/kick-the-gi-jargon-to-the-curb.aspx>>.
- Cleary, Michelle Navare and Kathryn Wozniak. "Veterans as Adult Learners in the Composition Courses." *Composition Forum* 28 (2013): 1-15. Web. 20 October, 2013.
- Colby, Elbridge. "New Army Talk." *American Speech* 55.4 (1980): 50-63. *Academic Search Premier*. Web. 10 October, 2012.
- . "Soldier Speech." *American Speech* 11.1 (1936): 307-308. *Academic Search Premier*. Web. 10 October, 2012.
- Dickson, Paul. *War Slang: American Fighting Words and Phrases Since the Civil War*. Washington D.C.: Brassey's Inc, 2004: ix-371. Print.
- Douglass, Paul. "Campus Subculture and Academic Underachievement." *Improving College and University Teaching* 14.1 (1966): 43-45. *JSTOR*. Web. 2 September, 2013.

"English iii expressive - memoirs." 4 Jan 2006.Web.

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CDMQFjAA&url=http%3A%2F%2Fwww.myteacherpages.com%2Fwebpages%2Frspriggs%2Ffiles%2Fenglish%2520iii%2520expressive%2520memoir%2520-%2520honors.doc&ei=mRJ4UbjIA4bm9ASghYC4CA&usg=AFQjCNGyIM4_qOHXV0hBjy0aQL9WNYn_Q&bvm=bv.45580626,d.eWU>.

"Esprit de corps." *An Encyclopaedia Britannica Company: Merriam-Webster.*

2012. Web. <<http://www.merriam-webster.com/dictionary/esprit%20de%20corps>>.

Faigley, Lester. "Competing Theories of Process: A Critique and a Proposal."

The Norton Book of Composition Studies. New York: W.W. Norton & Company, Inc., 1986. 655-656. Print.

Frankl, Viktor. *Man's Search for Meaning.* Boston: Beacon Press Books, 2006.

Print.

"G.I. Bill (of Rights)." *Britannica Encyclopedia.* 2013. Web.

<<http://www.britannica.com/EBchecked/topic/536006/GI-Bill-of-Rights>>.

"GI Jargon." *Military History* 2007: 12. *JSTOR.* Web. 24 November, 2012.

Gunderson, Brian S. "Slanguage Revisited." *Air Power History* 2006: 39.

Academic Search Premier. Web. 10 October, 2012.

Hart, D. Alexis. "Generation Vet: Composing with a New Student Population."

Kairos: Rhetoric, Technology, Pedagogy 16.1 (2011) Print.

Hart, D. Alexis, and Roger Thompson. 'An Ethical Obligation': Promising

Practices for Student Veterans in College Writing Classrooms., 2011. Print.

Herrmann, Keith R. "The War of Words." *War, Literature & the Arts: An*

International Journal of the Humanities 2006: 319-323. Web. 24 November, 2012.

Hirschy, Amy S., and Maureen E. Wilson. "The Sociology of the Classroom and

its Influence on Student Learning." *Peabody Journal of Education* 77.3

(2002): 85-100. Print.

"Invisible Wounds of War Project." *RAND - Invisible Wounds of War Study*. 6

November, 2012. Web. <<http://www.rand.org/multi/military/veterans.html>>.

"Issue Brief: Discourse Communities." *NCTE*. 2013. Web.

<<http://www.ncte.org/college/briefs/dc>>.

Jacobs, W.D. "Skrimages Right." *American Speech* 21.2 (1946):146-147.

Academic Search Premier. Web. 10 October, 2012.

Keast, Darren. "A Class for Vets, Not by a Vet: Developing a Veteran-Friendly

Composition Course at City College of San Francisco." *Composition Forum*

28 (2013): 1-14. Web. 13 October, 2013.

Kiely, Denis O., and Lisa Swift. "Casualties of War: Combat Trauma and the

Return of the Combat Veteran." *Teaching English in the Two Year College*

36.4 (2009): 357-65. Print.

- Kirtley, M. Joel. "Speech in the U.S. Military: A Sociophonetic Perception Approach to Identity and Meaning." MA Thesis University of Hawai'i at Mānoa, 2011. Web.n.p.:14-100.
- Lee, Robert G. *Orientalists: Asian Americans in Popular Culture*. Philadelphia: Temple University Press, 1999. Print.
- Leonhardy, Galen. "Transformations: Working with Veterans in the Composition Classroom." *Teaching English in the Two Year College* 36.4 (2009): 339-53. Print.
- McGovern, Thomas M. "Supporting the Military Veteran-Student." *Diverse: Issues in Higher Education* 29.14 (2012): 21. JSTOR. Web. 24 November, 2012.
- "Meaning, Purpose, and Traumatic Growth." *Addiction Technology Transfer Center Network*. Web.
<<http://www.attcnetwork.org/learn/topics/veterans/meaning.asp>>.
- Miles, Donna. "VA Strives to Prevent Veteran Suicides." *U.S. Department of Defense*. 23 Apr 2010. Web.
<<http://www.defense.gov/news/newsarticle.aspx?id=58879>>.
- Norman, Arthur M. Z. "Army Speech and the Future of American English." *American Speech* 31.2 (1956). *Academic Search Premier*. Web. 10 October, 2012.
- O'Brien, Bobbie, Mollison, Ray and Patrick Schweiker. "The Trials and Successes of Veterans Returning to School." Student Veterans Association.

St. Petersburg Library, St. Petersburg, FL. 28 September 2013. Guest Lecture.

"One in Five Iraq and Afghanistan Veterans Suffer from PTSD or Major Depression." *RAND Corporation*. April 17 2008. Web. <<http://www.rand.org/news/press/2008/04/17.html>>.

"Ongoing Research: Healing Words." *United States Department of Veterans Affairs*. 22 Aug 2012. Web. <<http://www.research.va.gov/currents/AUG12/aug12-04.cfm#.UXql6aKG0sK>>.

Peters, Mark. "Words at War: How Slang Helps Soldiers Cope." *Psychology Today* 2007:1. *Academic Search Premier*. Web. 10 October, 2012.

"Post-Traumatic Stress Disorder." *National Institute of Mental Health*. 2013. Web. <<http://www.nimh.nih.gov.ezproxy.lib.usf.edu/health/topics/post-traumatic-stress-disorder-ptsd/index.shtml>>.

Sander, Libby. "Out of Uniform: At Half a Million and Counting, Veterans Cash in on Post-9/11 GI Bill." *The Chronicle of Higher Education* 2012:1-4. *JSTOR*. Web. 24 November, 2012.

Shea, Kevin Peter, and Sarah J. Fishback. "Impact of Cumulative Combat Stress on Learning in an Academic Environment." *New Directions For Adult And Continuing Education*.136 (2012): 53-61. Print.

Soldier's Manual of Common Task: Warrior Skills Level 1. Headquarters Department of the Army, 2007:Glossary-1 – Glossary-6. Print.

"Subculture." *An Encyclopaedia Britannica Company: Merriam-Webster*. 2013.

Web. <<http://www.merriam->

[webster.com/dictionary/subculture?show=0&t=1381696134](http://www.merriam-webster.com/dictionary/subculture?show=0&t=1381696134)>.

"Trauma Symptom Checklist: Where to Begin." *United States Department of Veterans Affairs*. April 27 2012. Web.

<<http://www.ptsd.va.gov/public/pages/trauma-symptom-checklist.asp>>.

"Understanding PTSD." *United States Department of Veterans Affairs*. Web.

<http://www.ptsd.va.gov/public/understanding_ptsd/booklet.pdf>.

Wallace, Robert M. "Twenty-Two Anti-Tank Mines Linked Together: The Effect of Student Stories on Classroom Dynamics." *Teaching English in the Two Year College* 36.4 (2009): 365-7. Print.

"Who Is Nontraditional?" *National Center for Education Statistics*. Web.

<<http://nces.ed.gov/pubs/web/97578e.asp>>.

"WPA Outcomes Statement for First Year Composition." *Council of Writing Program Administrators*. 2010. Web.

<<http://wpacouncil.org/positions/outcomes.html>>.

"You Proudly Served. Now Let Us Serve You." *Veterans Services*. 2013. Web.

<<http://www.veterans.usf.edu.ezproxy.lib.usf.edu/>>.

Appendices

Appendix A: Survey about Military Benefits

Online anonymous surveys were sent out to a small group of 13 military members/veterans within the Air Force, JCSS 290th Air Force National Guard, Army National Guard, the Army, and the Marines. These military members were surveyed outside of the academic environment through an online anonymous survey. These questions were used to discover why veterans choose or do not choose to take advantage of their free tuition and go to college. A google form was created to send out the survey online and anonymously to participants. Here is the link:

https://docs.google.com/forms/d/13J3NKsqZqeGzNH8kkgGtv_9NcNdC8R-svNHM8V_txzA/viewform

The standard set of survey questions are as follows:

1. Please state which branch of the military you have served in (Air Force, Army, Marines, Navy, Coast Guard). If you have served within more than one branch please list which ones.
2. How many years did you serve/ have you served in the military?
3. Were you offered the GI Bill or Post 9/11 GI Bill?

Yes No

4. Have you used any of the GI Bill or any other veterans related tuition benefits?

Yes No

5. If you answered yes to number 4, which benefits have you used?

6. Did your children or spouse use the benefits?

7. Did you ever enroll or are you enrolled in college?

Yes No

8. Have you graduated with your bachelor's degree or any kind of post-secondary degree?

Yes No

Yes (go to section B) No (go to section A)

Section A

If you said that you have not earned a postsecondary degree or bachelors degree, did you earn *any* credits from a technical, community college, or University? If yes, which one?

If you answered yes to the above question, about how many credits did you earn?

- 3-12 credits
- 12-24 credits
- Over that amount

Why did you choose to not use the GI Bill and start or finish school?

Section B

Why did you choose to enroll in college?

What age were you when you enrolled in college?

Have you finished your bachelor's degree?

- Yes
- No

Appendix B: Summary of Survey Results

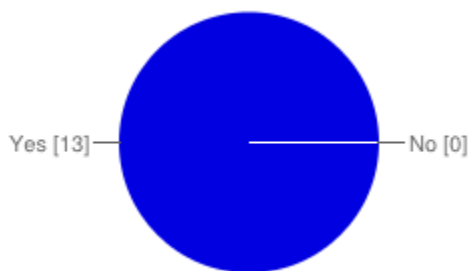
1. Please state which branch of the military you have served in (Air Force, Army, Marines, Navy, Coast Guard). If you have served within more than one branch please list which ones.

Active Duty Army; Air Force; Florida Air National Guard; USMC; Active duty army; Air Force; Army; Army - Specifically the Florida Army National Guard; AF; AIR FORCE; USAF.

2. How many years did you serve/ have you served in the military?

7 years - 2000 to 2007; 25; 7; 6; 4; 9; 10+; 20; 10; I have currently served 16 years; 25 yrs; 5 years.

3. Were you offered the GI Bill or Post 9/11 GI Bill?

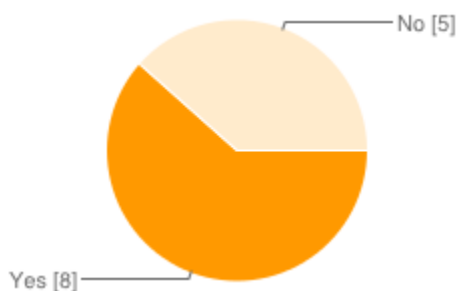


Yes 13 100%

No 0 0%

Figure A1. GI Bill Assistance. This pie chart corresponds with the following survey question, “were you offered the GI Bill or Post 9/11 GI Bill?” (Abene).

4. Have you used any of the GI Bill or any other veterans related tuition benefits?



Yes 8 62%

No 5 38%

Figure A2. Detailed GI Bill Use Chart. This pie chart corresponds with the following survey question, “Have you used any of the GI Bill or any other veterans related tuition benefits?” (Abene).

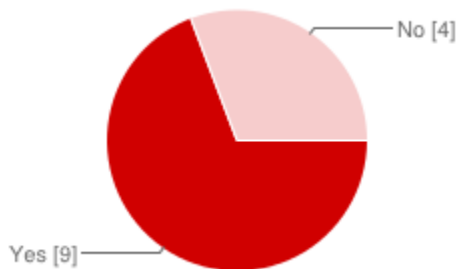
5. If you answered yes to number 4, which benefits have you used?

GI Bill and now currently using the active duty entitlement of Tuition Assistance; Active Duty (TA); POST 9-11 GI BILL; I have used the post 9/11 GI Bill; Tuition assistance Chapter 33 (post 9/11); Chapter 30 (montgomery GI bill); General Active Duty tuition assistance; I have used chapter 16 and am currently using chapter 33; They have helped pay for part of my undergraduate and graduate degrees; The GI Bill I am currently using and going to finish using my Post 9/11 GI Bill.

6. Did your children or spouse use the benefits?

They are both willed the Post 9/11 GI Bill for use when they attend college; YES; N/A; Not yet; No; No; spouse used his own and I will have exhausted them before my children can use them.

7. Did you ever enroll or are you enrolled in college?

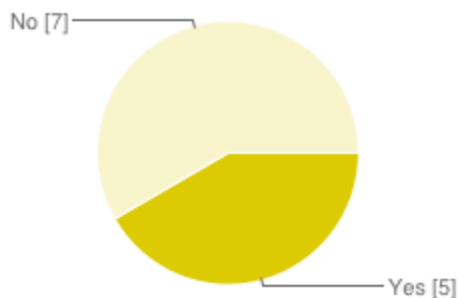


Yes 9 69%

No 4 31%

Figure A3. College Enrollment. This pie chart corresponds with the following survey question, "Did you ever enroll or are you enrolled in college?" (Abene).

8. Have you graduated with your bachelor's degree or any kind of post-secondary degree?



Yes 5 42%

No 7 58%

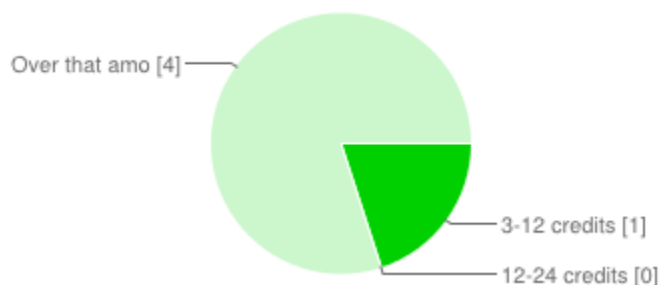
Figure A4. College Completion. This pie chart corresponds with the following survey question, “Have you graduated with your bachelor’s degree or any kind of post-secondary degree?” (Abene).

Section A

1. If you said that you have not earned a postsecondary degree or bachelors degree, did you earn any credits from a technical, community college, or University? If yes, which one?

I am in the process of completing my second associates degree, this time in nursing; A.A. Degree from both the College of the Air Force, currently attending St Leo Online College and am 10 classes away from graduating with a B.S. in CIS (Computer Information Systems); NO; I am currently finishing up my Bachelors and will continue my education earning a Doctorate of Chiropractic Degree; No; n/a; Yes, Central Texas College.

2. If you answered yes to the above question, about how many credits did you earn?



3-12 credits	1	20%
12-24 credits	0	0%
Over that amount	4	80%

Figure A5. College Credits. This pie chart corresponds with the following survey question, “If you answered yes to the above question, about how many credits did you earn?” (Abene).

3. Why did you choose to not use the GI Bill and start or finish school?

Have not got out of military yet, taking a class at a time right now; N/A; Used other benefits I am saving my gi bill for after my service is over; n/a; I WAITED TOO LONG TO GO TO COLLEGE. MY WIFE IS YOUNGER AND I HAVE YOUNG KIDS AND IT MAKES MORE SENSE FOR HER TO HAVE THE EDUCATION TO CARE FOR THEM IF SOMETHING SHOULD HAPPEN TO ME; I am using my GI Bill to finish school; Have not decided to go to school yet; Being infantry our training schedule can be pretty irregular and last minute training always pops up so it makes it difficult.

Section B

1. Why did you choose to enroll in college?

To improve my education, skills, and to ultimately more opportunities at getting a good job; I got out of from Active Duty and attended school full-time while using my GI Bill; Better education, better job, better pay and because it was what I was paid for; I am earning my Bachelor's of Science and then will go on to complete a Doctor of Chiropractic Degree; To further my education, gain a marketable skill set, and to earn my degree in nursing so I am able to acquire a more mobile and exciting career; To provide the development of higher education credits to better secure a post military career path upon separation from active duty; Open doors for employment To improve my life by learning more skills.

2. How old were you when you enrolled in college?

22; 27; 28; 19; 18; 20; 18 years old; 22 years old

3. Have you finished your bachelor's degree?

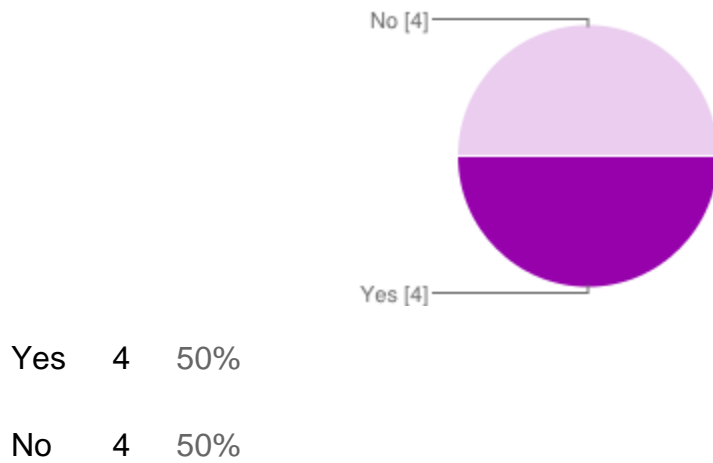


Figure A6. Detailed Bachelor's Degree Completion. This pie chart corresponds with the following survey question, "Have you finished your bachelor's degree?" (Abene).

Appendix C: Interview Questions Regarding Time in Academia

These questions could be included within an anonymous online survey, given to freshman and sophomore college students who are in the military or a veteran, within the ENC 1101 and 1102 composition courses. This survey is meant to ascertain how well military students are adjusting to the academic environment.

1. How old are you?

2. What branch of service did you serve in and for how long?

3. Is this your first time attending college?

Yes No

4. If you answered yes to number 3, when did you first attend college? Was this prior to joining the military?

5. If you answered no to number 3, what made you decide to enroll in college now?

6. Have you found it relatively easy or difficult adjusting to a college classroom and campus life?

Easy Difficult

If you answered Difficult to number 6, go to section A. If you answered Easy go to section B.

Section A

1. If you rated your experience so far at USF St. Petersburg, in regards to adjusting to being with other college students and attending college, what would you rate it? *0 being very difficult and 10 being very easy, please write down the appropriate number for your response.*

0 1 2 3 4 5 6 7 8 9 10

2. Have you found it difficult being in classes with freshman who are typically 18?

Yes No

3. If you answered yes to number 2, why have you felt that it was difficult attending classes with freshman who are typically 18?

4. What have you found most difficult in adjusting to college?

5. What would be helpful to you in the classroom to better enable you to get the most out of the class?

6. Do you feel that there is too much disorder in the classroom?

Yes No

7. If you answered yes to number 6, what do you feel is making the classroom so disorderly?

8. Have you had any issues concentrating in class?

Yes No

9. If you answered yes to number 8, what do you feel is causing these issues with concentrating in class?

10. If you have had issues concentrating in class or adjusting to the campus environment, have you spoken with anyone at USF about this?

Yes No

11. If you answered yes to number 10, did you find that department helpful in resolving this concern?

Yes No

12. If you answered no to number 10, why have you not reached out to any department?

Section B

1. What have you found to be the easiest part of adjusting to the college classroom?

2. Even though you have adjusted fine to the college environment, have you found it difficult being a nontraditional freshman or sophomore student when most are 18 or 19?

Yes No

3. If you answered yes to number 2, why do you feel that it has been difficult being in a classroom with mostly 18-19 year olds?

4. If you answered no to number 2, do you enjoy being in a classroom with traditional students (18-19 year olds)?

Yes No

5. What do you feel has helped you the most in transitioning from the military to the college classroom?

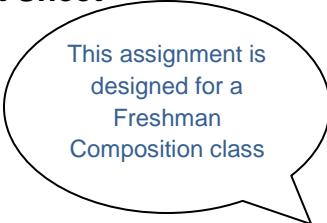
6. What do you feel has been the most difficult aspect of transitioning from the military to the college classroom?

Appendix D: Expressive Memoir Assignment Sheet

ENC 1101

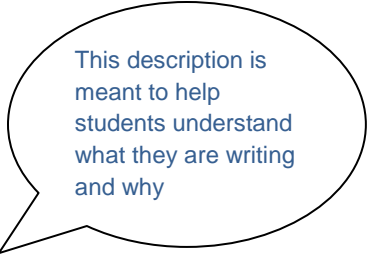
Expressive Logotherapy Assignment

Created by Ashley Abene



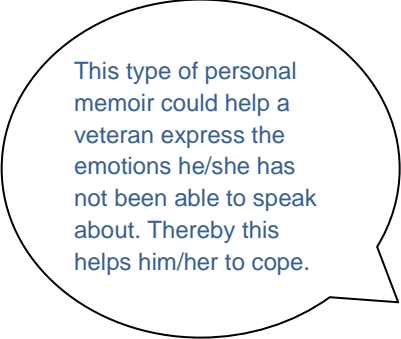
This assignment is designed for a Freshman Composition class

Viktor Frankl was a firm believer in finding the source of meaning in the midst of trauma in his book *Man's Search for Meaning*. Frankl argued that "in some way[s], suffering ceases to be suffering at the moment it finds a meaning, such as the meaning of a sacrifice" (113). You will be writing a memoir based on meaningful moments in your past.



This description is meant to help students understand what they are writing and why

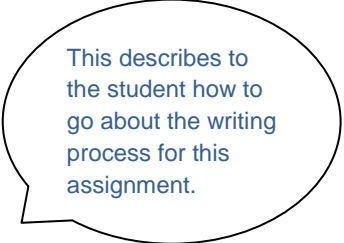
A memoir is a piece of autobiographical writing, usually shorter than a comprehensive autobiography. The memoir tries to capture certain highlights or meaningful moments in a person's past, often including a contemplation of the meaning of that event at the time of the writing of the memoir. The memoir may be more emotional and concerned with capturing particular scenes, or a series of events, rather than documenting every facet of a person's life.



This type of personal memoir could help a veteran express the emotions he/she has not been able to speak about. Thereby this helps him/her to cope.

To write a memoir, begin by brainstorming the events you can remember from your life that were very important to you, in either a positive or negative way. Talk to other members of your family to get ideas, to help you remember events from when you were small, and to help fill in the

details that might have been forgotten. Select the event, or series of related events, that seems most interesting to you right now.

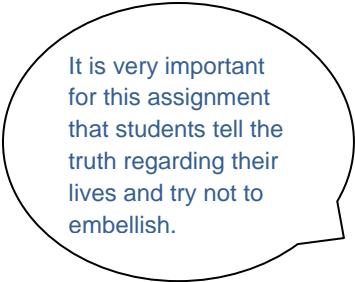


This describes to the student how to go about the writing process for this assignment.

Brainstorm again but in more detail, trying to recall names, places, descriptions, voices, conversations, things, and all the other details that will make this turn into an interesting memoir. Work at this note-taking stage until you feel

you've got it all down on paper. Then begin to write. You will be surprised to see that even more details begin to appear once you start to write.

For your first draft, write quickly to get all your ideas down from beginning to end. Don't worry about editing. Before you revise, share your first draft with someone. Consider their response, but go with what feels right.



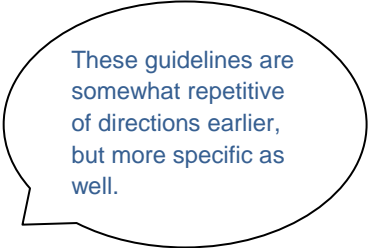
It is very important for this assignment that students tell the truth regarding their lives and try not to embellish.

Rewrite, and then start editing as needed.

Good memoirs are about everyday things, but they are interesting, sometimes just as interesting to read as a good novel. But remember, a memoir is supposed to be true, so be careful not to exaggerate or embellish the truth. When you turn in your first draft, we will have an in-class peer review session.

Guidelines

- The paper must be at least 2-3 double-spaced, typed pages in length (and no more than four pages). The font should be 12-point Times New Roman or Arial.
- On the first page, on the top left, include your name, class name, and the date (this information should not be double-spaced). Then, skip one line and write your title (it should be centered). Skip one more line and begin your paper. This means the body of your paper should begin no more than seven lines from the top of the page.
- Use many descriptive details, adjectives, etc. Use vivid images to really express your exact thoughts. Think (and write) about sights, sounds, smells, tastes, and feelings. Use imagery to bring your writing to life for your reader. Write about one special moment rather than your whole life – using this method, you will be forced to narrow your writing to a more concise, descriptive mode.



These guidelines are somewhat repetitive of directions earlier, but more specific as well.

Expressive Memoir Rubric

Name _____

1. Development of Paper

b) Strength of description

- The student provides a clear description of his/her chosen event. From reading the memoir, I can easily imagine the moment and tell how the student felt about the moment. Descriptive phrases and adjectives are used to promote the reader's interest in the subject, without overwhelming the reader. The student has used language in a formal and moving way.

_____ / 50

2. Organization and Transition of Paper

c) Paper flows smoothly

- The student organizes the paper into clear, well-defined paragraphs. The transitions between paragraphs are smooth and easy to follow. Within a paragraph, the thoughts are arranged logically.

_____ / 20

d) Introduction and Conclusion

- The paper has a clear introduction and conclusion. The introduction has a good "hook"/way of drawing in the reader and maintains interest throughout the paper. The conclusion is more than simply a restatement of the introduction.

_____ / 10

3. Mechanics

c) Grammar

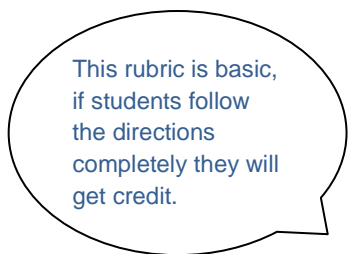
- Student uses correct grammar. Language is formal, coherent, and demonstrates forethought. There are no contractions (words like "don't" or "can't"). Memoir contains school-appropriate material.

_____ / 10

d) Format

- Paper is 2 - 3 double-spaced pages. Font is 12-point Times New Roman or Arial. Margins are 1-inch all around. First page format is as indicated on assignment page. This rubric is attached to the front of the paper.

_____ / 10



Final Grade

_____ / 100

Additional Comments:

Appendix E: Trauma Symptom Checklist: Where to Begin

If you have been through a traumatic event, you may find it hard to talk about your experiences. But, it can be helpful to tell your doctor or a counselor about any symptoms you have. Witnessing or going through a trauma can lead to both emotional and physical problems.

The checklist below can be a good start to talking about your symptoms following a trauma. You can print this page, complete the checklist and show it to your doctor, therapist, or someone who can help you find care.

Sharing this information will help a health care provider know you better and plan the best treatment for you. Not everyone who goes through trauma will get PTSD, but keep in mind that good treatments are available even if you only have some PTSD symptoms.

Brief checklist of trauma symptoms

Check the symptoms below that you experience. Include symptoms you have even if you are not sure they are related to a traumatic event.

I experienced or witnessed a traumatic event during which I felt extreme fear, helplessness, or horror.

The event happened on (day/month/year) _____.

What happened? _____.

1. I have symptoms of re-experiencing or reliving the traumatic event:

- Have bad dreams or nightmares about the event or something similar to it
- Behave or feel as if the event were happening all over again (this is known as having flashbacks)
- Have a lot of strong or intense feelings when I am reminded of the event
- Have a lot of physical sensations when I am reminded of the event (for example, my heart races or pounds, I sweat, find it hard to breathe, feel faint, feel like I'm going to lose control)

2. I have symptoms of avoiding reminders of the traumatic event:
 - Avoid thoughts, feelings, or talking about things that remind me of the event
 - Avoid people, places, or activities that remind me of the event
 - Have trouble remembering some important part of the event

3. I have noticed these symptoms since the event happened:
 - Have lost interest in, or just don't do, things that used to be important to me
 - Feel detached from people; find it hard to trust people
 - Feel emotionally "numb" or find it hard to have loving feelings even toward those who are emotionally close to me
 - Have a hard time falling or staying asleep
 - Am irritable and have problems with my anger
 - Have a hard time focusing or concentrating
 - Think I may not live very long and feel there's no point in planning for the future
 - Am jumpy and get startled or surprised easily
 - Am always "on guard"

4. I experience these medical or emotional problems:
 - Stomach problems
 - Intestinal (bowel) problems
 - Gynecological (female) problems
 - Weight gain or loss
 - Pain, for example, in back, neck, or pelvic area
 - Headaches
 - Skin rashes and other skin problems
 - Lack of energy; feel tired all the time
 - Alcohol, drug, or other substance use problems
 - Depression or feeling down
 - Anxiety or worry
 - Panic attacks
 - Other symptoms such as: _____

Summing it up

If you checked off some of the symptoms above, it is important for you to let your health care provider know. This information helps providers plan your medical treatment. It can also help them connect you with services you may need.

If you think you may have PTSD, print this checklist, fill it out, and take it to a health care provider, or someone you trust.

("Trauma Symptom Checklist: Where to Begin")

Notes

ⁱ Webster's dictionary defines a subculture as "an ethnic, regional, economic, or social group exhibiting characteristic patterns of behavior sufficient to distinguish it from others within an embracing culture or society" ("Subculture").

ⁱⁱ As an important note on the various military branch subcultures, many military members decide to stay in longer than the regular four year enlistment period. These members have one foot in both worlds by staying in the military until retirement and attempting to juggle a personal life as well. National Guard or Reserve members are an example of this, as they are expected to have civilian jobs while also serving in the military. This type of service could be considered extra difficult since even when they are home, they can still be deployed by the Governor or the President (depending on the need).

ⁱⁱⁱ See link for more information on what the infantry does:

<http://www.goarmy.com/careers-and-jobs/browse-career-and-job-categories/combat/infantryman-11b.html>.

^{iv} It is important to note that there is a distinction between the terms veteran and military member. Both do not always coincide, though they often do. A veteran is someone who has fought in a particular war. In contrast not all who serve in the military fight in war. For example, one could serve as a band member in one of the branches of the military and never see any combat. The distinction of veteran is only bestowed on the military member who has seen combat.

^v The 13 veterans were chosen based on if they volunteered to participate or not. Requests were sent out to military friends, family and members within my husband's unit and their associates. Those who chose to participate followed the link to the survey, and filled it out. They knew that it was not a requirement to answer the survey, and that it was anonymous and online.

^{vi} According to the National Center of Education Statistics, a nontraditional student is defined as a student aged 24 or older. Other variables that define a nontraditional student are that the student is an adult who has family and often has work responsibilities, "as well as other life circumstances that can interfere with successful completion of educational objectives" ("Who Is Nontraditional?").

^{vii} The definition of enlisted versus officer needs to be explained further here. Enlisted members join the military initially without any schooling besides a high school diploma or G.E.D. Typically most enlist at 18-years-old. But anyone can enlist at any age. Officer status is achieved through various methods. The two main ways are by attending a military academy and attending the equivalent of college there, or by earning a bachelor's degree in college and then joining the military in hopes of attending officer school and earning an officer position.

^{viii} The original G.I. Bill was issued in 1944 during World War II. Both the original and the current Post 9/11 G.I. Bill provides veterans with "college tuition, low-interest mortgage and small-business loans, job training, hiring privileges, and unemployment payments" ("G.I. Bill (of Rights)"). The G.I. Bill has changed over time to include more benefits and to relate to whatever current war the U.S. is or

was involved in. The Post 9/11 G.I. Bill was created for troops deployed after the attack by terrorists on September 11th, 2001. All veterans deployed after 2001 would receive this bill to pay for their college tuition:

‘The Post-9/11 G.I. Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days. [They] must have received an honorable discharge to be eligible for the Post-9/11 G.I. Bill.’ The benefits of the Post-9/11 G.I. Bill include up to 100 percent tuition and fee coverage, a monthly living (housing) allowance, up to an additional \$1,000 per year for books and supplies, a one-time relocation stipend, and the option to transfer benefits to a family member (McGovern 21).

Because of this increase in veterans returning to school, it is important to understand the state of mind most veterans are in upon returning to civilian life. Many military members encounter readjustment issues, especially those who are suffering from PTSD.

Thesis CERTIFICATE OF APPROVAL

This form serves as the official record of MANUSCRIPT APPROVAL and is submitted to the Office of Graduate Studies WITH THE STUDENT'S FINAL MANUSCRIPT paperwork. (Please fill in electronically)

STUDENT INFO

Name	ABENE, Ashley D <i>(last name, first name, middle initial)</i>	USF ID# <i>(type numbers only)</i>	U 5935 - 7896
USF College	Arts and Sciences	Degree	Masters - Thesis
Manuscript Title	The Impact of War and Service on Veterans Attending College		
		Degree Program <i>(i.e.-Chemistry)</i>	MLA

PUBLICATION APPROVAL

Student Agreement:

1. I hereby certify that, if appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of each third party copyrighted matter to be included in my thesis allowing distribution as specified below.
2. I certify that the version I submitted is the same as the final copy approved by my advisory committee.
3. I hereby grant to USF St. Petersburg and its agents the non-exclusive license to archive and make accessible my thesis in whole or in part in all forms of media, now or hereafter known. I retain all other ownership rights to the copyright of the thesis. I also retain the right to use in future works (such as articles or books) all or part of the thesis.

Electronic Submission *(required as of Fall 2005).*

Document to be submitted electronically (PDF) and archived under the release option noted on this form. If a restriction has been noted, the publication will be released for worldwide access approximately one year from the date of final approval by the USF St. Petersburg Office of Graduate Studies. Release options include (**Select One - please fill in electronically**):

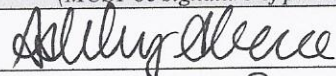
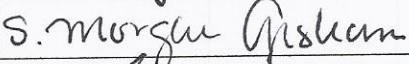
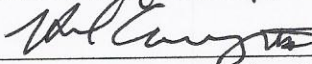
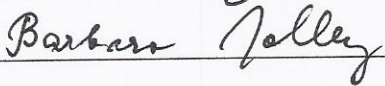
Worldwide Immediate Publication Access **OR** Publication Release Embargo of one (1) year.

COMMITTEE / COLLEGE APPROVALS

APPROVAL OF MANUSCRIPT:

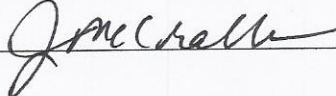
Review and Acceptance by Committee and College:

The aforementioned manuscript has been reviewed and approved to meet the thesis requirement by the student's supervisory committee. The undersigned agree to abide by the statements above, and confirm that this Certificate of Approval Form serves as confirmation that the thesis defense has been successfully completed and that the thesis, including the Abstract, is approved and ready for submission and publication through the Office of Graduate Studies.

	Full Name and Degree	Signature – BLUE or BLACK INK ONLY <i>(MUST be signature of person listed)</i>	Date Signed <i>(required)</i>
STUDENT	Ashley Abene, Mla		11/1/13
Major Professor <i>(Click on box, choose applicable)</i>	Dr. Morgan Gresham		11/1/13
Member <i>(Click on box, choose applicable)</i>	Dr. Trey Conner		11/1/13
Member	Dr. Barbara Jolley		11/1/13
Member			
Member			
Member			

VERIFICATION OF COMMITTEE:

Committee verification by the Associate Dean of the College, or by the Program Director, attests to the accuracy of the committee listed above and of each members signature, and that only the appropriate committee members are signators.

Committee Verification	Dr. Jill Mccracken		11/1/13
Committee Verification <i>(For Interdisciplinary Students)</i>			