#### Essay 1

#### Prompt: Why do you want to go to college?

The air is tainted with unnatural fumes of grease, wood, and burnt electrical tape. Oil slicks stain the floor. Thick wooden shelves sag unnervingly close to buckling under the weight of old house paint and power tools. A workbench lies buried beneath papers, rulers, cans, and metal shards. An uncomfortable growl pours from the water heater. Most people wouldn't describe my grimy garage as pleasant, but I love spending my free time here. It's where I built a 2 ft trebuchet in sixth grade, a 4 ft trebuchet in seventh grade, and plan to build an 8 ft trebuchet this winter break. It's where I built a battlebot and slapped an Arduino microcontroller on top to give it intelligence. Ever since I sat watching jets shake the sky and explosions rock the screen in the movie Iron Man as a stunned sixth grader, I've spent weekends experimenting in my garage, trying to learn everything I can about engineering and robotics.

Sure, outside of my garage I love wildlife and hiking, history, and weird foods. I love classic rock, jazz, and maybe even secretly Katy Perry. Nevertheless, I've always had a life plan centered on robotics: go to a great college, learn robotics, build robots, get a Bernese mountain dog, and live happily ever after in a beautiful forest home. It seems strange that I've committed myself to robotics so easily despite my many interests, but in reality, robotics combines nearly all of them. Computer science, electrical engineering, and mechanical engineering are crucial to the robot, but combine them with biology, astronomy, music, or ecology, and that's when robotics becomes amazing. I could help the sick with robots that give surgeons more dexterity while operating. I could help the poor with affordable, robot-made products. I could aid the elderly, replace the limbs of wounded warriors, and keep fire fighters from harm's way, all with robots. Although these robots may not be the crimson and gold Iron Man suit that first got me interested, I love the realistic and heroic possibilities in the field of robotics.

Almost as exciting as imagining the robots I could build, is imagining where I could build them. I could become a professor and research cutting edge A.I. algorithms. I could become an entrepreneur and bring my creations to market. I could even become an employee for a tech company and devote myself to its latest innovations. Maybe next year around this time, I will even be studying on the Freshman Quad. With the LCSR robotics lab. the minor in robotics, a

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**Bonnie Holzinger** 

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does it incorporate a certain view of human actions and of the future These questions are expressions of the problems in the philosophy of language that people inevitably get themselves into while dealing with other philosophical problems And these are problems in the philosophy of language that have direct consequences for the way one deals with problems in other The Multimedia Writing Toolkit Sean Ruday, 2016-11-25 The Multimedia Writing Toolkit branches of philosophy At demonstrates how by drawing on students interest in and familiarity with technology you can integrate multimedia to maximize the potential of writing instruction In eight concise chapters author Sean Ruday identifies and describes simple common forms of multimedia that upper elementary and middle school students can use to improve their argument informational and narrative writing and critical thinking You ll learn how to Incorporate multimedia into argument informational and narrative writing through students use of video topic trailers online discussion boards webpages and more Evaluate students on effective use of multimedia through easy to follow rubrics and explicitly articulated learning goals Understand more fully the key forms of multimedia through user friendly overviews and explanations you don't need to be a techie teacher to use these strategies Overcome possible obstacles to the integration of multimedia in the classroom by learning from the author's concrete first hand examples and instructional recommendations. This book is complete with resources designed to provide you with extra support including reproducible classroom appropriate charts and forms links to key web based content discussed in the book and a guide for teachers and administrators interested in using the book for group based professional development With The Multimedia Writing Toolkit you ll have a clear game plan for encouraging your students to become more engaged technologically savvy learners Bonus Blank templates of the handouts are available as printable eResources on our website www routledge com 9781138200111 **Experimental Writing in Composition** Patricia Suzanne Sullivan, 2012-12-15 From the outset experimental writing has been viewed as a means to afford a more creative space for students to express individuality underrepresented social realities and criticisms of dominant socio political discourses and their institutions Yet the recent trend toward multimedia texts has left many composition instructors with little basis from which to assess these new forms and to formulate pedagogies In this original study Patricia Suzanne Sullivan provides a critical history of experimental writing theory and its aesthetic foundations and demonstrates their application to current multimodal writing Sullivan unpacks the work of major scholars in composition and rhetoric and their theories on aesthetics particularly avant gardism She also relates the dialectics that shape these aesthetics and sheds new light on both the positive and negative aspects of experimental writing and its attempts to redefine the writing disciplines Additionally she shows how current debates over the value of multimedia texts echo earlier arguments that pitted experimental writing against traditional models Sullivan further articulates the ways that multimedia is and isn t changing composition pedagogies and provides insights into resolving these tensions Montaigne: Selected Essays Michel de Montaigne, 2012-03-15 A superb achievement one that successfully brings together in accessible form the work of two major

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