

College Bound Program  
2015-2016 Report to the TRCS Board of Trustees  
Prepared by Ana Falla Riff

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#### **Introduction**

Derrick Patterson was hired for the Leadership Program Coordinator/College Bound Associate position. Mr. Patterson's Leadership Program report is attached. He replaces the vacancy left by Girelle Guzman in the spring of 2015. During the fall semester Ana Falla Riff was on leave for a month. During that time, Maura Malarcher assumed Ms. Falla Riff's responsibilities in the classroom and overseeing the College and Career Office (COO).

This has been the year of standardized testing in college admissions. The College Board rolled out the new PSAT/NMSQT in October of 2015 and the new SAT was administered for the first time in March of 2016. The ACT changed its scoring categories and the format of the essay. What this all means for students is passionately debated in the college access community. What is known is that New York State and City colleges and universities continue to rely heavily on these tests and the Regents scores to determine admissions and college readiness. The number of private institutions that have dropped standardized testing as a requirement in admissions is steadily declining. Many public institutions are moving to a more "holistic" approach (considering personal statements, letters of recommendations, and community involvement) but it is unclear how this shift will impact institutional reliance on standardized scores.

The City University of New York's (CUNY) application processes and admissions standards continue to baffle students, counselors, and CUNY admissions staff at the individual colleges. CUNY shifted from a centralized system of admissions to one in which the individual colleges have control over the process. As a result admissions criteria and decisions for individual schools have to be puzzled through, how they are determined is unclear.

The State University of New York (SUNY) is working to standardize procedures and forms for its 64 campuses. In this manner, students do not have to submit different documents to different forms. The University has also expanded its access opportunity programs (for students who do not meet regular admissions criteria and demonstrate financial need). These programs include the Transition Opportunity Program (TIP) at Geneseo, one of the system's flagship colleges. TIP does not adhere to the NYS Higher Education Opportunity Program financial guidelines. The latter are used to determine financial eligibility to opportunity programs in public and private institutions. Additionally, SUNY now offers tuition assistance for graduates of CUNY, SUNY, and private college opportunity programs who attend participated masters programs in SUNY.

The College and Career Office staff strives to remain current on trends impacting high school graduation, college and career planning, college admissions, and financial aid. We use what we learn to develop curricula, expand our networks, and to help ensure that our students succeed in high school, make informed postsecondary plans, and succeed academically, professionally, and personally. We share our findings and our experience with TRCS administrators and staff during meetings where student achievement, academic and social interventions are planned, and initiatives are discussed. Some of the interventions include, additional tutoring and instruction for students who have not met CUNY competency requirements in the English and/or Math Regents. The results of these interventions will be analyzed once the June Regents scores are available.

## **Advocacy**

College and Career Office staff vigorously advocate with colleges on behalf of our students. We communicate with college admissions, testing, and financial aid offices regularly. Students are inundated with confusing and repeated requests for academic and financial documents. They also receive notices about information and documents already submitted (often more than once.) We also assist students mount admissions and financial aid appeals. This year we successfully appealed an admissions decision from Queens college. We are currently awaiting an admissions appeal from John Jay College of Criminal Justice and a financial aid decision from Mercy College.

## **College Presentations at TRCS and College Fairs**

Meeting representatives from colleges and universities affords our students the opportunity to hone their networking skills. They learn to present themselves in professional settings and to advocate on their own behalf. The representatives our students meet are the individuals who will likely read their college applications. Forming relationships with individuals and institutions increases the likelihood that our students will be recruited and admitted.

College representatives enjoy visiting our school; they always offer praise for our students. They comment on our students' behavior--their politeness, attentiveness, and ability to network. Representatives also comment on our students' insightful and well-researched questions.

The following colleges visited TRCS this year to recruit our students:

- City University of New York - General Representative
- State University of New York - General Representative
- College of St. Rose - Albany, New York
- DePauw University - Greencastle, Indiana
- Trinity College - Hartford, Connecticut

The seniors attended the National Hispanic College Fair in October of 2015. The juniors attended in March of 2016. Over 70 colleges were in attendance during each session. This fair is extremely well organized, which maximizes our students' experience.

During Rensizzle week the seniors visited Kingsborough Community College. The College has been named one of the top ten Community Colleges in the country and received

## **College Outcomes**

45 of the 48 graduating seniors applied to college. Students applied to an average of eight colleges each. 100% of the students who applied were accepted into at least one college.

Two of our students have chosen to enroll in the marines after graduation. They are actively working with a

recruiter. A third student will take a gap year to work on his sneakers business and a fourth will begin training to become a professional baseball player. One student has not finalized his plans.

Given the rising cost of a college education, our students are choosing to attend public colleges and universities. They are also enrolling in two year degrees that will allow them to work in their fields upon graduation. These degrees include Tourism and Hospitality with a concentration in Culinary Arts and Music Production with a focus on Sound Engineering and Digital Music Technology.

**List of Colleges Students Will Be Attending**

<b>CUNY</b>	<b>SUNY</b>	<b>PRIVATE</b>
Sophie Davis Biomedical Education/CUNY School of Medicine The City College of NY Hunter College Lehman College NYC College of Technology Queens College Borough of Manhattan CC Guttman CC Kingsborough CC LaGuardia CC Queensborough CC	U. at Albany U. at Buffalo Cortland Fredonia	DePauw University Long Island University, Brooklyn Campus

**Percentage by Type of College**

<b>Class</b>	<b>CUNY Senior College</b>	<b>CUNY Junior College</b>	<b>SUNY Senior College</b>	<b>SUNY Junior College</b>	<b>Private</b>	<b>Undecided</b>
<b>2016</b>	28%	40%	12%	0%	5%	14%
<b>2015</b>	18.7%	39.5%	14.5%	0%	10.4%	8.3%
<b>2014</b>	29.5%	29.5%	11.3%	11.3%	15.9%	4.5%
<b>2013</b>	15.7%	35.3%	13.7%	3.9%	19.6%	7.8%

## College Acceptances

CITY UNIVERSITY OF NEW YORK	STATE UNIVERSITY OF NEW YORK	PRIVATE
Brooklyn City College College of Staten Island NYC College of Technology Hunter John Jay Lehman Medgar Evers Queens York Guttman CC Borough of Manhattan CC Bronx CC Kingsborough CC LaGuardia CC Queensborough CC	U. at Albany Brockport U. at Buffalo Buffalo State Old Westbury Canton Fredonia Oswego	College of St. Rose Fairfield Iona Manhattanville Mercy Molloy Quinnipiac St. John's University Utica

## Scholarships and Fellowships

Leslie-Anne Jerez-Gaviria was accepted to the Smithsonian Latino Center's 2016 Young Ambassadors Program. She will participate in an all-expenses paid one-week training seminar in Washington DC. She will also participate in a four-week internship at the Cooper Hewitt Smithsonian Design Museum in New York City. There, Leslie will learn about museums through the design lense and to incorporate design and design thinking as tools for learning, creative problem solving, and interdisciplinary collaboration.

Powel Yap was awarded the Dream.Us Scholarship. He will receive a maximum of \$25,000 to complete his undergraduate education at CUNY's City College. This scholarship is for highly motivated students who qualify for Deferred Action Childhood Arrivals (DACA) policy.

Nia Daniels won the National Association of University Women, Queens Branch's \$1,500 scholarship. Additionally, she received the Council of School Supervisors and Administrators' scholarship for the Borough of Queens. The award is \$1,500.

## College Courses 2015-2016

TRCS students attend college-level courses through the City University of New York's College Now Program. By taking college courses, students demonstrate the willingness to challenge themselves academically. College courses help them prepare for the exigencies of college and raise their admissions profile.

Our school's main partner in the College Now Program is Queens College (QC). Through this partnership, our students can take courses at QC, at TRCS, or online. TRCS students enrolled in FIN 180- Consumer and Personal Finance. The course is the product of a collaboration between CUNY's School of Professional Studies (SPS) and the Higher Education Services Corporation (HESC). HESC is New York State's higher education student financial aid agency. The objective is to give students the tools to manage their finances and to make decisions about postsecondary and career choices based on the principles they learn. We hope to offer this class in the fall semester. We have been working with the SPS staff on improving online access for our students. Our students faced many difficulties with Blackboard, a course management system, CUNY uses. We also hope to expand our online offerings.

QC's College Now Program partnered with Bronx Community College to offer an English class at TRCS. The aim of the class was to prepare juniors and seniors to take the English Language Arts Regents and for seniors to take the CUNY Assessment Test in Writing (CATW). The CATW is a standardized writing test that measures a student's readiness to take introductory college courses. If a student does not score 70 or above in reading and a 56 in the writing, she cannot enroll in a four year college. She would have to take developmental (remedial) courses at a community college; she would not receive college credit for these courses. The QC College Now Office arranged for our students to take the test on the QC campus. Four seniors and seven juniors took it; their writing scores ranged from 50-74. One senior and one junior failed. One of the senior was able to meet the writing requirements for CUNY with his scores.

Courses attended during the academic year:

#### **Queens College**

- STEM Research Academy
- Mathematics - Precalculus
- Philosophy
- Linguistics and Communication Disorders
- Sociology
- Drama
- Urban Issues: Poverty and Affluence
- College Writing

#### **Baruch College**

- Introduction to Business

#### **Hunter College**

- Elements of Probability and Statistics

#### **Queensborough Community College**

- Introduction to Microcomputer Applications

#### **2016 Summer College Now**

## Queens College

- Institute for Humanities and Social Sciences
  - Classical Mythology
  - Urban Issues: Poverty and Affluence
- Summer Science Program

## Borough of Manhattan Community College

- Introduction to Television Production
- College Focus in Math

## LaGuardia Community College

- Teaching New Yorkers
- Topics and Research in Biology

## Fall 2016

- Topics in Education: Youth Participatory Action Research in City Schools
- Linguistics and Communication Disorders
- Sociology
- Philosophy
- Urban Issues: Poverty and Affluence

## Advanced Placement (AP) Courses and Exams

TRCS has increased the number of AP courses offered at our school. These courses prepare students for the rigors of college-level work and, depending on the test results, students may earn college-level credit.

The following were the offerings during the 2015-2016 academic year:

- Spanish Language
- English Literature
- US History
- Biology
- World History
- Human Geography

## Parent Meetings

Parental engagement is one of the cornerstones of the College Bound Program. We believe that as stakeholders, parents have the right to information and the responsibility to be involved in their children's education. Specifically, parents need access to information regarding available post-secondary options and how students can successfully plan for life after high school. Armed with this information, parents can support students in their endeavors.

The College Office holds parent meetings during which high school graduation requirements, post-secondary options, and career planning are discussed. Generally the workshops are offered in English and in Spanish on the same evening. When this is not possible, simultaneous English/Spanish translation is provided. If a parent speaks another language, the student acts as a translator. For the most part, all materials are offered in English and in Spanish. When available, we offer material in other languages such as Mandarin, Bengali, and Urdu.

College Office staff also meet individually with students and their parents/guardians to answer questions and address concerns parents might have. Additionally, when the staff determine that there is a need for parent intervention, a meeting is called. During the meeting the CCO staff's concerns are shared with the parents, a strategy is developed to address the concerns, and a plan of communication is established between the CCO and parents.

#### September 2015

- Senior Parents. English and Spanish workshops were held simultaneously. The college application procedures, graduation requirements and senior timelines were discussed.
  - In attendance - over 40 students and parents.

#### November 2015

- Financial Aid Workshop - Senior Parents. A representative from the Higher Education Services Corporation (HESC) led the presentation. Pierina Arias, TRCS's Registrar led the presentation in Spanish.
  - In attendance - Over 50 students and parents.

#### ● January 2016

- Free Application for Federal Student Aid (FAFSA) Completion Workshop - Senior Parents. A HESC representative assisted families in filling out their FAFSA and NYS Tuition Assistance Program (TAP) applications.
  - In attendance - Over 30 students and parents.

#### ● May 2015

- Rising Senior Parent Meeting - CCO's staff spoke to students about expectations for senior year and about the supports available to them. English and Spanish workshops were held simultaneously.
  - In attendance - Over 65 students and parents.

### Free Application for Federal Student Aid (FAFSA)\*

The College Office informs students and parents about options for financing higher education. We encourage and assist our students in applying for federal, state, local, and institutional (college) financial aid. According to the Office of Federal Student Aid there is a strong correlation between filing the FAFSA and college completion. Lack of financial resources is often cited as one of the main reasons students do not complete a college education.



	<b>Number of Students</b>	<b>Percent</b>
<b>Class of 2016 Applications Submitted b May 20, 2016</b>	29	65%
<b>Class of 2015 Applications Submitted by June 19, 2015</b>	33	75%
<b>Class of 2014 Applications Submitted by June 19, 2014</b>	38	86.3%
<b>Class of 2013 Applications Submitted by June, 2013</b>	40	78.4%

\*Source: <http://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school>

## **Standardized Tests**

### **PSAT/NMSQT**

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is cosponsored by the College Board and the National Scholarship Program. It measures reading, mathematics, and writing skills. The NYC Department of Education deems this assessment to be so important that it pays for all 10th and 11th grade students in NYC public schools to take it. Students take the PSAT to prepare for the SAT and, in the 11th grade, to qualify for a National Merit Scholarship. Furthermore CUNY colleges require 10th or 11th grade scores to determine if students are eligible to take free college-level courses on their campuses.

The College Board administered its new PSAT/NMSQT for the first time in October 2015. The test is now 35 minutes longer, there are no penalties for wrong answers, and the score ranges are unnecessarily complex. Score results were delayed and, as a result, students were not able to fully use them to prepare to take the new SAT.

On October 15, 2014, the PSAT/NMSQT was administered to 53 Juniors and 53 Sophomores.

Score Ranges for the new PSAT/NMSQT

<b>Total Score</b>	<b>Section Scores - Reading and Writing, and Math.</b>	<b>Test Scores Reading, Writing and Language, and Math.</b>	<b>Cross Test-Scores Analysis in History/Social Studies and Analysis in Science. Based on selected questions in the Reading, Writing and Language, and Math Tests.</b>	<b>Subscores Reading and Writing and Language: Command of Evidence and Words in Context. Writing and Language: Expression of Ideas and Standard English Conventions. Math: Heart of Algebra, Problem Solving and Data Analysis, and Passport to Advanced Math.</b>
320-1520	160-760	8-38	8-38	1-15

Score Ranges for the PSAT/NMSQT Prior to October 2015

<b>Overall</b>	<b>Reading</b>	<b>Mean Mathematics</b>	<b>Mean Writing</b>
60-240	20-80	20-80	20-80

Outcomes

Outcomes October 2015

Class of 2017

<b>Mean Total Score</b>	<b>Mean English/Reading/Writing</b>	<b>Mean Math Score</b>
905	458	447
58% Met both Benchmarks	96% Met ERW Benchmarks	60% Met the Math Benchmarks

Class of 2018

<b>Mean Total Score</b>	<b>Mean English/Reading/Writing</b>	<b>Mean Math Score</b>
939	464	475

19% Met both Benchmarks	87% Met ERW Benchmarks	19% Met the Math Benchmarks
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## Outcomes October 2014

Class of 2017

	Mean Reading	Mean Mathematics	Mean Writing
TRCS	38.1	39	37.1
STATE	39	41	36.9
NATION	41.6	42.8	39.5

## PSAT/NMSQT College and Career Readiness Benchmarks

The Benchmarks are the scores that students should meet or exceed to be considered on track to be college ready. The composite score for juniors is 142. The score for sophomores is 133.

On track to be college and career ready:

YEAR	Class of 2017 2014 Results	Class of 2016 2014 Results	Class of 2016 2013 Results	Class of 2015 2013 Results	Class of 2015 2012 Results
TRCS	13.5%	16%	16.7%	22.2%	19.2%
NATION	37.2%	45.8%	37.7%	46%	38.5%

## College Entrance Exams

Colleges consider students' standardized test scores when making admissions decisions. Since the economic downturn, the public university systems (SUNY, CUNY) have given more weight to standardized testing in the admissions process. This is partially due to the increasing numbers of high performing students that are applying to schools in these systems because they can no longer afford private institutions.

Low-income and first generation students generally do not perform as well as their more affluent counterparts on standardized tests. Population shifts in the United States are reflected in the college admissions process. More nonwhite, low income, first-generation students are applying to test-optional schools; those that do not use standardized tests as a for admission. Doing so increases the chances of high-performing students gaining admissions to more competitive colleges.

The College and Career Office encourages our students to take the SAT and the ACT. However, given the changes in the SAT, we have encouraged students to focus on the ACT. Most juniors registered for the May and June administrations. The results are not in yet for the class of 2017 are not available as of yet.

<b>CLASS</b>	<b>SAT I</b>	<b>ACT</b>	<b>Both</b>
<b>2015</b>	64.5%	75%	62.5%
<b>2014</b>	91.1%	93.3%	88.8
<b>2013</b>	96%	2%	16%

## SAT I

The new SAT was administered for the first time in March of 2016. The test now only has two sections, math and evidence-based reading and writing, and the essay is now optional. Without the 50 minute essay, the test is three hours long.

Score Range Prior to March 2016

<b>Overall</b>	<b>Reading</b>	<b>Mean Mathematics</b>	<b>Mean Writing</b>
600-240	200-800	200-800	200-800

## Class of 2016

Results and analysis not yet available.

## Class of 2015

Outcomes

65 % of the graduating seniors took the SAT I. For TRCS students who took the test multiple times, we superscored the results; the highest score for each section was used to determine the mean score.

	<b>Mean Reading</b>	<b>Mean Mathematics</b>	<b>Mean Writing</b>
<b>TRCS - Class of 2015</b>	455	474	485
<b>TRCS - Class of 2014</b>	480-456	466-457	464-463
<b>STATE - Class of 2014</b>	488	502	478
<b>NATION - Class of 2014</b>	497	513	487

## SAT College & Career Benchmark

This Benchmark is designed to measure the college readiness of groups of students. The SAT Benchmark score of 1550 is associated with a 65% probability of obtaining a first year GPA of a B- or higher, which in turn is associated with a high likelihood of college success. The 1550 is calculated using the latest administration of the test a student has taken. Following common practice, the CCO superscores the results. We take a student's highest score in each section from several test administration to derive the composite.

<b>TRCS Class of 2015</b>	29%
<b>TRCS Class of 2014</b>	20%
<b>NATION Class of 2014</b>	42.6%
<b>STATE Class of 2014</b>	39.2%

## ACT

The ACT is a curriculum-based achievement exam. It is a content-based test which measures what students have learned in school, not their aptitude for learning. This exam has become increasingly accepted by colleges nationally. The ACT has also undergone some changes this academic year. An analysis and report for the Class of 2016 and 2017 are not yet available.

### ACT Score Ranges

<b>Composite *</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>
1-36	1-36	1-36	1-36	1-36

\*The Composite Score is the average of the four test scores, rounded to the nearest whole number. Fractions less than one-half are rounded down; fractions one-half or more are rounded up

Average ACT Scores TRCS Class of 2014 and Class of 2015. 2016 statistics are not yet available.

	<b>Composite</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>
<b>TRCS (2015)</b>	17.5	15.5	18.2	17.8	18
<b>TRCS (2014)</b>	19.4	18.8	19.6	19.2	19.5
<b>STATE (2014)</b>	23.4	22.7	23.8	23.6	23.2
<b>NATION (2014)</b>	21	20.3	20.9	21.3	20.8

### ACT College Readiness Benchmarks

ACT benchmarks are scores on the subject tests that represent the achievement level required for students to

have a 50% chance of obtaining a B or higher or approximately a 75% chance of obtaining a C or higher in the corresponding credit-bearing college freshman courses.

College Course	ACT Subject Area Test	ACT Benchmark
English Composition	English	18
College Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

Average ACT Scores TRCS Class of 2014 and Class of 2015

	Composite	English	Math	Reading	Science
<b>TRCS (2015)</b>	17.5	15.5	18.2	17.8	18
<b>TRCS (2014)</b>	19.4	18.8	19.6	19.2	19.5
<b>STATE (2014)</b>	23.4	22.7	23.8	23.6	23.2
<b>NATION (2014)</b>	21	20.3	20.9	21.3	20.8

Results and analysis for the classes of 2016 and 2017 are not yet available.

### Individual and Group Meetings with Students

College Office staff meet with students individually, in small groups and with their parents. We review individual transcripts, provide counseling and advisement on academics, internships, study/volunteer opportunities abroad, executive function skills, financial aid/planning, College Now, scholarships, and leadership and academic enrichment programs. In addition to working with students who are at risk or failing their classes, we have continued to meet with students whose grades might be slipping but who are not yet failing. We also meet with students and their families and/or their advisors when deemed necessary. We assist students with applications to the aforementioned programs.

### Alumni Relations

Our alumni return regularly to update us on their progress and to share their experiences with our current students. They are an invaluable resource for our school. This year alumni speakers included, Danyel Sheppard graduate of New York University Silver School of Social Work, Brianna Falconer, University of Bridgeport '06, Tabassum Alam, sophomore at Lafayette College, and Carlos Hazoury, senior at John Jay College of Criminal Justice.

## **The Opportunity Network**

The Opportunity Network is a selective, six-year career development program for motivated, high-performing high school students. The Fellows Program begins with a mandatory three-week Summer Institute in the summer of sophomore year. In junior and senior year, students attend weekly workshops focused on career readiness and networking. Through the summer opportunities program, juniors and seniors participate in paid internships and local, national or international enrichment opportunities. This year four of our sophomores were accepted into the program.

Damian Mendoza, an OppNet Fellow in the eleventh grade, will attend the Student Diplomacy Corps Program - *Spain-Picasso y Flamenco*. Damian's expenses will be fully covered as he spends a month exploring Spain's cuisine, art, and Flamenco. He will learn about the connection between artistic expression, human rights, and national identity.

Sadman Sakib, eleventh grade OppNet Fellow will attend the Summer Computer Science at Carleton College in Northfield, Minnesota. The Institute focuses on understanding the processes for solving mathematical and scientific problems, and to program computers to implement these processes and to apply computer science ideas to concrete problems.

## **Professional Organizations Membership**

TRCS is a member of the College Access Consortium of New York (CACNY) and the National Association for College Admissions Counseling (NACAC).

Monthly CACNY meetings are an invaluable source of information, resources, and connections. Public and private colleges and universities, opportunity and leadership programs, financial aid agencies and organizations, scholarship programs, and community based organizations collaborate to expand college access for individuals from traditionally underserved communities. Attending the meetings more frequently continues to be a goal for the College Office staff.

CACNY and its members provide professional development in the area of college admissions, financial aid, opportunity programs, working with special populations (students with special needs, immigrants), and standardized testing. These workshops and information sessions directly relate to the population that we serve.

Membership in the CACNY, NACAC, and NCAA, and other listservs allows us to keep abreast of trends in college admissions, financial aid, standardized testing, and secondary and higher education. The listservs are also a great resource when questions regarding colleges, programs, majors, careers, policies, ethics, or processes arise.

## **Social Justice Day**

The Junior class hosted Social Justice Day on April 22, 2016. They researched and facilitated workshops on

topics such as The Effects of War, Cancer Awareness, and Cultural Appropriation. The Juniors prepared and served a fundraising luncheon and organized a talent show featuring student talent. They raised over \$800.00 for their class. The event was coordinated and implemented by the students. Committees created timelines and individual schedules for high schoolers and teachers.

## **Areas of Growth**

- Improve understanding of the new PSAT/NMSQT and SAT
- Improve understanding of the City University of New York's admissions and assessments policies
- Increase networking relationships with individual CUNY and SUNY colleges
- Improving data collection remains a goal.

## **2014-15 Board Report on Literacy Skills/College Bound and Senior Seminar - Prepared by Maura Malarcher**

The following is a report of curriculum initiatives that were implemented this year, as well as accommodations made for Ana Falla Riff's health leave.

### **NINTH GRADE:**

During September, October, and the first week of November, Evan Banks taught almost all the Literacy Skills classes for the ninth grade. During this time, he focused on reading comprehension skills. When Ana returned to work and Maura resumed instruction of the ninth grade, she focused on the following curriculum goals:

- Reviewed eight parts of speech and basic parts of a sentence within compound and complex sentences in preparation for more sophisticated writing and editing skills, and as foundation for SAT/ACT test prep.
- Assigned homework writing assignments that demonstrated understanding of each part of speech with explanations, original sentences, and picture illustrations.
- Completed most videos from the course "Learning How to Learn" by Barbara Oakley. Students watched videos and completed short writing assignments to demonstrate understanding. Concepts from these videos, such as effective study habits, were reinforced during instruction.
- Reviewed high school graduation requirements and tests for college admissions.
- During the spring semester, CUNY CAT provided instruction for each ninth grade class once a week, using theater activities to strengthen literacy skills.

### **TENTH GRADE:**

During September, October, and the first week of November, Evan Banks taught almost all the Literacy Skills classes for the tenth grade. During this time, he focused on test prep skills for the PSAT test, such as reading comprehension and math fundamentals. When Ana returned to work and Maura resumed instruction of the tenth grade, she focused on the following curriculum goals:

- Provided students with test prep for the PSAT with extra emphasis on algebra and math fundamentals.
- Reviewed high school graduation requirements and tests for college admissions.
- Reviewed test taking strategies for SAT Reading and Writing.



- Provided students with assessment tools from True Colors as an introduction to career exploration. Students were responsible for researching three careers that interested them, using the Occupational Outlook Handbook.
- Tenth graders learned strategies for decreasing stress and test anxiety, based on current research. They watched videos created by the Heart Math Institute, a biofeedback educational and research organization.
- All tenth graders created resumes that they can continue to develop in preparation for senior year. Tenth graders also learned the formatting for cover letters and all students wrote at least one cover letter to a college of interest to them.

### **ELEVENTH GRADE:**

During September, October, and the first week of November, Evan Banks taught almost all the Literacy Skills classes for the eleventh grade. During this time, he focused on test prep skills for the SAT test, such as reading comprehension and math fundamentals. When Ana returned to work and Maura resumed instruction of the tenth grade, she focused on the following curriculum goals:

- Since all eleventh grade students were taking the ACT, there was a significant amount of time in this class devoted to ACT prep because the format and content of this test was new for many students. They took practice tests to familiarize themselves with each section and learned effective testing strategies in class.
- All eleventh graders created or updated their resumes online, so they will be ready for senior year. All students also learned cover letter format and wrote at least one cover letter to a college of their choice.
- Eleventh graders completed the Earning Power Student Guide on financial planning. They completed homework assignments to demonstrate their understanding of each lesson and were given workbooks provided by the High School Financial Planning Program.
- Students completed online test prep for homework, using number2.com.
- Eleventh graders received an introduction to college application essay writing and an explanation of the assignment that they were given for the summer.

### **TWELFTH GRADE:**

During September, October, and the beginning of November, Maura Malarcher taught Ana's senior seminar classes as well as her own. College representatives came to speak with the seniors, both during class and during Rensizzle week. Maura also organized a college trip to Kingsborough College during Rensizzle Week, with the assistance of Derrick Patterson.

During the fall semester:

- Seniors completed activities from "Story to College" to prepare for the college application essay writing process.
- Students researched colleges of their choice and documented their findings.
- Each student was to complete a minimum of two personal essays during the fall semester. Out of the entire senior class (47 students), 60% completed two or more essays, 23% completed one essay, and 17% did not complete any personal essays.

During the spring semester:

- Students received instructions about effective research skills for using search engines. They also completed activities to prepare for writing a research paper. Students are required to complete a ten-page research paper by the end of spring semester. The final draft of the paper is due June 13. Students receive extensive individual help in constructing a logical argument and organizing evidence to support a thesis. Students are given examples and exercises that model the writing process and the style of writing that will be expected of them in college.

## AREAS OF GROWTH FOR NEXT YEAR:

### Ninth grade:

- Create homework assignments that reinforce the study skills introduced in *Learning How to Learn*.

### Tenth grade:

- Introduce Financial Planning instruction with units 1-3 (money management, borrowing, earning potential).
- Use more Khan Academy for test prep (PSAT, SAT).
- Continue to develop curriculum materials based on videos from the Heart Math Institute.
- Expand career exploration to include interviews with alumni and other working professionals.

### Eleventh grade:

- Include Financial Planning instruction to include units 4-6 (investing, financial services, insurance).
- Continue career exploration through interviews with alumni and other working professionals.

### Twelfth grade:

- Expand on instruction about using logic to develop a thesis. Find ways to introduce some of these ideas earlier in the year, and in earlier grades.

## Artifacts

- One example of section of an unfinished research paper (completed papers are not due until June 13).

Nia Daniels  
Maura Malarcher  
College Bound  
28 March 2016  
Research 1

## 1. Introduction

Claim: Black women should wear their hair natural.

## 2. Black women should protect their health.

**WARRANT #1:** Black women should protect their health.

- Black Women's Health Imperative: <http://www.bwhi.org/>
- Black Women's Health: <http://www.blackwomenshealth.com/>
- Walk Together For Health and Spirit  
<http://opinionator.blogs.nytimes.com/2016/04/05/walking-to-build-spirit-as-well-as-health/?action=click&pgtype=Homepage&version=Mothers-Visible&moduleDetail=inside-nyt-region-4&module=inside-nyt-region&region=inside-nyt-region&WT.nav=inside-nyt-region>
- African American women at risk:  
<http://www.apa.org/monitor/2013/01/african-american.aspx>

### Bornstein

- GirlTrek - "organization that inspires black women to change their lives and communities by walking"
- Rev. Teresa Thames - 447 pounds - lost more than 230
- 58,000 women across country - vow to walk daily in community
- 574 "trek teams" - more than 600 cities, towns
- Federal government recommendation - 30 minutes physical activity, five days each week
- GirlTrek - targets black women - highest obesity rate

### Dingfelder

- Obesity epidemic - African-American women
- Almost 60% obese
- Reduce life expectancy
- Increase risk of diabetes, cardiovascular disease, arthritis
- Junk food, fast food inexpensive
- Racial and environmental stress

The first reason why Black women should wear their hair naturally is to better their health. Black women are already conscious of the need to improve their health in other ways. For example, there is a high obesity rate among Black women. In fact, almost 60% of Black women are obese (Dingfelder). When Black women become obese, they have an increased risk of diabetes, cardiovascular disease, and arthritis (Dingfelder). Black women are starting to take actions to improve their health through exercising and eating healthy foods. One organization that has supported this effort is GirlTrek, which “inspires black women to change their lives and communities by walking” (Bornstein). One participant in GirlTrek, Rev. Teresa Thames, started out at 447 pounds in three years she has lost more than 230 pounds (Bornstein). Currently, 58,000 women across the country have already joined GirlTrek and vowed to walk daily in their communities (Bornstein). These efforts of Black women are important ways to better their health. They can protect their health even more by wearing their hair in natural styles rather than using hair-straightening products.

**GROUND #1:** Wearing natural hair will protect black women’s health.

- <https://blackliberationlovenunity.wordpress.com/2015/05/07/9-reasons-to-avoid-perms-and-relaxers/>

**P1 - damages hair**

**“9 Reasons”**

- Perms and relaxers causes an itchy scalp.
- Permanent hair loss from perms
- Perms negatively impact the natural curl pattern in hair.
- Perms can dramatically reduce hair growth.
- Relaxers alter the ph balance in hair causing hair breakage.
- Relaxers ultimately results in hair thinning.
- Any heat from hot combs, flat irons, and curling wand causes hair to be pulled out of scalp.
- Relaxers weaken the hair, reducing the thickness of a person’s hair.

**Jefferson**

- Perms - brittle hair, cause breakage
- Perm - change texture - cause frizzy hair
- Perm - baldness - pull hair out by the root

**Jesitus**

- Relaxers - “exacerbate traction alopecia” when used with fine-toothed comb
- Causes of chemical and traumatic alopecia - include relaxers, heat, dryness
- Survey - 200 African American women - 59% said they had experienced “excessive hair loss” - shedding, breakage

One way that unnatural hair products and procedures can affect a black woman's health is by damaging her hair. Black women who don't wear their hair naturally generally use perms and relaxers to straighten their curls although these procedures can be harmful. To clarify, a perm is applying chemicals to one's hair to make the hair curly ("9 Reasons"). In contrast to a perm, a relaxer is a procedure that black women undergo to straighten their hair. Both the chemicals used and the methods for straightening can permanently harm the hair. Perms can cause problems like brittle hair that easily breaks (Jefferson). Perms can also cause the hair to change texture so that it becomes permanently frizzy (Jefferson). In fact, perms can even cause baldness because hair is being extracted from the root (Jefferson). Relaxers also can cause hair breakage because they alter the pH balance in hair ("9 Reasons"). Even if the hair doesn't break, it is often thinner after a relaxer is applied ("9 Reasons"). Relaxers have also been shown to "exacerbate traction alopecia" when used with fine-toothed comb (Jesitus). Women use perms and relaxers to improve their beauty but actually they are subjecting their hair to harm. In one survey of 200 African American women coauthored by Dr. Raechele Cochran Gathers, 59% said they had experienced "excessive hair loss," as well as shedding or breakage after using perms or relaxers (Jesitus). African American women should not straighten their hair with perms or relaxers because although these products are sold on the market as beauty enhancers, they can severely injure hair health.

Unfortunately women who get perms experience a decrease in the growth of their hair.

- [http://www.mysuncoast.com/health/news/burnt-and-broken-hair-and-sensitive-burnt-scalp-may-bc/article\\_5d457da2-3776-11e3-8b05-001a4bcf6878.html](http://www.mysuncoast.com/health/news/burnt-and-broken-hair-and-sensitive-burnt-scalp-may-bc/article_5d457da2-3776-11e3-8b05-001a4bcf6878.html)

P2 - injures the scalp

Redonde

- Kit Carson - hair stylist - friend tried to straighten hair at home but "her hair turned to glue and she had to shave her head"
- Hair straightening chemicals cause burns - neck, ear, head burn
- Products cause red, itchy rash
- Burns are even worse if skin has abrasion - chemicals go in the open wound

"9 Reasons"

- Chemicals in relaxers are compared to the toxic substances to remove animal fair.
- Perms must be reapplied to keep hair straight causing hair loss.

Jefferson

- Perms cause redness, itching, burning, swelling, peeling of scalp
- Hydrogen peroxide, chemical in perms, can cause serious burns
- In perm solution - ammonium thioglycolate - causes these problems

A second way that hair straightening methods can lead to health problems is by injuring the scalp. Hair straightening chemicals can cause burns to any region on or near the head, including a person's neck and ears (Redonde). These burns are due to the chemicals in these products, especially hydrogen peroxide and ammonium thioglycolate. Hydrogen peroxide can burn the scalp itself and ammonium thioglycolate can lead to redness, itching, burning, swelling, or even peeling of the skin on the head (Redonde). The chemicals in relaxers are so strong that they can be compared with the toxic substances used to extract the fur from animal skins ("9 Reasons"). Because the skin gets damaged, the hair is then unable to regrow. Even if hair straightening does not result in baldness, the toxic chemicals used can also cause red, itchy rashes (Redonde). If a woman happens to have an exposed cut on her head, these chemicals can easily go into the open wound, causing further scalp irritation (Redonde). Unfortunately Black women who straighten their hair fail to realize that perms and relaxers not only harm the hair itself, but they also are hazardous to the scalp. If a woman's scalp becomes burned, she may face permanent hair loss because the skin no longer can grow hair.

### P3 - respiratory and gastrointestinal problems

- <https://www.health.ny.gov/environmental/chemicals/formaldehyde/docs/consumer.pdf>
- <http://ecowatch.com/2014/03/18/toxic-hair-straighteners-international-recall-sold-u-s/>

### "Consumer"

- Formaldehyde - eyes, nose, throat, skin irritation
- Breathing in formaldehyde - human carcinogen (cancer)
- Some products labeled formaldehyde free "Organic" or "natural" have formaldehyde
- Breathe in formaldehyde when it is heated
- Many products are not tested
- Two products with formaldehyde - Brazilian blowout solution and QOD GOLD Solution
- OSHA in Canada - air tests in salons - formaldehyde released
- Water + Formaldehyde = Methylene Glycol or Formalin (name for a bombing fluid)

### Deike

- Formaldehyde - severe nose, eyes, throat irritation, cancerous
- Formaldehyde - chronic sinus and respiratory infections, painful blisters, heart palpitations
- Formaldehyde-containing products sold in U.S. - banned in Europe
- FDA cannot issue a recall even if health risks are serious
- Original Brazilian blowout formula off market in CA in 2012 - Violated air pollution regulations

In addition to harming hair and scalp, hair straightening can also jeopardize a woman's health in other ways, even causing respiratory problems. One chemical called Formaldehyde that is in many perms and relaxers goes into the air when heated and can be inhaled ("Consumer"). When a woman applies a perm or relaxer to her hair using a hot comb, flat iron, or curling iron, the Formaldehyde can evaporate into the air. (Deike) Additionally, Formaldehyde can also cause chronic sinus and respiratory infections, painful blisters, and heart palpitations. Breathing in Formaldehyde can also cause cancer because it is a known carcinogen ("Consumer") Women may purchase hair straightening products thinking at worst that they may damage hair, but the reality is these chemicals can even result in death. Some products that are labeled "formaldehyde free," "Organic," or "natural" actually have formaldehyde ("Consumer"). For example, both Brazilian blowout solution and QOD GOLD Solution contain Formaldehyde even though they are very commonly used ("Consumer"). One might think that a product labeled Formaldehyde free it would not sold on the market if it had Formaldehyde after all. However, these products are still being used by millions of consumers. Although many hair straighteners contain toxic substances, the Federal Drug Administration (FDA) cannot take any actions to mandate recall (Deike). In fact Formaldehyde is so dangerous when inhaled that the government of California took the Original Brazilian Blowout formula off the market in 2012 because it violated air pollution regulations (Deike). In a like manner, other toxic chemicals in hair straightening products are extremely harmful. For example, potassium hydroxide can burn the mouth and throat, cause vomiting and stomach pain and even result in death ("9 Reasons"). Black women should avoid using any hair straightening products at all costs, because not only do they damage the hair, but they threaten your life itself.

## COUNTERARGUMENT

### Home remedies

<http://www.top10homeremedies.com/home-remedies/home-remedies-get-straight-hair.html>

<http://www.instructables.com/id/How-to-straighten-hair-overnight-naturally-witho/>

### "How"

- Prepare hair - very wet
- Brush and pin - brush against head and put in bobby pins
- Continue pulling strands on top of each other
- Beauty sleep - wake up with straighter hair

### "Home"

- Hot oil treatment - heat used to tame wave pattern
- 20 seconds microwave
- Rub hands on scalp - 15 to 20 minutes
- Fully brush hair
- Cover hair with hot towel - 30 to 40 minutes
- Use to shampoo to wash hair

Despite all the evidence that points to the health hazards of straightening hair, many women still continue this practice. Some women buy products that are labelled “natural,” believing that they will not cause any negative impact. For example, some women try to use pins to hold their hair in place to make it straight. First, a woman must prepare her hair by getting it wet (“How”). Second, she would brush her hair and pin it tightly to her head using bobby pins (“How”). After pulling each strand and putting it on top of another she could then leave it overnight. In the morning, her hair would be straighter (“How”). Another hair straightening method that is considered safe is a home remedy called a hot oil treatment (“Home”). An article called “Home Remedies to Get Straight Hair” describes this method. In this procedure a woman uses hot oil to tame her wave pattern. First, she puts the oil in the microwave to heat for 20 seconds. Next, she rubs the oil on her scalp with her hands. Then, she fully brushes her hair. Fourth, she covers her hair with a hot towel for about 30 to 40 minutes. Finally, she uses shampoo to wash the oil out of her hair. African American women who use these hair straightening strategies believe that they are protecting their hair from harmful chemicals. However, black women do not realize that even these procedures have unexpected consequences.

## REBUTTAL

<http://www.snopes.com/politics/business/wenhair.asp>

<http://www.thenational.ae/news/uae-news/health/summer-heat-and-a-bad-diet-lead-to-hair-loss-in-the-uae>

<http://www.independent.co.uk/life-style/health-and-families/features/traction-alopecia-the-hairstyles-which-can-cause-hair-loss-10516418.html>

(Ismail)

- Dr Nameer Majeed - Reports increase in patients with hair loss during summer
- Dr Nameer Majeed - Sits with at least 45 patients each month to speak about hair loss
- Hot temperatures - leads to scalp flaking
- Survey - 100 women were victims of hair loss during summer
- 65 percent - immigrants experienced hair loss after emigrating to the United Arab Emirates (UAE) due to warm climate
- Ms Al Dabbagh - 21 years old, states, her experience with hair thinning because of humid temperatures in UAE.
- Ms Al Dabbagh - “Many strands of my hair come out.”
- Humid temperatures cause hair thinning and hair loss among women

(Mikkelson)

- Chaz Dean - creator of Wen Cleansing Conditioner faces lawsuit due to hair loss complaints
- Wen - causes hair thinning even after the customer stops using the product
- Marc 2015 - six women take Chaz Dean to court for the permanent hair damage caused by Wen.



- Cindy Peterson - "As I was shampooing my hair with it, I was noticing handfuls of hair."
- Cindy Peterson - "I lost about a third of my hair."
- November 2015 - 200 women in the U.S. joined forces to file a lawsuit
- November 2015 - 200 women claimed that Wen caused permanent hair damage
- Wen - women experience a reduction in the thickness of hair
- Wen - Celebrities, like Brooke Shield's were used to falsely advertise the product even though hair rumors were spreading about the cons of the product

(Sinclair)

- Hair loss - occurs when wearing ponytails tightly
- Hair loss - caused by natural braiding and twisting styles
- Scalp Infection - scalp exposure when hair is in cornrows
- Hair loss - caused by gentle hair pulling
- Hair straightening - removes hair directly from root
- Hair straightening - removes existing hairline

Address: temperature, pulling (tension), natural products

While many "natural" hair straightening methods claim to be safe, nevertheless, even these procedures can cause harm. Many black women love the straight silky look that comes along with hair straightening; however, beauty pays a price in this case. For example, hair straightening ultimately results in the removal of a woman's hairline when heat is applied directly to the scalp (Sinclair). Unfortunately, hair straightening weakens the hair on many black women, yet tons of black women still use these products to straighten the curly texture that their hair naturally carries. Even though natural hair lovers, use protective styles such as braiding and twists there are consequences of gently pulling hair. Surprisingly, there are even fatalities to wearing natural hair styles, such as permanent hair loss and hair thinning that is caused from having braids or twists installed too tightly causing the roots of the hair to be removed (Sinclair). Hair straightening lovers must take into consideration that fact that other factors such as temperature that can lead to unhealthy hair for black women (Ismail). In fact, according to dermatologist Dr Nameer Majeed, reports show that humid temperatures resulted in patients with 45 patients experiencing hair loss during the summer. In addition hot temperatures leads to scalp flaking according to a survey in which 100 victims of hair loss during the summer confirmed (Ismail). Even 65 percent of immigrants, who have emigrated to the United Arab Emirates (UAE) experience hair loss to the hot climate (Ismail). It is vital that black women realize they are better off wearing their hair natural where the hair is worn freely without any pressure or force on the hair causing it to break. Millions of black women do not want to be like the 200 U.S. victims of Wen users who have filed lawsuits against Chaz Dean, the creator of this hair straightening product (Mikkelson). This product has caused many women to face the negative consequences of buying this product, such as the reduction of the thickness of a woman's hair and permanent hair loss (Mikkelson). If the circumstances that these women have faced from using hair straightening products do not convince black women to stop straightening their hair, they can continue to have fun destroying their natural beautiful curly hair.

### 3. Black women should save money.

#### **WARRANT #2:** Black women should save money.

- Black Women and Money: Making Lemons Out of Lemonade  
<http://www.blackenterprise.com/money/black-women-money-making-lemonade-lemons/>
- A FINANCIAL SNAPSHOT OF BLACK AMERICA:  
<http://www.blackenterprise.com/money/part-1-a-snapshot-of-blackmoneymatters/>
- Why Women Should Save Money Differently Than Men  
<http://www.blackenterprise.com/money/why-women-should-save-money-differently-than-men/>

#### Tisdale

- Sun Trust Survey- 1/3 of U.S. citizens make \$75,000 and it does not secure financial security.
- The Washington Post and the Kaiser Family Foundation Survey- Black women encounter difficulties when taking out loans and paying bills than other racial groups.
- Black women- 64 cents for every dollar a Caucasian man earns.
- Black women- 70% have children
- Prudential's African American Financial Experience Survey- A majority of black women take on their families financial needs.
- Alice Barnes- states Black women should create a savings plan, get rid of credit card debt, use your money to the best of your advantage.

#### Stevens

- Black women- more control over men in money management but lack the confidence to invest.
- Black women- have to know what their money is being used for, what to spend and what not to spend.
- Black women- Women-need to gain basic knowledge and skills of healthy money management.
- Black women- set financial goals
- Black women- know how much you have to invest and what is the outcome of her investment.

The second reason why Black women should wear their hair naturally is to save money. Black women are aware of the actions they need to take in order to improve their finances in various ways. According to the Sun Trust Survey, one third of U.S. citizens make \$75,000 yet this amount is not enough to secure financial security. (Tisdale) It is a fact that Black women earn 64 cents for every dollar a Caucasian man earns. (Tisdale) In fact, 70 percent of Black women with children find themselves taking on their families financial burdens on top of their own taken from the Prudential's African American Financial Experience Survey. (Tisdale) Based on the Washington Post and the Kaiser Family Foundation Survey, Black women often encounter difficulties when taking out loans and paying their bills than any other racial group. (Tisdale) Alice Barnes, a financial supervisor from Prudential's African American Experience, states that Black women should create a savings plan, eliminate any credit card debt, and use their money to their best advantage. (Tisdale) In order for Black women to save money they money they must have the confidence to invest and gain financial freedom. (Stevens) Likewise, Guardian, a british national daily newspaper claims that Black women are technologically savvy because they are always on their phones and PC. (Stevens) Furthermore, women are better equipped to saving money easily than men. (Stevens) Moreover, black women can invest at a young age because it is in a woman's blood to do so. Black women need to gain basic knowledge and skills of healthy money management in order to save and spend their money wisely. (Stevens) Also, it is crucial that Black women set financial goals for themselves. (Stevens) They should not be afraid to ask for help. These efforts of Black women are vital ways to save money and live better. They can save money even more by wearing their hair naturally and reframing from hair straightening products.

**GROUND #2:** Wearing natural hair will help black women save money.

P1 - Brazilizn keratin

P2 - Japanese

P3

P2- Keratin Treatment

Sandeen

- Also known as the Brazilian Blowout
- Keratin is a protein used to straighten hair.
- Takes black women 2 hours plus depending on length of hair to get Keratin Treatment.
- Keratin treatment is expensive; price ranges from \$300-\$600 depending on hair thickness.
- Procedure- keratin is placed on hair from root to the ends of the hair, hair is blow dried and kept in hot temperatures up to 450 degrees.
- Keratin is not permanent and curly hair texture will return from 6 weeks to months.
- Cannot exercise after receiving Keratin treatment, put hair in a ponytail, bun, or behind ears.
- Cannot receive Keratin Treatment if hair pregnant or nursing.
- Hair will lack thickness and volume after keratin treatment.
- Keratin works better with processed hair.

Nolasco

- Keratin treatment originated in Brazil in the year of 2005 because women wanted silky straight hair.
- Keratin treatments are perfect for black women with hectic schedules. It's less work to maintain straight hair.
- Keratin- can cause hair loss for people with thin hair and those who wash their hair often.
- Stylists have to wear masks and gloves when applying Keratin to hair.
- Some stylists became sick after applying Keratin onto hair due to exposure of Formaldehyde.

One way that hair straightening procedures can affect a black woman's savings is by emptying out her pocket. A vast majority of black women generally get their hair straight by undergoing the Brazilian Keratin Treatment to achieve a silky straight look for their hair although they are extremely expensive. To clarify, the Brazilian Keratin Treatment, also known as the Brazilian Keratin originated in Brazil, where many women wanted to eliminate their frizzy hair (Nolasco). In Brazil, an unknown woman invented the Keratin Treatment and found a way to combine preservative chemicals and Keratin to straighten hair for a period of time. The Brazilian Keratin Treatment is favored by many racial groups, especially Black women in Brazil and the United States. First, in this procedure, Keratin is mixed in a woman's hair from the roots to the end of the hair. A mask and glove is used by the stylist while inserting solution on scalp to refrain from getting sick (Nolasco). Then, the hair is blow dried and kept in hot temperatures up to 450 degrees (Sandeem). Warning, the flat iron that is used to straighten the hair is burning hot. A flat iron at this temperature can cause split ends and breakage to the hair. According to celebrity stylist, Julia Papworth, the beautiful Brazilian blowout comes not only with a price, but with a lot of time, effort, and patience (Nolasco). Simply, the Brazilian Keratin Blowout ranges from \$300 to \$600 depending on a black woman's hair length and thickness. These high prices for the Brazilian keratin treatment make it unaffordable and impractical for women who are budgeting their expenses. Furthermore, a Black woman would have to wait two or more hours for her installation of the Brazilian blowout (Sandeem). For some women, the long appointment time needed for this treatment may require taking time off from work, which can add to the expenses involved. There are many Black women with hectic schedules and the Brazilian blowout would allow black women to spend less time doing their hair (Nolasco). African American women should refrain from using the Brazilian Keratin Treatment because it can so negatively impact their bank accounts.

Counter Argument: I love Keratin XoVain

Rebuttal: [http://www.huffingtonpost.com/jessica-misener/keratin-hair-fall-out\\_b\\_1492467.html](http://www.huffingtonpost.com/jessica-misener/keratin-hair-fall-out_b_1492467.html)

4. Black women should support civil rights.

**WARRANT #3:** Black women should support civil rights.

- Black Women in the Civil Rights Movement:

[http://cds.library.brown.edu/projects/FreedomNow/tiffany\\_joseph\\_thesis.html](http://cds.library.brown.edu/projects/FreedomNow/tiffany_joseph_thesis.html)

- The Civil Rights Project at UCLA:

[civilrightsproject.ucla.edu/resources/civil-rights-organizations](http://civilrightsproject.ucla.edu/resources/civil-rights-organizations)

- The Nation's Premier Civil Rights & Human Rights Coalition:

<http://www.civilrights.org/resources/civilrights101/women.html>

**GROUND #3:** Wearing natural hair will support civil rights.

P1 - corporate jobs

P2 - military

P3 - TV anchors

5. Conclusion

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