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Seventy Million Voices

Makenzie Cochran

Cedarville University, mcochran@cedarville.edu

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Annotated Bibliography

Makenzie Cochran
Cedarville University

Boyle, Michael P., et al. “A Comparison of Three Strategies for Reducing the Public Stigma Associated with Stuttering.” *Journal of Fluency Disorders*, vol. 50, Dec. 2016, pp. 44–58. *Academic Search Complete*, doi:10.1016/j.jfludis.2016.09.004.

Boyle, Dioguardi, and Pate explore the effects of three distinct strategies—contact with a person who stutters, education, and protest—on minimizing the stigmas about stuttering in society. The researchers achieve this by conducting a survey, concluding that all three strategies have equal benefit.

The authors argue that people who stutter face damaging stereotypes in society, citing countless sources to support their claims. They also suggest that people who stutter often succumb to these stereotypes, contributing to the endless cycle of discrimination and misunderstanding. The authors present these ideas in a highly systematic fashion, making it easy to understand.

This article will be very valuable for my informative essay. For example, I could mention their strategies in my section about advocacy or even use them as a springboard to start my own search into additional methods of advocacy.

Gerlach, Hope, et al. “Stuttering and Labor Market Outcomes in the United States.” *Journal of Speech Language and Hearing Research*, vol. 61, no. 7, July 2018, pp. 1649–1663.

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Education Full Text, doi:10.1044/2018_jslhr-s-17-0353.

“Stuttering and Labor Market Outcomes in the United States” by Hope Gerlach, Evan Totty, Anu Subramanian, and Patricia Zebrowski discusses the effects of stuttering on employability. Specifically, the authors seek to discover whether employers favor one gender who stutters over the other and how much the wages of people who stutter differ from those who do not. Again, the researchers conducted a survey to answer their questions. They conclude by arguing for the creation of lobbyist groups in the United States for people who stutter, affordable speech therapy, and new forms of therapy that focus more on self-advocacy.

The authors suggest a valid plan of action for correcting discrimination against people in the workplace who stutter. Their informed arguments may persuade anyone doubting whether stuttering affects employability.

I could use this article extensively in my informative essay to illustrate how deeply the false perceptions of stuttering in society can harm those who stutter, hindering their very ability to make a living. Thus, the facts in this article would fit perfectly into my discussion about attitudes toward stuttering.

Holmes, Arthur F. *All Truth is God's Truth*. William B. Eerdmans, 1977.

As the title immediately reveals, Holmes's book explains how all truth in the world rests in Jesus Christ. He exists not only as the source of all truth, but also as truth itself. Knowing this fact, believers must learn how to evaluate every aspect of life according to the standard of “Christ the Truth.”

Arthur Holmes argues that Christ's truth pervades every aspect of life, such as education, history, and even the arts. He vividly details how it directs each of these areas.

Holmes's skillful reasoning makes this book an excellent read for anyone seeking to understand exactly how Christ appears in daily life.

All Truth is God's Truth would be an extremely useful resource for the persuasive essay. I could apply the concepts presented in this book to the conversation about stuttering by arguing that the enduring truth of God determines society's entire moral foundation, guiding how it treats those with disabilities.

Hughes, Stephanie, et al. "University Students' Perceptions of the Life Effects of Stuttering." *Journal of Communication Disorders*, vol. 43, no. 1, Jan. 2010, pp. 45–60. *Academic Search Complete*, doi:10.1016/j.jcomdis.2009.09.002.

This article—written by Stephanie Hughes, Rodney Gabel, Farzan Izani, and Adam Schlagheck—investigates how college students perceive stuttering. The authors administered a survey to assess students' general understanding of stuttering and to evaluate their ideas about how stuttering would change their own lives. As the survey revealed, most college students show sensitivity toward stuttering but inflate its effects on quality of life for those who stutter.

As I read this article, I recognized several ideas that I had read previously in other sources about stuttering. Nearly all my other sources also reference the negative attitudes related to stuttering, both those of the listener toward the person who stutters and those of the person who stutters toward himself. However, this article captured this idea most effectively by including perspectives from people who do not stutter yet can still imagine stuttering's extreme emotional toll.

I hope to use this source in my informative essay to discuss the attitudes toward stuttering. Although this survey accounted only for college students' opinions, research confirms that many of their ideas reflect the general consensus of society.

Specifically, I would like to incorporate these students' opinions on how life would change for them if they stuttered.

Ingham, Roger J., et al. "Stuttering Treatment and Brain Research in Adults: A Still Unfolding Relationship." *Journal of Fluency Disorders*, vol. 55, Mar. 2018, pp. 106–119. *Science Citation Index*, doi:10.1016/j.jfludis.2017.02.003.

In this article, Roger Ingham, Janis Ingham, Harald Euler, and Katrin Neumann review neurological developments in stuttering research. In particular, they explore the extent to which neurological discoveries have sparked new methods of treatment. Ultimately, they conclude that current studies have done little to contribute to treatment. Therefore, this area of research needs much more attention.

The authors strongly argue for the neurological theory of stuttering, as opposed to psychological and psychiatric theories. They seem to champion this single cause, discrediting most other theories. Although somewhat biased, this article's focused stance on one theory makes it an ideal source for someone trying to learn exclusively about the neurological component of stuttering.

I could certainly reference this article for my informative essay when I write about possible causes for stuttering. However, I would need to ensure that I equally discuss the opposing views as well for ethical purposes.

Louis, Kenneth O. St., and Timothy W. Flynn. "Maintenance of Improved Attitudes Toward Stuttering." *American Journal of Speech-Language Pathology*, vol. 27, no. 2, May 2018, pp. 721–736. *Academic Search Complete*, doi:10.1044/2017_ajslp-17-0146.

This article by Louis and Flynn investigates the value of encouraging positive attitudes toward stuttering. The authors

surveyed a group of high school students, comparing their attitudes toward stuttering seven years after listening to a speech by a person who stutters with their original attitudes toward stuttering to determine whether exposure to a person who stutters helps significantly eliminate stereotypes. After completing this study, Louis and Flynn conclude that exposing people to realistic depictions of stuttering certainly does have a lasting effect on attitudes toward stuttering.

Based on their findings, the authors echo the same thought of many other researchers that speech pathologists, teachers, and employers need to actively endorse positive attitudes toward stuttering. To justify their study, Louis and Flynn acknowledge the extremely harmful effects of misconceptions about stuttering in society.

I believe that I can use this article in my persuasive essay to reiterate the importance of advocacy for the stuttering community. Although most people would not disagree that advocacy matters, this study illustrates its surprising power.

Opitz, Donald, and Derek Melleby. *Learning for the Love of God: A Student's Guide to Academic Faithfulness*. Brazos, 2014.

In Learning for the Love of God: A Student's Guide to Academic Faithfulness, authors Donald Opitz and Derek Melleby instruct college students how to cultivate academic faithfulness. They encourage students to radically transform their perspective of education, viewing it as a means to know Christ more, to express their love for Him, and to see how He fits into every field of study.

Opitz and Melleby argue that education falls short of its God-given purpose—namely, to exist as an act of worship to Him. While the authors mostly align with a biblical worldview, they do insert some subtle forms of evolutionary thinking. However, as a whole, this book offers practical tips for academic faithfulness that would benefit any Christian

student.

I believe that *Learning for the Love of God* will also assist me in writing the persuasive essay. The abundant discussion of worldview will help focus my thoughts as I consider what role it plays in stuttering advocacy and attitudes.

Pearcey, Nancy. *Total Truth: Liberating Christianity from Its Cultural Captivity*. Crossway, 2004.

In *Total Truth: Liberating Christianity from Its Cultural Captivity*, Nancy Pearcey warns that believers must resist the pressure to reconcile secular beliefs with uncompromising truths of Scripture. Believers must maintain a purely biblical worldview in all aspects of life, instead of compartmentalizing their lives into “the sacred” and “the secular.”

Nancy Pearcey’s passionate stance is refreshing at a time when believers often balk at taking an absolute stand for truth. She argues specifically for biblical influence in the scientific realm, refuting all secular philosophies and clinging only to the authority of God’s Word.

Again, I imagine that I will use *Total Truth* for my persuasive essay because it strongly addresses worldview. I could use Pearcey’s book to explain how believers should allow a biblical worldview to shape their perception of disability, instead of passively accepting some of the secular ideas about disability.

Shell, Marc. *Stutter*. Harvard UP, 2005.

In both the prologue and in the first chapter of *Stutter*, author Marc Shell covers general theories about stuttering, the presence of stuttering in society—particularly in the media—and public mindsets toward stuttering. He also weaves candid accounts of his own experience with stuttering into

much of the book.

As mentioned above, Marc Shell writes with a firsthand knowledge of this disorder, tremendously increasing his credibility and persuasive power. Readers gain a much deeper understanding of the far-reaching implications of stuttering within the first couple pages.

I plan to use *Stutter* as a source for my informative essay. This book is an invaluable resource for my writing, not only because its author is a person who stutters, but also because it thoroughly answers all three of my research questions.

Smith, Anne, and Christine Weber. "How Stuttering Develops: The Multifactorial Dynamic Pathways Theory." *Journal of Speech Language and Hearing Research*, vol. 60, no. 9, Sept. 2017, pp. 2483–2505. *Academic Search Complete*, doi:10.1044/2017_jslhr-s-16-0343.

Anne Smith and Christine Weber propose the Multifactorial Dynamic Pathways Theory, which states that stuttering results from the collision of motor, linguistic, emotional, and neurological factors. After conducting intensive research, they conclude that stuttering is a neurodevelopmental disorder caused when key neural networks fire unstable signals that affect motor, linguistic, and emotional development.

Smith and Weber's theory is unique from others in that it equally considers a multitude of factors. Because of the complexity of this disorder, the authors suggest new methods of treatment that account for these various factors simultaneously. Additionally, just like previous sources, this article promotes medical theories of stuttering to the complete exclusion of psychological or psychiatric theories.

This research article will be useful for my informative essay as I explain current theories of stuttering. I feel that it will add noteworthy information to the conversation about stuttering because of its broad scope.