



The Parrot

Your ARC newsletter by and for ESL, multicultural, international students, new Californians, and, well, anybody really...

Issue # 74

Fall 2013

Prof. White, Parrot's Delight

Parrot: First, tell us a little bit about teaching ESL at ARC? yourself.

Prof. White: Here? Over 20 years!

Prof. White: What do you want to know specifically about? Oh! Well, I'm originally from Colorado, from Longmont, Colorado, which is outside of Boulder and I lived seven years in South America in Bolivia, and Ecuador and I traveled all over and I lived about 12 years in Alaska, and I worked in the Artic teaching and doing research.



Parrot: Do you teach at another college?

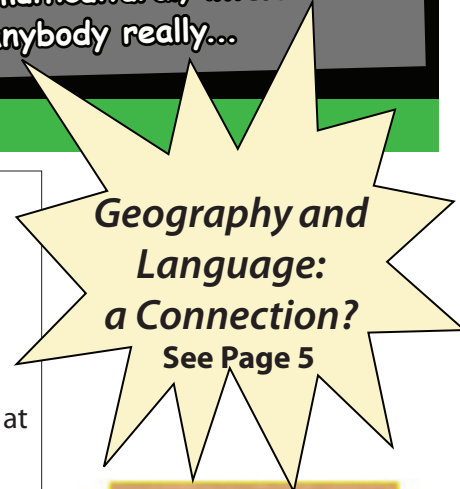
Prof. White: I teach at Sacramento State University.

Parrot: Which is more difficult to teach: university students or college students?

Prof. White: They're all the same; they aren't difficult. It doesn't matter. All are multicultural students populations.

Parrot: How long have you been

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Geography and Language: a Connection?

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I never married because there was no need. I have three pets at home which answer the same purpose as a husband. I have a dog which growls every morning, a parrot which swears all afternoon, and a cat that comes home late at night.

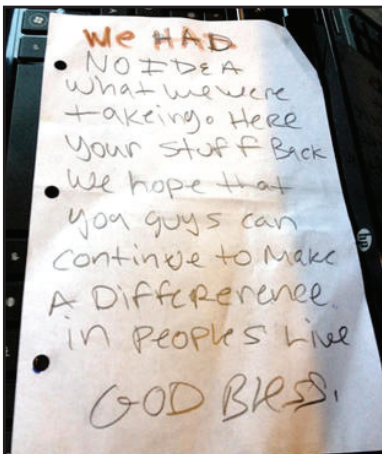
Marie Corelli



Burglars Return Stolen Computers to Nonprofit - Along With Apology Note

"We had no idea what we were taking. Here's your stuff back," the note said.

Burglars who stole computers from an office building returned the items - along with a letter of apology - after apparently realizing they had ransacked a nonprofit that helps victims of sexual violence.



The thieves broke into the San Bernardino County Sexual Assault Services office on the night of July 31, police said. They apparently came in through the ceiling about 10 p.m. and hurriedly took several computer towers and monitors, along with a laptop.

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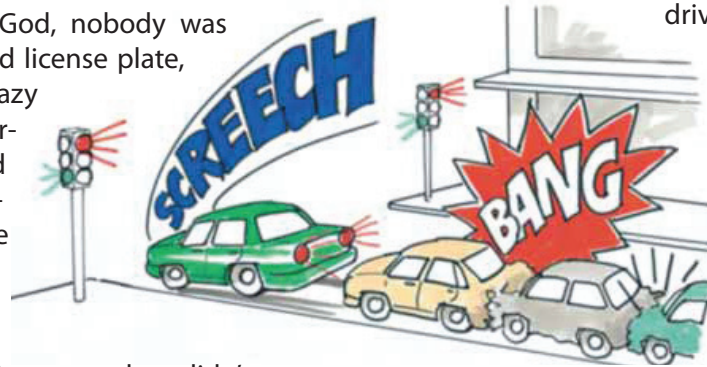
Student Chirpings

Types of Bad Drivers in the World

There is an interesting phenomenon – the more we speed, the less we accomplish. People are rushing to do more, to climb higher, and to go farther but they are not enjoying their lives. I had a car accident a couple of years ago in Moscow, Russia. I stopped at a red light on an almost empty road and was waiting for a green light to make a turn when I heard someone's brakes screeching behind me. I looked at my rearview mirror and saw a car approaching me extremely fast. Clouds of dust and smoke were coming out from underneath its tires, and the driver obviously wasn't able to manage it. I could move neither forward because there was a car ahead of me nor aside; there wasn't enough space. I prayed, said goodbye to my life, and just waited until that car crashed into mine. Thank God, nobody was hurt, except my bumper and license plate, but it turned out that the crazy car was full of kids aged fourteen to sixteen who decided to have fun while their parents were absent! They were speeding to be adults but could easily have been late for living their own lives. Those kids weren't drivers yet; they didn't even have permits and weren't allowed to drive. However, even adult licensed drivers can be different in their skills and behavior. In my opinion, there are three types of drivers in the world: careful drivers, careless drivers, and dangerous drivers.

The first main type of drivers in the world is careful drivers. Eventually, all drivers should be careful and focused, but so far it's, unfortunately, just a small segment of them. Careful drivers prepare well for their written tests because it's very important to know the rules before they start driving. It's not hard to do it here, in the United States; you can practice online, you can take this test in Spanish, Russian, Chinese, and some other languages for your convenience, and you also can make three attempts until you have to pay again. In my country, Russia, this test is more difficult and includes some questions and answers you can't understand, but just need to memorize. There are many questions about hand signals of a traffic cop although we haven't had traffic cops on the streets for a while. There are also many questions about motorcycles

because we have the same written test for car and motorcycle drivers. However, good drivers study and pass their written tests and have an adequate amount of driving before their driving tests. I believe following the rules on the road should be a good habit, not dependent on the presence of a police car or a camera on a traffic light. Concentration on other things such as your breakfast, incomplete homework, or texting messages while driving is one of the most common reasons for car accidents all around the world. Careful drivers don't try to do everything they didn't finish at home while driving; they find a different time for it.



The next type of drivers is careless drivers. These people think they may do anything they want, without making an effort. They can cheat on their written test or give a bribe to get a driver's license. In my country there are very many dishonest workers of the DMV who just sell driver's licenses to anybody who pays well. Then those guys get into their

Mercedes and Maseratis and kill people because they have no idea how to behave on the road. I've been in Egypt once, and the traffic there is even worse than in Moscow; everybody drives according to his own rules and honks the horn all the time to clear the way for himself. Therefore, there are so many car accidents in Egypt especially with tourists – people who take their time and don't rush anywhere. The condition of a car is also very important on the road. Careless drivers usually think just about their needs to go somewhere, forgetting to check the oil in the car or pass a smog check on time. It's usually very frightening to sit in a private bus or taxi in Moscow because of their condition. My husband calls them "pails of nails", and so they usually are.

The third type of drivers is dangerous drivers. They are also careless, but it's the highest level of indifference to people around them, in my opinion. Drunk or drugged drivers are the most horrible of them. A person can be a good driver all his life, but because of something bad

happening in his life, he gets drunk and drives a car; the aftermath can be very sad. One of my friends had such a bad experience in Russia; the car from the opposing lane moved into his lane and crashed into his car. Because of the airbag and the safety belt, my friend didn't have any injuries, just lost his car, but the other driver, who was drunk and unbelted, died. There were several empty bottles of alcohol in his car, but the police tried to blame my friend for that death because that man was a chief of police. Driving drunk is a very serious problem which requires costly citation and criminal punishment. The governments of many countries make laws and struggle against it, but driving drunk is still the most common reason for car accidents all over the world. There are also some sober drivers falling into this category because of their sociopathic behavior. These drivers can do whatever

they want on the road. They probably have no idea how to use turn signals or change a lane smoothly. Speeding is their regular style of driving, and they absolutely don't care if someone gets a stroke after being cut off by them.

Summing up, there are three types of drivers in the world: careful drivers, careless drivers, and dangerous drivers, but I'd say the last ones are not drivers, but suicide bombers who care neither about their own lives nor about someone else's. Even if we want to do everything in this world as fast as possible, we always have to remember there are people around us who may be hurt because of our carelessness or indifference on the road.

Svetlana Guseva
ESLW50

A Teacher in My Life

There is always a time in a person's life when somebody tries to be a teacher, someone who wants to help you and make sure you are doing fine. The level of their instinct might be different, sometimes strong and sometimes weak. My experience in this case is that I thought my teacher was the meanest person in my life. I will never forget that teacher.

I remember that when I was five years old, my dad was always trying to teach me everything. He was an English teacher in my native country Iran. He was one of the best teachers in our city. He was so strict. As a result, we were a known family because everyone knew my dad. Most of the students hated my dad because he was so serious and strict. However he was a good dad for my sister and me. When I turned seven, my dad started teaching me English. However, my native language Persian was the language that I really had to know. I had to study English every single day. It was so interesting to learn a new language, but sometimes it was hard. I was only seven years old and my first language was not good either.

When I turned eight, I started going to school. At first it was easy for me, but it turned out so difficult. After six hours of school, I had to come home and start studying. I remember one time when my dad started teaching me English. I was so confused and my hands were shaking. He was speaking only English. He started questioning me

and I didn't know the answer. I looked at his face for a second and his eyes were red. I saw those dark, winding eyebrows. They seemed like a hungry snake to me. The way that he was looking at me was like I owed him something. I was nervous. His face was all sweaty and so was mine. I couldn't even hold the pen in my hands because they were numb. I was trying to focus on the topic, but my dad's scary face didn't let me do it.



Eventually, I decided to stand up and say that I was tired. I said, "I want to talk". He looked into my eyes and said, "Go ahead". I could barely talk. I said, "I hate English and I don't want you to be my teacher!" The biggest moment happened. He stuck those black eyebrows together and slapped me as hard as he could. I felt like that was the last minute of my life. I was in shock and I couldn't believe that he was my dad. The last thing that I remember was I got up and went to my room.

I learned my lesson. After that, I was never loud with my dad and I will not be. Sometimes if we are in a difficult situation, we want to get up and yell. Parents are only trying to help. Now I live in an English-speaking country.

Briefly, I am so happy now because of my experience, and my strict teacher. So whenever I feel tired of learning something, I never give up!

Mastaneh Nooryan
ESLW50

My B-ball Court

Everyone has their own special memories, memories that happened somewhere they will never forget. As a young boy, I always admired the game of basketball. I used to play basketball on the outdoor basketball court every day in my hometown, Ulaanbaatar, Mongolia, with my best friends. We had nothing to worry about except for losing the game. When we played basketball on this court, we would imagine ourselves as professional basketball players. The only thing on our fresh young minds was basketball. This basketball court was our own special childhood symbol.

The old wooden vertical backboard was painted in white to cover its old, aged look. To add a little more detail, the edges were painted in red. In fact, the little box drawn on the backboard was red too. The backboard was attached to two big poles painted in a soft, ocean blue. If you looked at it from the side, it would look like a ladder set on the ground. Attached to the backboard, you could see the basket. It didn't really look like a basket. It was more like a big red ring attached to a big white wooden board. During the past two decades, because of the countless number of kids and adults playing there, the basket tilted down a little bit. The court was made of cement. It was a five-square-meter court with no paint but cracks in it. On that cracked old cement court, you could hear a basketball bouncing every day of the week.

Right next to the court, there was a yellow wooden bench for us to rest on and relax after the game. We would also wait on this bench for our turn to play. Around the court and the bench, you could see old Russian-built apartments. They were built with grey bricks and used a small number of red bricks

to decorate the edges, to add detail. They were five-stories tall and we were all used to living in them. On the other side of the court, you could actually hear little children's laughter and feel the happiness. The reason was we had kindergarten next to the court. Between the buildings and the court stood a big green tree. It would make a shadow so we could play basketball even on a hot, sunny, summer day. A hot summer day resting on a bench under the old tree's shadow drinking cold water - it's one of the great memories.

I have many great memories of this place. In fact, I will never forget one special day of mine. I was fifteen; my buddies and I were watching older guys play on the court. After the game they wanted to play with us. In the previous games they would always beat us. Then this time we actually won a game. We were so happy that we celebrated as if we won the world championship. After the game we all sat on the bench and



gazed at the sunset. At this moment we would feel "infinite". I was wondering about what else could be more peaceful and calm than this feeling at that moment.

Time passed and eventually we stopped playing basketball at the court. We had to leave for college. However, even now I still can see my old basketball court in my eyes, just like it is in front of me. This place made my friends and me what we are today. We will always remember our basketball court as "our special childhood place". In the end, everyone has his or her own special place to remember.

*Bilguun Bayarsaikhan
ESLW50*

Nestscape -- Articles from The Web

Does Geography Influence How a Language Sounds?

A linguist finds a correlation between “ejective consonants” and high altitude.

The study, published online June 12 in the journal PLOS ONE, is the first to show that geography can influence how a language sounds.

“I had this hypothesis that [certain sounds] might be more common at high altitudes,” said study author Caleb Everett, an anthropological linguist at the University of Miami.

“I was not at all convinced that I would find the evidence for it, but when I actually looked at the data, the distribution was pretty overwhelming.”

Using an online database that categorizes languages based on their features, Everett analyzed the locations of about 600 of the world’s 7,000 or so languages.

He found that 92 of the languages he looked at contained ejective consonants.

Ejectives are sounds produced with an intensive burst of air and are not found in the English language. (Listen to Everett give an example of ejective sounds.)

Moreover, most of the languages containing ejectives were spoken in, or near, five out of six high-altitude regions around the world. A high-altitude region was defined as being more than 4,900 feet (1,500 meters) above sea level.

These regions are the North American Cordillera, the Andes and the Andean altiplano, the southern African plateau, the plateau of the East African Rift and the Ethiopian highlands, and the Caucasus range and Javakheti plateau.

Everett recalled being shocked by his discovery. “I

remember stepping out from my desk and saying, ‘Okay, this is kind of crazy,’” he said. “My first question was, How had we not noticed this?”

Everett speculated that ejectives are easier to produce at high altitudes because air pressure decreases with altitude, and it takes less effort to compress less-dense air.

“Some people will argue that this is just a historical accident, that it just so happens that the languages that have ejectives are spoken at high altitudes,” Everett said.

“That’s possible, but it’s pretty unlikely ... There are really no exceptions.”

Well, almost no exceptions. There is one high-altitude region where the spoken languages did not contain ejectives: the Tibetan plateau. Everett said he has no

idea why Tibet is an exception.

“I really don’t know,” he said.

Everett is currently looking at other possible connections between geography and language. He is following up on a hypothesis, first proposed in 1996 by linguist Robert Monroe and others, that climate can affect a language’s syllable structure.

“The essence of their claim is that people rely on vowels more than consonants in warm weather because people tend to be farther apart in warm weather because they’re outside more, and vowels are louder than consonants,” Everett said.



United Nations' Day: October 24th

The United Nations officially came into existence on 24 October 1945, when the UN Charter had been ratified by a majority of the original 51 Member States. The day is now celebrated each year around the world as United Nations Day.

The United Nations began life as a result of a secret meeting on board the warship "Prince of Wales" which was moored off the coast of Newfoundland in August 1941.

The United Nations came from a meeting was between F D Roosevelt and Winston Churchill. At this time America was not in World War Two though she was giving help to the Allies as a result of Lend-Lease. Roosevelt and Churchill met to discuss what shape the world might take once the war ended.

They came up with the so-called Atlantic Charter. This charter outlined the hopes of Roosevelt and Churchill for a better world. The main points to it were:

- **All countries should have a democratic government.**
- **All countries would engage in trade freely with one another.**
- **All countries would share in world prosperity.**
- **All countries would seek to reduce their weaponry.**

To achieve such laudable aims, Roosevelt and Churchill wanted to create "a wider and permanent system of general security". This was to become the United Nations.

After America joined the war in December 1941, the title "United Nations" was adopted – at the instigation of Roosevelt – by the Allies fighting the Axis forces. The title United Nations was adopted on January 1st 1942 and was used by all those nations who were at

war with the Axis. This so-called United Nations Declaration stated that all signatories agreed with the principles of the Atlantic Charter. Twenty-six nations signed it in January 1942, including Britain, America, Soviet Russia and China. These four nations were essentially a 'Big Four'.

During the rest of the war, the 'Big Four' held a number of meetings to discuss how the Atlantic Charter could be put into place. In 1943, after meeting in Moscow, the so-called "Moscow Declaration" was issued which declared that a "general international

organisation" would be established as quickly as possible and its task would be to maintain peace and security. All nations deemed 'peace loving' could become members.

The most important war meeting regarding the United Nations took place at Dumbarton Oaks, near Washington DC. The 'Big Four' drew up a detailed plan for the 'general international organisation' and the chief proposals that came from that meeting were:

The title of the new international body would be United Nations

Its purpose would be to maintain international security and peace

It would seek to develop friendly relations amongst all nations

It would try to tackle international economic, social and humanitarian problems

It would act as a hub for all nations to act together so that all their actions could be directed towards achieving good for the whole of the world.

In 1945, at the Yalta Conference, Churchill, Stalin and Roosevelt agreed on the voting arrangements that would be used in the United Nations. At a general level, any nation in the United Nations would have one vote on issues. However, the USSR would have three votes



as she represented three different republics – Russia, the Ukraine and Byelorussia – and each would have its own seat in the United Nations. Self-governing dominions in the British Empire – such as Canada and after 1947 India – also had one vote each. However, the ‘Big Four’ (USA, USSR, GB and China) could veto decision made by what was to be called the General Assembly. This meant that any one of the Big Four could stop the introduction of a decision by the General Assembly if that one country did not agree to it.

As the war drew to an end, 50 nations met in San Francisco in April 1945. It was in this Californian city that the United Nations’ Charter was decided upon. At the start of the conference, the American president, Harry

Truman, addressed it. He opened his speech with:

“At no time in history has there been a more necessary meeting that this one.....you members of this conference are to be architects of the better world. In your hands rests our future.”

On June 25th 1945, the representatives of the 50 nations in San Francisco met in the city’s opera house. Here they signed the charter and it is this date that the United Nations is considered to have come into existence.

http://www.historylearningsite.co.uk/united_nations.htm

Burglars Return Stolen Computers to Non-profit - Along With Apology Note.

Continued from page 1.

Police arrived and summoned the nonprofit’s executive director, Candy Stallings.

“One of the officers had talked to some transients around the street about what was going on. He was telling them about what we do,” Stallings said.

The following morning about 4:30 a.m., Stallings said she got another call from police about suspicious activity taking place at her office.

This time when Stallings arrived, she was astonished by what she found.

“All my stuff was in front of the door,” Stallings said. “There was a shopping cart, and there were the PCs that were taken, there was the laptop - everything was there.”



An investigator who was about to dust the laptop for fingerprints opened it and found a note tucked inside.

“We had no idea what we were taking. Here your stuff back we hope that you guys can continue to make a difference in peoples live. God bless,” said the note with misspellings.

“We were all pretty shocked,” Stallings said. “You’ve got to be kidding me. I was in disbelief, I got chills, I got very emotional.”

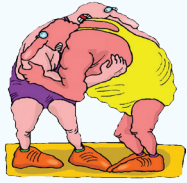
Some of the officers were surprised, too.

“This is the first time in my career I have seen the return of stolen items,” said San Bernardino Police Lt. Paul Williams. “It appears the guilt of taking the property caused the return of the items.”

Stallings said the note was taken as evidence. She said she made a photo copy of it and plans to frame it.

<http://www.nbcbayarea.com/news/weird/Burglars-Return-Stolen-Computers-to-Non-Profit---Along-With-Apology-Note-218751441.html>

Parrot Warbling



Grappling with Grammar

Third Conditional

We can use the Third Conditional to talk about *'impossible'* conditions, impossible because they are in the past and we cannot change what has happened.

- *If I had worked harder at school, I would have gotten better grades.*
- *If I had had time, I would have gone to see him. But I didn't have time.*
- *If we had bought that house, we would have had to rebuild the kitchen.*
- *If we had caught the earlier train, we would have gotten there on time but we were late.*

Notice that the main clause can contain *'would'*, *'could'* or *'might'*:

- *If I had seen him at the meeting, I would have asked him. (But he wasn't there so I didn't.)*
- *If I had seen him at the meeting, I could have asked him. (But he wasn't there so it wasn't possible.)*
- *If I had seen him at the meeting, I might have asked him. (But I'm not sure. Perhaps if the opportunity had arisen.)*
- *If I had paid more attention in class, I would have understood the lesson.*

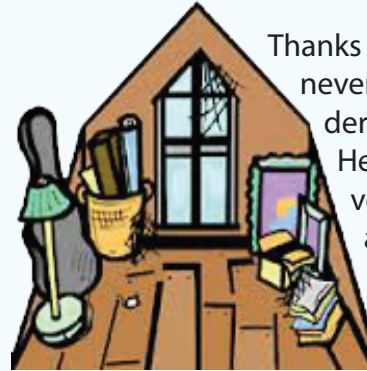
Also notice that sometimes the *'if clause'* is implied rather than spoken.

- *I'd have done it. ("if you had asked me but you didn't.")*
- *I wouldn't have said that. ("if I'd been there.")*
- *He wouldn't have let him get away with that. ("if he had tried that with me.")*

<http://www.englishgrammarsecrets.com>

Idiom--Attic

Marry Money



Thanks to Henry, Sylvia will never again have to wonder how to pay her bills. Henry, you see, is a very rich man so she is about *"to marry money"*. This does not mean Sylvia doesn't love Henry; it simply means she is marrying someone who is very, very wealthy.

<http://www.englishdaily626.com>

Beak Speak

Vowel Sounds

There are 15 vowel sounds in English.

These sounds are the long and short sounds for a, e, i, o, and u, plus the diphthongs (vowels with two letter combinations).



<u>uh</u> as in <i>about</i>	<u>ay</u> as in <i>pay</i>	<u>a</u> as in <i>apple</i>
<u>ah</u> as in <i>daughter</i>	<u>ee</u> as in <i>eat</i>	<u>eh</u> as in <i>met</i>
<u>ie</u> as in <i>like</i>	<u>i</u> as in <i>bite</i>	<u>oh</u> as in <i>got</i>
<u>u</u> as in <i>book</i>	<u>ow</u> as in <i>blouse</i>	<u>oo</u> as in <i>boot</i>
<u>oy</u> as in <i>oil</i>	<u>aw</u> as in <i>cow</i>	<u>er</u> as in <i>clergy</i>

<http://pronunciationtips.com>

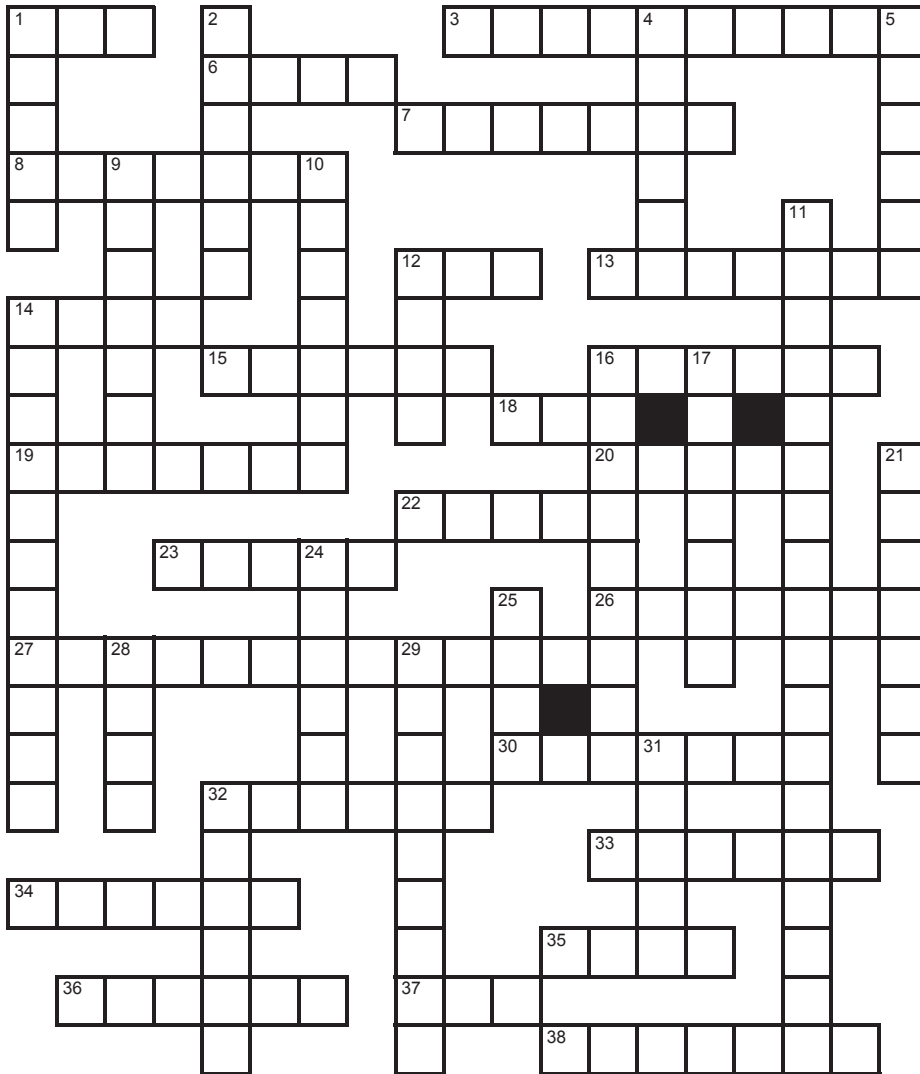
Some More Parrot Fun Stuff

Shakespeare's Hamlet Wordsearch

Find and circle all of the words relating to Hamlet that are hidden in the grid. The remaining letters spell a secret message - a Hamlet quotation.



AMBASSADORS	FRANCISCO	MARCELLUS	REGICIDE
BARNARDO	GERTRUDE	MELANCHOLY	REVENGE
CASTLE	GHOST	MESSENGER	REYNALDO
CHALICE	GRAVEDIGGERS	MURDER	ROSENCRANTZ
CLAUDIUS	GUILDENSTERN	OPHELIA	SKULL
CORNELIUS	HAMLET	OSRIC	SWORD
DEATH	HAUTBOYS	POISON	THE PLAYERS
DENMARK	HORATIO	POLONIUS	TRAGEDY
DUEL	KING	PRIEST	VOLTEMAND
ELSINORE	LAERTES	PRINCE	WINE
FORTINBRAS	MADNESS	QUEEN	YORICK



Things That...

Across

- 1 An insect that makes honey.
- 3 A place in a home where people watch TV.
- 6 A place where people picnic.
- 7 A person who has joined the army.
- 8 A place where people see soccer or baseball games.
- 12 An animal that gives us milk.
- 13 A place in a home where people sleep.
- 14 The season when leaves change color.
- 15 An animal that makes webs.
- 16 A person who draws pictures.
- 18 A thing that people drive.
- 19 The time of day when people eat dinner.
- 20 A place where people sit.
- 22 A place where kids make sandcastles.
- 23 A thing that people use to cut meat.
- 26 A place where people watch movies.
- 27 A place where people buy tools.
- 30 A place in a home where people cook food.
- 32 A place where people grow flowers.
- 33 A person who cures sick people.
- 34 Something people use to take pictures.
- 35 Something people use to clean up leaves.
- 36 A person who sings.
- 37 A thing that people use to cut wood.
- 38 A place where people make things.

Down

- 1 Something that people use to paint.
- 2 The season when farmers plant crops.
- 4 A thing that people use to sew.
- 5 A place where people can see old things and learn history.
- 9 A person who plays sports.
- 10 The time of day when people eat breakfast.
- 11 A person who builds buildings.
- 12 A person who cooks food.
- 14 Someone who puts out fires.
- 16 A person who designs buildings.
- 17 Someone who teaches.
- 21 A place where people borrow books.
- 24 A person who grows crops.
- 25 A thing that people use to catch fish. (4)
- 28 A place where people drive.
- 29 A person who does experiments.
- 31 A thing that people use to tell the time.
- 32 A place in a home where people park their cars.



Solutions to crossword on page 11

Parrot: Who influenced you to become a teacher?

Prof. White: I think I wanted to become a teacher because when I was in Bolivia during the Peace Corps, I did a lot of teaching. In my spare time, I taught Aymara-speaking women health classes in Spanish. They learned Spanish from me. I know Spanish.

Parrot: In what ways do you encourage creativity in your classroom?

Prof. White: I like people to be creative when they're speaking. I want them to feel free to express ideas. Toward the end of the semester in the writing class, we do some poetry writing, reviews of books or things like that, so students are able to be creative.

Parrot: What do you do to prepare your students for tests?

Prof. White: I try to explain the format of the test: what it is going to be like; sometimes I can tell them what pages to study, sometimes I tell them what sections to know about and to go home and talk about it, to read about it, to prepare with another friend. I usually tell students what sections to study and if there is a part that is very important, to say this is very important.

Parrot: Do you make learning fun for students? How?

Prof. White: I think so, because I am a pretty fun person. I know I like to look at life in a very happy way; I try to do that for my students. If it is very serious, we need to focus on this, but you know it has been proven that if you are happy in the classroom and having fun, you learn faster; you don't get so scared.

Parrot: If I walked into your classroom on a typical day, what would I see going on?

Prof. White: Probably me talking a lot, students doing some pair work or small group work, homework assignments, things like that. Also doing peer editing when they start doing essays and things like that in my writing class but in my speaking and listening classes, people are always talking. I encourage role play activities. We do exercises from the book. I send students out to interview people on the campus so my class are always busy.

Parrot: What would you do if a student was complaining about an assignment you'd given?

Prof. White: I would encourage that student to come and talk to me first. Maybe there is some misunderstanding about something or they didn't understand quickly, correctly, in class and they misinterpret something.

Parrot: Besides lecture, what methods of teaching do you use?

Prof. White: I do critical thinking teaching I was taught in all of my graduate work and all of my research, so, I try to encourage my students to think and then to respond.

Parrot: Are you reading some books now?

Prof. White: I read all the time. I'm reading three books right now!

Parrot: Do you like reading?

Prof. White: I love reading.

Parrot: What are your classroom rules? How do you make students familiar with the rules?

Prof. White: Through the syllabus that they receive and I also tell students that in my classroom everybody is respected, no matter what their beliefs are; they should respect everybody when they are talking. If they have a problem with that, they need to talk to me or to the student, but it needs to be in a real positive way. To respect each other in the classroom!

Parrot: How do you use technology to enrich your lessons?

Prof. White: I try to use it but because of our campus system, not every classroom has a lot of technology in it. I just don't know when all of it happens so, I use, I do use video whenever I can! But I don't want to depend on it, so I use it sometimes to enhance my lessons if it is sometimes very appropriate. I use video presentations and smart technology. I encourage people to use electronic dictionaries and whatever they have at home.

Ruben Gonzalez
ESL L320

Granny Noetal

Dear Granny Noetal,

I'm thinking of enrolling my dear sister in an ESL class so that she can learn English and have a better life here in Sacramento. My sister is not young and has some physical difficulties as well as some learning problems. Is there any way she can get some extra help?

Vida Shirazasan



Dear Vida,

Thank you for your question. It's a good one. We have on campus DSPS. That stands for Disabled Student Programs & Services. They host a range of services and technologies to help students in the learning process. I suggest you go there (the student Services Building) or go on-line to the ARC website:

http://www.arc.losrios.edu/Support_Services/DSPS.htm

Alternative Media and Technology Offered by ARC's DSPS

Super Nova – Screen reading software specially designed for visually impaired people. Super nova allows users to magnify screen text up to sixty times with crystal clear colors. Pointer sizes can be adjusted, lines highlighted, and text colors replaced according to the user's needs; all this for an even better screen reading experience. In addition, SuperNova includes an intelligent screen reader feature that reads any text with a clear, naturally-sounding voice. SuperNova also translates conventional text into Braille format for the support of blind or partially blind users.

K-NFB Reading Technology – This technology includes several devices that allow visually impaired people access to printed or online material. The K-NFB readers can scan the pages of a document and read them with a clear synthetic voice, snap pictures of printed pages for later reading, and read documents from online websites. The K-NFB readers also have a foreign language feature that reads documents in Spanish and Canadian French.

Inspiration Software – This software is a visual-

learning tool created for the support of visual-thinking students, from children to adults. The Inspiration Software includes several features for the visual representation of hard-to-understand concepts and ideas. These features include graphic organizers, concept mapping, mind mapping, outlining, and plots and graphs.

Dragon Naturally Speaking – Dragon Naturally Speaking is a voice recognition software that allows the user to interact with his computer by just talking. With Dragon Naturally speaking, the user can create e-mails, get homework assignments done, or perform any computer-related task in a quick and efficient manner by just giving verbal commands to his computer. Dragon Naturally Speaking is compatible with nearly all Windows-based operating systems and applications.

The DSPS Department at ARC also provides assistance with equipment for disabled students such as adjustable chairs and tables, bat keyboards (one-hand keyboards), joysticks, etc.



Harvard University or Community College? Why the Choice Isn't As Crazy As It Sounds

Across the country, high school seniors are compiling lists of pros and cons to resolve the first big decision of their lives: **Where should I go to college in the fall?** Few, if any, of these dilemmas will come down to a choice between Harvard and the local community college. They should.

To students with ivy-lined dreams, the thought of attending a community college sounds more like a nightmare. Community colleges might not impress at cocktail parties, but they are the best value in higher education. This fall, Harvard will charge students \$36,992 for tuition, compared to a bill 34 times less at most community colleges. Don't let the higher sticker price fool you. Community colleges offer teaching instruction comparable to their four-year counterparts but won't saddle graduates with long term debt in the process.

For 50 years, a four-year degree has been the first prerequisite to the American middle class. The debt that you acquired to attain the degree was more than offset by your increased lifetime earning potential. That rationale for a college education no longer holds true today. The greatest challenge facing my generation is a growing imbalance in our debt to income ratio. The nonprofit Project on Student Debt reports that two-thirds of graduates accumulate debt on their way to graduation.

Conventional wisdom considers this good debt, but it's hard to understand why. It is almost impossible to discharge student loan debts in bankruptcy. By 2012, the nation will hold more than \$1 trillion of this inescapable debt, with the average graduate's burden at \$24,000.

Meanwhile, graduates are struggling to find jobs that will pay off their student loans. Last July, the Bureau of Labor Statistics reported that more than half of 16-to-24 year olds were out of work. It marked the highest youth unemployment rate in history and the first time that rate exceeded fifty percent. In this economy, just finding a job makes you better off than most, which is why more college graduates are taking entry-level positions. Thirty years ago, 5.1 million college graduates held jobs that the

Bureau of Labor Statistics considers "non-college level jobs." By 2008, that number jumped to 17.4 million.

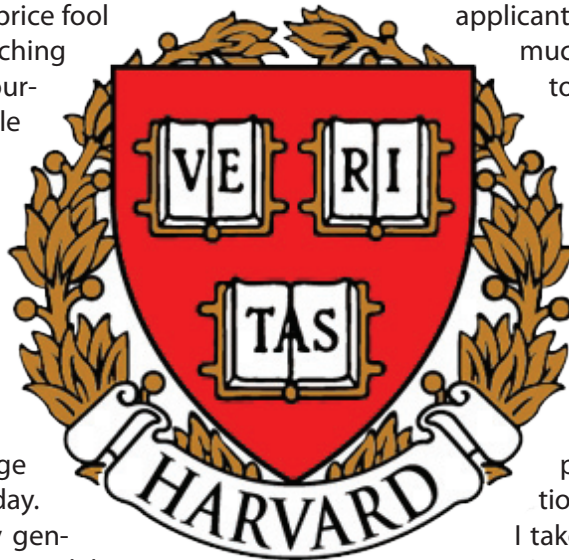
With the choice of no job or a bad job, many people might be tempted to start their own business. Yet, the debt from higher education is eviscerating my generation's entrepreneurial spirit. Entrepreneurship requires two things: tolerance of risk and the freedom to fail. Your early 20s, when you lack the obligations of family and mortgage payments, are the best time to take a chance on a big idea. However, you cannot take risks when you are buried in debt. Banks want to loan money to applicants with preexisting debt almost as much as young borrowers want to add to their financial burden.

Community colleges avoid this debt conundrum. A decade ago, for just \$12 per unit, I completed my general education requirements at a Los Angeles-area community college. At Moorpark College, I learned public speaking from one of the nation's most accomplished speech programs, which has won nine national championships in 40 years. Had I taken the same class down the street at UCLA, I would have been taught by a second-year graduate assistant with no teaching experience.

Or worse, I might have been taught by a tenured university professor. Just as price doesn't correlate to value, academic publications are not the best bellwether of quality instruction. The most accomplished academics are often the worst teachers. Without the pressure to publish, community college professors have more time to invest in their students.

With significantly lower costs and comparable teaching, we are back to where we started: prestige. Going to a junior college is perceived as a failure.

Funny, that's not how Goldman Sachs sees it. The global investment firm is making a \$500 million bet on the next big economic opportunity in higher education. They aren't working with the Ivy Leagues; they are working



with the country's community colleges. Through their 10,000 Small Businesses Initiative, the firm is using a network of community colleges to provide small businesses with business classes, mentors, networking opportunities, and capital. If it is good enough for Goldman Sachs, it should be good enough for any high school senior.

No community college will ever be as prestigious as Harvard. But, before students commit themselves to a big name school with big student loans to match; it is worth

considering every option, even the neighborhood community college.

John Hrabe, a former community college student, is a graduate fellow at the USC Annenberg Center on Communication Leadership and Policy.

http://www.huffingtonpost.com/john-hrabe/harvard-university-community-college_b_852694.html

Out of the Cage

ARC Orchestra

Wednesday, October 30, 2013
Friday, November 1, 2013
7:30 pm

The ARC Orchestra presents two great works by Russian composer, Sergei Rachmaninoff: his romantic Symphony #2 and the famous Piano Concerto #2. Tatiana Scott, spectacular piano soloist and ARC faculty member, joins the orchestra for the evening in the ***ARC Theater***.

Admission is \$10. Advance tickets are available at brownpapertickets.com and at the ARC theater box office on the evening of the performance.

For more information, contact Dr. Steven Thompson at 484-8368.

5th Annual Jazz Vocal Series

Wednesday, November 6, 2013
8:00 pm

Come out and support our ARC jazz vocal students and the ARC Jazz Collective in concert.

Only \$10 and free parking for a wonderful night of vocal jazz in the ***ARC Theater***.

For more information, contact Dr. Art LaPierre at (916) 484-8195 or lapiera@arc.losrios.edu.

"Physics of Weather Balloons"

Wednesday, November 13, 2013
12:00 pm - 1:00 pm

ARC Physics Professor Bill Simpson will discuss "Physics of Weather Balloons" as part of the Physics & Astronomy departments' fall lecture series

UC Davis Visits and UC Application/ Personal Statement Workshop

Monday, October 28, 2013
9:00 am - 4:00 pm

UC Davis Visits and UC Application/ Personal Statement Workshop 9:00 a.m. - 10:00 a.m. Drop-in; 10:00 a.m. - 12 noon The Hub; 1:00 p.m. - 2:00 p.m. Transfer Center;

Call the Transfer Center for an appointment 916-484-8685;

UC Application/Personnel Statement Workshop 2:00 p.m. - 4:00 p.m. Location: LRC room 104.



Questions/Comments?

Please let us know what we can do to improve "The Parrot." We appreciate any and all feedback you are willing to give us. Send us an e-mail, call, or just drop by ***Professor Bracco's*** office D337 (Davies Hall), call (916) 484-8988, or e-mail Braccop@arc.losrios.edu. To see The Parrot in color go to http://www.arc.losrios.edu/Programs_of_Study/Humanities/ESL/The_Parrot.htm

Squawk! Emergency!



Located in the Administration Bldg
(916) 484-8383

EMERGENCY RESPONSE ON CAMPUS

DIAL 2221 (CAMPUS PHONE) OR (916) 558-2221 (CELL OR PAY PHONE)

PRESS "0" TO BYPASS THE MESSAGE AND BE CONNECTED DIRECTLY TO THE COLLEGE POLICE DISPATCHER

1. This is the Los Rios Community College District Police dispatch number. It is answered 24/7. All emergency calls should go through this number.

IMPORTANT: Be prepared to give the following information:

1. Type of emergency
2. Location of emergency
3. Victim information, if a medical emergency
4. Your name and contact information

The more information you can give to dispatch, the faster we can get appropriate help to you.

2. District college police dispatch will notify ARC College Police and the Health Center, if appropriate, for health-related emergencies.
3. College Police are the 1st responders and will assess any emergency. In a health-related emergency, a college nurse will also respond, when available.
4. College Police or ARC nurse will activate emergency medical services (EMS) via 911, if necessary.
5. In the event that EMS has already been activated by someone other than College Police, please tell dispatch when you call. They will notify ARC College Police. In order to avoid delay in reaching the victim, College Police will meet the responders and direct them to the appropriate location.
6. **Call 911 only in the event of a life threatening condition, then call police dispatch at 2221 to assist 911 responders. Life threatening conditions such as:**

- | | |
|-----------------|--------------------|
| a) No pulse | d) Severe bleeding |
| b) No breathing | e) Shock |
| c) Unconscious | f) Poisoning |

7. If 911 is not needed:

- a) Encourage able persons to go to the ARC Health Center for assistance.
- b) Encourage able persons to have someone pick them up and take them home or to seek off campus medical care.
- c) College police or ARC nurse may transport the person to the Health Center for further care, if appropriate.