



# The Parrot

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

Issue # 118

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## A Room with a View!

**The Parrot:** Hello, Professor. My name is Viktoriya, and I would like to ask you a few questions. Do you mind?

**Prof. Roome:** No, I don't mind.

**The Parrot:** When did you decide to become a teacher, and why did you choose this field?



**ESL Prof. Beth Roome**

**Prof. Roome:** My family has lots of teachers; actually, I did not want to be a teacher; I wanted to do something different, but eventually, as I was in school and started working, I actually got a job working with children, and I decided that I really liked teach-

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## Meatloaf!

pg. 14

*Adventure is not outside man; it is within.*  
George Eliot



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## College Classes in Maximum Security: 'It Gives You Meaning'

More than 650,000 prisoners are released every year in the U.S., but no federal agency tracks the unemployment rate for this population. Experts say low



reading and technological literacy, as well as reluctance among employers to hire former convicts, means many

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## Student Chirpings

### School in Russia vs ARC



It's been over twenty-six years since I attended a school in my country, Russia. We lived in a big city called Krasnodar and even though it was so long ago, I remember how different schools were compared to schools in America. Everything was different in Russian schools. Of course, there were some similarities, but mostly it was different, especially from the school I'm attending now, ARC.

The first difference between my Russian school and ARC is the appearance. My school in Russia was in one huge building and American River College has a lot of small and big buildings on its campus. In Russian public schools, every student wears a uniform and there were some rules about appearance. For example, we were not allowed to wear jewelry or wear our skirt above our knees. At ARC, however, we can wear whatever we want. The other big contrast was that all levels, from kindergarteners to high schools, were together in the same building. They only separated little kids by making them stay in one area of the huge building. It's hard to compare this to ARC because we don't have little kids here, but ARC has a lot of buildings and they keep them separate. For example, Davies Hall has a lot of ESL classes and there are other buildings for automotive or nursing.

The second big difference between ARC and my Russian school was the schedule. Every class in Russian school was forty five minutes long, and breaks were between ten to twenty minutes, while at ARC, classes and breaks are varied. In addition, in Russian school we could only pick morning sched-

ule or afternoon, but we were not allowed to pick classes from both. At American River College, we have the choice to pick any classes we want as long as we are picking from the right level of our education. Another difference between my school in Russia and ARC is that in Russia the cafeteria was only open for a few hours. It was somewhere between 11:30 am to 3:30 pm. In contrast with that, ARC's cafeteria is open from early morning until late afternoon, and that is in addition to the many vending machines we have here all over the ARC campus.



The third difference between ARC and the Russian school I used to go to is the method of teaching. Of course, we had different teachers. Some were nicer than others, but they all often taught in the Russian way. Teachers were allowed to yell at a student, or even hit, or put a student in a corner. All that is not practiced at ARC. In fact it's a big no-no and even protected by law. Another difference was in grades. In Russia we get five for "A", four for "B", three for "C", two for "D" and one for "F". In addition, every student in Russian public school had a special notebook. The purpose of the notebook was to have your class schedule, write notes for homework, grades, and notes to your parents. This was a special notebook for all classes. If your parents wanted to know how your day was at school, they just had to ask you to show them that notebook. In this college, however, we usually have different folders and notebooks and homework assignments for different classes. Nowadays, we also use phones and e-mails for notes on homework and grades. Next, when we were tested in Russian school, we would often be in front of the class writing on the board or giving oral presentations. Even though

we sometimes do that at ARC, it's kind of different. In Russia, when your name is called, you go to the front of the class. Then, your teacher will ask you questions. No one tells you to be ready for this or that subject. You can be called on anytime on any subjects that the class studied. At ARC, my teachers usually give us assignments long before we need to give a presentation and we know exactly when we are going to do it.

In conclusion, there are many differences between the school in Russia I used to go to and

ARC. There are some differences in appearance, schedules, and way of teaching. However, the biggest difference was that it was in another country and this is a college, not a public school where I went in Russia. Despite all the differences though, both schools are good in their own ways.



*Lyudmila Shpak*  
ESL W50  
(Compare-contrast)

## The Best Decision of My Whole Life



Two years ago I was attending the eighth semester of economics in Mexico. There were only nine semesters to finish my major, so my graduation was near. I knew that in Mexico it's required to speak English to get a good job. This wasn't a problem for me. The real problem was that after having studied English for over ten years, I felt stuck in my learning of the English language. In Mexico it's mandatory to study English from elementary school to high school. That's an average of 12 years. I had been studying English for a long time, and I couldn't speak in English, write in English, or read in English. I told my sister, who lives in Sacramento, my feelings about my English learning. She had heard about with regard to the ESL program at ARC, so she told me

"Why don't you try to study English here in the United States? You don't have to come right now. You can finish college, and you can come after your graduation." I spent days and nights without sleeping as I was thinking about her proposition. I felt excited about the idea of living in a new country and attending a new school, but a lump in my throat was preventing me to make a decision. Every time that I was thinking about leaving my parents and my little sister, this lump in my throat was growing even more. Everything changed when I told my mom everything. I told

her how I felt about leaving her, leaving my dad, and my little sister. She gave me the strength that I needed to make my decision. She told me, "Go ahead, sweetheart, and do what you have to do to chase your dreams." I didn't even think about it anymore. I made my decision to come to the United States to learn English. I've been studying English in the United States for almost a year. I can say while there are some similarities, there are far more differences between English classes in Mexico and English classes in the United States.



First of all, while English is the first language of English teachers in the United States, Spanish is the first language of English teachers in Mexico. English teachers in Mexico don't speak English with the proper accent. In contrast, English teachers in the United States pronounce the language in a perfect way. English teachers in Mexico

speak English with a Spanish accent, so it's easier to understand them. English teachers in the United States speak English fluently. The first time that I attended an ESL class at ARC, it was hard for me to understand the teachers. In addition, English teachers in Mexico don't know anything about the 16 vowel sounds in English. Spanish has only 5 vowel sounds, so it's a little hard for Mexican people to speak a language which has 16 different vowel sounds. English teachers in Mexico should know this, but they don't. When a student has a doubt about pronunciation, teachers don't know how to answer this question.



For example, when I was in high school, a classmate of mine asked the teacher how to pronounce a word. She only could give us the advice of biting a pencil as we were speaking. After this, everybody had to bite their pencils in English class to get an average pronunciation. This was awful. It was when I came here to the United States and I had my first listening class that I learned for the first time about the vowel sounds. In addition, English teachers in Mexico have not mastered a large vocabulary in English. On the other hand, English teachers in the United States command the English language because it is their first language. Most of the English teachers in Mexico have only a basic vocabulary. Because of this, they are not a good source of knowledge for students.

In addition, Spanish is also the first language of all English students in Mexico. In contrast, in the United States there is a large variety of English students who speak so many different languages. English students in Mexico don't speak English to each other. Even though both classes are in English, in Mexico it's easier to speak in Spanish than to speak in English. English students don't feel comfortable speaking English, so while the teacher is distracted, students ask their question to their classmates in Spanish. While in the United States English students have to speak in English due to the variety of languages, in Mexico English students prefer to speak in Spanish to each other. For example, when I was in college I studied English for three years. I was there to learn English, but most of my classmates were there only to not have to do the TOEFL test. This is a requirement for students to graduate from college. If students attend the twelve English courses in college, they don't have to do the TOEFL test. It was really easy to pass these courses because they were only basic English. Because of this, most of my classmates didn't push themselves to learn English. They didn't even try to speak in English, so it was a waste of my time and money to take those courses because I couldn't practice English with my classmates. In addition, if English students in Mexico have a question and they don't know how to explain themselves in English, it's easier for them to ask their teacher in Spanish. However, in the United States English students can't do this because teachers don't speak Spanish. In the United States, students have to speak in English because it's the only way to communicate with teachers and classmates. In Mexico, due to English teachers speaking Spanish, English students ask questions to the teachers in Spanish. Because of this, English classes in Mexico ended up being bilingual classes where teachers speak English, and students speak Spanish.

The final and most important difference between English classes in Mexico and English classes in the United States is that ESL classes are divided into four subjects: writing, listening and speaking, reading, and grammar. While in the United States there are these four subjects, English teachers in Mexico focus most on grammar. In Mexico, ESL classes aren't divided into subjects. In Mexico, it's just one subject, English class. While in the United States we have a different teacher for each subject, in Mexico it's just one teacher who has to teach writing, reading, listening, and grammar during the semester. In Mexico, the system is completely different because, as I said above, English teachers in Mexico didn't know anything about the 16 vowel sounds. Because of this, English teachers in Mexico don't teach a lot of listening and speaking English. Regarding writing, the style of writing is a bit different in Mexico. For example, in Mexico free writing more common than essays. Because of this, English teachers in Mexico don't worry about teaching writing like here in the United States. In Mexico writing is more about grammar. English teachers in Mexico don't work a lot in reading either. English teachers in Mexico only work with book texts, and they only make us do the exercises of the books in class. In addition, if a student has a question about the meaning of a word, teachers don't give students the definition of the word; they give the translation. They do this because it's easier to give the translation than to explain the meaning of the same word in English. Because of this, I didn't like to ask my teachers about the meaning of the words. I preferred to write them down in my notebook and search the meaning in English and then on Internet. In addition, in the United States, ARC has ESL classes two days per week and two hours for each subject. In contrast, schools in Mexico have ESL classes only two days per week and two hours for each day. In Mexico this system is inefficient because students tend to forget what they learned the last class.

In conclusion, American teachers speaking English as the first language, Mexican classmates speaking my native language, and the ESL classes being divided into subjects are the most important differences between learning English in Mexico and learning English in the United States. I'm sure that I made the best decision of my whole life coming here to the United States to learn English because I've actually learned more English this last year than in the 15 years that I studied English in Mexico.

*Graciela Lopez*  
*ESL W50*  
 ( Compare- contrast)

## My Inspiration



Without even having entered puberty, when I was only 11 years old, my body was attacked by a degenerative disease called keratoconus, which weakened my cornea and distorted it to the point that it didn't work. In the beginning of the disease, my parents realized that something was wrong with my sight. Therefore, they decided to take me to an ophthalmologist. After a series of tests, he realized what my illness was. When he gave his diagnosis, I realized that there was someone I could always count on. The person that gave me the courage to face what would be the biggest challenge of my life was my mother.



Before the doctor gave his diagnosis to my parents, he recommended that I leave his office because of the severity of the news; however, my mother said to him that she wanted me to stay because I would be the most affected by the diagnosis. I remember that my mom grabbed my hand and kissed my forehead, and then I felt that whatever it was that would happen to me, I would be fine.

The diagnosis was that in a few months I would lose my sight. Furthermore, he said the only treatment known to date was a cornea transplant; however, due to physiological changes caused by puberty, the surgery could not be carried out until the end of puberty. In fact, in the next three months, I would lose my sight, and thereafter my mother would become my cane, and she became my Braille book. (By the way, I never learned to use a cane or to read Braille.) She never treated me differently from my

other two brothers. And not only was she a professional, a housewife and the , mother of three boys, she also had to cope with her divorce; nevertheless, I never heard her complain about her situation. She gave me the courage to experience my life in a different and positive way, and especially taught me to trust in God, and be assured that if I put my faith in God, everything would be fine.

Two days after my high school graduation, at the age of 17, we received a call from the doctor's office, and we were told that it was my turn on the waiting list of recipients of corneas and that, in

a couple of hours, the doctor would be waiting for me in the operating room of the hospital for my first corneal transplant. That day I was really scared, but it was my mother who calmed my fears and reminded me that if I trusted God everything would be fine. My second cornea transplant operation was when I was 21 years old, when I was in my third year in medical school.

The two operations and a new cornea in each eye returned 80% of my vision and the opportunity to live a normal life, and even though the disease is degenerative (and although it has caused and will continue to cause havoc in my life), I have the certainty that if I put my faith in God, everything will be fine. It is a lesson that I learned from the bravest person that I know, my mother.

*Virgilio Lasso Lawler*  
*ESL W310*  
 ( Narrative)



## The Effects of Having a Relative Live with You



As an immigrant, what makes you feel regret? Immigrants have a sickness in common – homesickness. Since we stepped foot on the land of the U.S.A. and started new lives, we've always missed our parents or hometown. In order to live with our parents for a longer time and let them understand American life, my family invited my father-in-law to the U.S.A for half a year. This was the first relative to live with my family in my home after we'd been in the U.S.A. for seven years. His arrival brought a lot of happiness; however, it also brought some profound effects on our family. The effects mostly centered on dietary habits, communication, and entertainment programs.

The first effect on a family when a relative comes to live is a change in dietary habits. Generally my daughters ate American food for lunch at school. Then I prepared Chinese food and Italian food, or American food for dinner. They liked pizza, spaghetti, BBQ pork ribs, and macaroni and cheese very much. However, my father-in-law was from South China. Rice was his main staple, and he had never tried cheese before. Diet is very important for Chinese, especially for seniors. It was very hard to change my father-in-law's dietary habits. After my father-in-law's arrival, I mostly prepared Chinese food, particularly rice, for our lunch and dinner. Sometimes I also prepared Italian or American food for my daughters at the same time. In order for them to have a good appetite, I searched for recipes on websites and cooked different dishes for them. The result was my daughters liked Chinese food much more than before. I felt pleasure while they were enjoying the dishes, although I was very tired.

The second effect on a family when a relative comes to live is the means of communicating. My daughters always liked to speak in English at home, especially talking to each other. I didn't want

my daughters to forget Chinese, so I asked for them to speak in Chinese at home. But that was not a very strict rule. My father-in-law had a strong hometown accent, not standard Mandarin. I hoped he could communicate with my daughters. Consequently, when my father-in-law came, I required my daughters to speak in Chinese all the time at home. Despite my children and I needing to listen to my father-in-law several times in order to understand him, my daughters' oral level of Chinese improved. My youngest daughter said in Chinese, "My grandpa likes to play with me. I love him." My father-in-law grinned. When my father-in-law needed to look for something, my daughters

were able to help him. Speaking in Chinese made them closer.

The third effect on a family when a relative comes to live is on entertainment programs. Usually my family rarely watched Chinese TV programs except for my youngest daughter, who occasionally watched Chinese cartoon movies. We supposed my father-in-law would feel lonely

and empty. Therefore, before he came to my home, we bought a new DVD player, TV, and the Chinese TV cable for him. My father-in-law enjoyed the entertainment programs very much. When I heard the voice of the Chinese programs, I even sometimes watched the programs with him. In addition, my husband liked to watch Chinese classical movies with his father. My family had one more option for entertainment and we were all happy.

In summary, although my father-in-law's arrival affected my family's life regarding diet, communication, and entertainment programs, we still appreciated the opportunity for him to live with us in my home. We are looking forward to the next reunion with my relatives for our homesickness relief.

Mei Peng  
ESL W50  
(Cause-effect)



## My Room



Everyone has his own hideaway where he can relax and feel happy. It can be somewhere outside, or inside his home. My place was my beautiful room back home in Saudi Arabia.

One place I will never forget is my bedroom, where I grew up. I have lots of memories. Our home was not that big, but it was big enough for my family. I still remember everything inside my bedroom. The bed was at the right corner of the room. It was made of dark brown wood and designed in a very classic way with long pillars at each corner of the bed. The sheets and pillows were white with small pink roses. The night stand was just next to the bed and it had the same color. The lamp was really small and it had a yellow light. This gave the room an authentic look. I miss my room, and I am sure my room feels the same way about me.



However, what I liked best in my bedroom was my clothes closet. It was not that big, but it held all my clothes at that time. It was just after the small table where I used to put the vase. Its color was similar to the bed's color. Besides that closet, I used to have a mirror stand so I could compare and decide

what to wear. Then between the closet and the desk, there was a dressing table with its own mirror. There was a lot of makeup and perfume.

Now, I live in Sacramento and my family is no longer living in that home. I miss everything in that bedroom, even its small size. However, I'm planning to design my bedroom in our apartment the same the way I

had it. I really miss my room !

I lived half of my life in that bedroom. I remember that whenever I came from school, I put my bag on the desk in the other left corner. It was a really simple black desk where I spent all my time studying. Now, I really do miss it since I felt that I was doing great in exams because I was used to my desk. I spent a lot of time in my room, watching movies and dancing in front of the mirror. If you had entered my bedroom, you would have smelled flowers. That's because there was a table just next to the door on the right with a flower vase. I used to change it every week to keep the smell and feel refreshed.



*Hibo Djama  
ESL W50  
(Descriptive)*



## What Caused Friction at Work

Did you know that it is absolutely normal that in any working environment you may see friction and sometimes dispute among the workers? The causes of such undesired condition are almost similar everywhere. It may happen in developed as well as in underdeveloped countries. It is generally related to working environment, workers being of different origins, and other factors affecting the workers.

The working environment is considered a major factor causing friction and dispute among workers. I worked for twenty years in an offshore field located in the United Arab Emirates. The weather condition there is very hot and humid. The temperature may reach 45 degree Celsius during the day. The humidity may reach 120%, especially during summer. It affects directly the average amount of oxygen the workers need to perform their daily asks. I remember when a worker was the whole day on a production platform. He was in charge to carry out regular tests on a wellhead. He was there till evening and he could not retrieve his sensitive equipment from the well. He kept trying, but he did not succeed. He fainted on the platform and called for help. A chopper was sent to him immediately and took him straight to hospital. That working environment made workers nervous and put them under constant stress.

The working system applied on the platform was based on a rotational system. It varied from Senior to Junior direct hired workers, the contracted workers, and catering staff. It started from one month, to two months, three months, and to two years on duty. That applicable system caused a lot of dissatisfaction among the workers. It had a



negative impact on their behavior and work performance. Senior workers sometimes found themselves in conflict with their Junior workers.

In addition, the living conditions on the platform were difficult. Two or three workers sometimes shared one room. The bedding arrangement used in the living quarter caused friction between occupants sharing the same room. It turned into confrontation and dispute between occupants.

One was snoring, the other kept the light on, and one occupant went frequently to the toilet. That was the complaint raised on a daily basis to General Services. The congested accommodation was due to the limited number of beds. The field was under sud-

den development in order to increase oil production. Consequently, it required more manpower. It required more time to overcome this unforeseen issue. It had considerable effect on the morale of workers. It was noticed from the daily work program that work achievement became less than what was planned for the day. It was a big loss for the company, especially when the qualified technicians began to leave the field. There was tough competition between companies in the region to recruit technicians. They easily found a job in the same area with better living conditions. That factor had a big effect on work and caused complications for working issues.

Workers were from different origins. Some of them were local citizens and were given priority for employment. That category of workers had different employment status from the other workers known as expatriates. They had a career develop-



ment plan made for them to improve their skills and performance within a limited period of time. Few of them had successfully completed their plan. They usually found any family excuse to leave the platform for two or three days. The expatriate colleague would do the work during the absence of the local worker. That behavior affected the daily work program. It created malaise among the workers from the same unit. It increased the volume of work for the unit. It affected the relations between the unit and the supervisor. Workers sometimes argued with their supervisors and ignored their instructions.

The majority of workers, especially from the technicians category, were from India and the Philippines. They were hard-working people and obedient. However, there was that sort of "allergy" between the two nationalities. They preferred to have their colleagues work with them and refused to extend help to others. They exchanged between them what is called sabotage. Both of them kept watching the other making any mistake. They would report it immediately to their boss. That would definitely affect their annual performance appraisal.

There were other nationalities, some of them Japanese, Arabs, and Europeans. Most of them were senior staff and held key positions in the field operations. The conflict happened most of the time between the Japanese and the Arabs. The Team Leader in the field was Japanese and had with him three Japanese Production Supervisors. Japan aimed at that time to get experience in oil technology. The Arab workers were well experienced. They were competent enough to ensure the smooth running of the production. They were not in a position to spare time to train the Japanese workers. It resulted in a constant conflict between them. The causes of friction and dispute had negative effect on both the workers and the work itself.

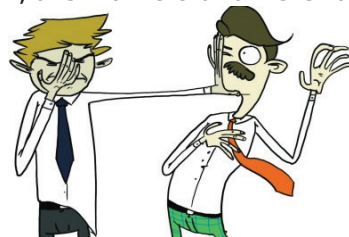
There are other factors which affect workers from different cultures. Some workers used to follow certain ways of life such as eating with their hands. Other workers preferred to eat rice and still others wanted to have fish for breakfast. That be-

havior was normal for them but for the other workers, it was disgusting and unacceptable. It appeared on their faces, and sometimes they started arguing with them. They preferred to leave the dining room and wait for a while until Asians left the room.



The official language during working hours was English. That decision was made to enable the control room and concerned supervisors to follow up the operation on wellhead platforms. Most workers did not follow the instructions. They talked over radios to their colleagues in their languages. It caused lot of problems for people in charge of operations. Severe corrective measures were taken in that respect. The services of some of them were terminated, and workers were instructed to leave the field immediately. The other important factor was related to salaries and benefits which affected workers too. There was dissatisfaction felt among workers the resulted from unfair treatment. There was a big gap in salaries among workers. Lots of complaints were raised in that respect to field management. Some requests were approved, but many of them were left unsolved. Workers started looking for other opportunities for work in the region. Once they found a job, they submitted their resignation. It was not so easy to find a replacement for the resigned worker, especially for certain jobs such as instrumentation and telecommunication. All the above-mentioned factors caused the organization lot of headaches and problems, for both the work itself and the workers as well.

We learn a lot once we are exposed to similar situations. People can overcome difficulties if they try to learn. Life is full of ready made experiences. It is up to people either to benefit from their experiences or to lose them. It is simply to investigate and look around for the causes of friction in work . It can be from the working environment from, the workers of different origins, or from other factors.



Mohamed Benrekia  
ESL W50  
(Cause-effect)



## Nestscape -- Articles from The Web

### Continued from page 1

drop out of the labor force altogether.

Low employment levels for that group cost between \$57 billion and \$65 billion annually in lost economic activity, according to a 2010 study by the Center for Economic and Policy Research.

But there are a handful of novel initiatives trying to turn that narrative around, by bringing college education and professional training, and even entrepreneurship programs behind bars. Advocates of such programs say by teaching inmates at a higher level, they reduce financial and social costs to society.

One that gets a lot of attention is the Bard Prison Initiative. The privately funded college baccalaureate program started in 1999, and now provides college education to more than 300 students in six locations within the New York state prison system.

Last year, in addition to education, BPI started a pilot program to pair graduates with employers to give them yearlong professional internships.

"We simply look for employers who will treat our alumni like they would anyone else," says Max Kenner, BPI's founder.

But these students are not like everyone else, in many respects. That is clear the moment you try to enter the classrooms at the maximum security Eastern Correctional Facility in Napanoch, N.Y. where BPI runs one of its biggest programs. Getting there means passing through security, two checkpoints, and four rolling steel cage doors.

Professor Delia Mellis teaches a modern U.S. history class and, when I arrive, 18 men dressed in green jumpsuits are discussing sexual identity politics.

"I don't think he's saying that; I think he's making a



Professor Delia Mellis leads a class offered under the Bard Prison Initiative. The initiative works to provide incarcerated men and women opportunities to earn a Bard College degree while serving their sentences.

distinction between it being gay acts — homosexual acts — and it being a gay identity," one student interjects.

Mellis responds, "That's absolutely his central idea, right?"

The students appear more engaged than some of the history seminars I remember. And in fact, the syllabus, requirements and professors are no different than they are at Bard College's main campus, 30 miles away.

Glenn Rodriguez is a BPI social studies major in his senior year. An avid reader, he says he still refers back to his notes on cultural anthropology, a class he adored.

"We kind of dealt with the notion of ethnocentrism and cultural relativism. ... It shows you how we have a tendency to kind of see people as 'other,'" he says, a frame of mind that helped him put his own troubled childhood in context.



Glenn Rodriguez, 43, has been incarcerated since age 16. Currently working on his bachelor's degree in social sciences, Rodriguez is set on finishing his degree at CUNY when he is released in May.

Rodriguez' parents died in a violent murder-suicide when he was 3. At age, 16 he was convicted of murder before finishing high school. Now 43, his release is scheduled in May. He then plans to finish his senior credits and get his master's in social work. When he isn't in class, he says, he's hitting the books.

"The weekends and Tuesdays and Thursdays, I'm locked in the cell reading and studying. ... It never ends, it seems like it never ends," he laughs. "I was always the kind of kid who wanted a challenge, and so this is my approach now."

Professor Robert Tynes, who teaches African politics

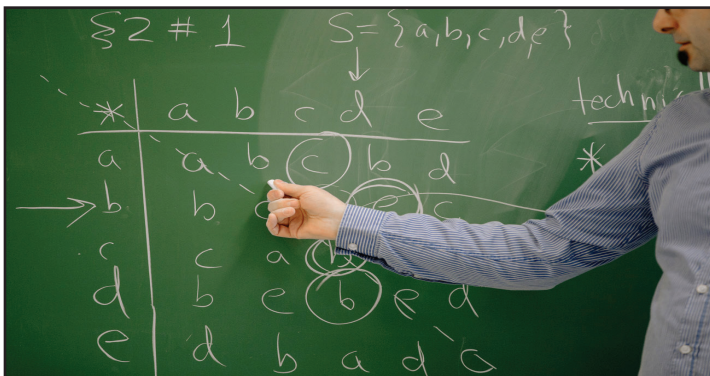
at BPI, says his inmate students all show high levels of motivation.

"The close reading, the questions they have are so fine and well thought out that the class just takes off by itself," he says. "It's great. It's one of the best teaching experiences I've ever had."

Bard is exceptional, both in the sense that it is rare, and that in the level of academic rigor it demands. BPI is highly selective; only 10 to 25 percent of applicants are accepted. It was born when drug-related incarcerations rapidly filled prisons, and politics favored those arguing criminals deserved punishment, not education. The 1994 crime bill passed under President Bill Clinton made prisoners ineligible for government education subsidies, effectively eliminating access to college behind bars.

Since then, about two dozen college baccalaureate programs have returned in 28 states.

Kenner was a Bard undergraduate when he founded BPI. He says the cardinal error many people make is setting limits on what's possible for prisoners.



Bard Prison Initiative visiting professor Japheth Wood breaks down an abstract algebra equation during a class. The program, which was initiated in 1999 by a group of student volunteers from Bard College, has since granted over 375 degrees.



“If we’re going to provide higher education in unusual circumstances, why assume less of people?” he says. “If we came in and offered something that aspired to less, attrition would be higher and the impact would be lower.”

The recidivism rate for BPI graduates is 4 percent, compared to averages that run as high as 60 percent. A 2013 RAND Corp. study found providing college education cost far less than housing inmates, because it increased the odds of post-incarceration employment, and reduced the incidence of repeat offenses by 43 percent.

Still, employment remains a challenge because of low literacy rates and little familiarity with technology. Many employers shy away from hiring criminals with violent pasts, which includes most BPI students.

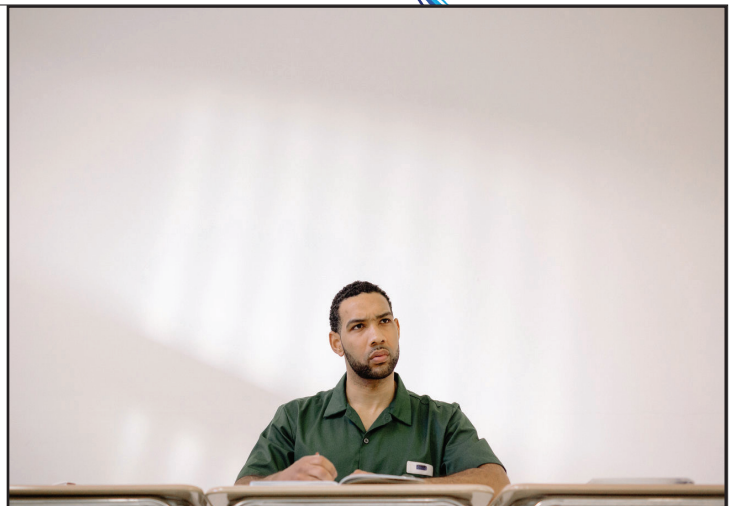
Hiring policies are also starting to destigmatize incarceration. More than 150 cities and counties have laws preventing employers from asking about prior convictions in initial job screenings. President Barack Obama adopted similar policies at federal agencies, and publicly encouraged businesses to hire more former inmates.

Joanne Page says she sees that in her work as CEO of The Fortune Society, a nonprofit that provides job training to former inmates. She says the odds are already stacked against prisoners, who are often ineligible for social safety net programs, may have strained family relations and have little to no professional network to fall back on.

“What college does is give you better odds,” she says. “And it also gives you a skill set and a sense of self that give you better odds also.”

Increasingly, some conservative scholars agree.

“Economically, it doesn’t make sense to keep people incarcerated as long as we have with no great results,” says Gerard Robinson, a scholar at the Ameri-



Dyjuan Tatro, 31, has served 11 years for violent gang and drug crimes. He is a math major with a 3.72 GPA and was part of the team of inmates who beat Harvard in a debate

can Enterprise Institute. “Also, the right thing to do is not only give them a second chance, but to also admit the fact that many of them didn’t receive a first chance at school.”

At Eastern Correctional, Dyjuan Tatro is trying to take as many BPI classes as he can before he is released this summer. Tatro has nothing of a hardened criminal look. His youthful face is framed by a manicured goatee. Inside the bare walls of prison where sounds echo everywhere, you have to lean in to hear his soft-spoken voice.

“You know, I wake up in the morning, and I don’t say to myself, ‘I’m in prison,’ “ he says. “I try to think of it like I’m in college. And you can’t entirely separate the two out, but it’s healthier to think about it that way. It gives you meaning and it gives you purpose.”

In 2015, Tatro was on a team of Bard student inmates who beat Harvard in a debate. Tatro is a math major with a 3.72 GPA. The 31-year-old has served 11 years for drug crimes and gang shootings — half of it at Eastern Correctional, which has become a desired destination among prisoners because of Bard.

There is a photo of Tatro bowing and getting hugs from his teammates after winning the debate. I ask him how that moment felt.

“It was just like: Whew! There’s good things in the world, that the possibilities are out there,” he says. “It allows you to dream in a different way.”

For Tatro the dream includes a career in cancer research and bioinformatics. When I ask him how he intends to break into a professional career, he says he hopes to lean on the tight network of other BPI grads before him. And, he says, “what I leave and go do also creates opportunities and prospects for the guys leaving here behind me.”

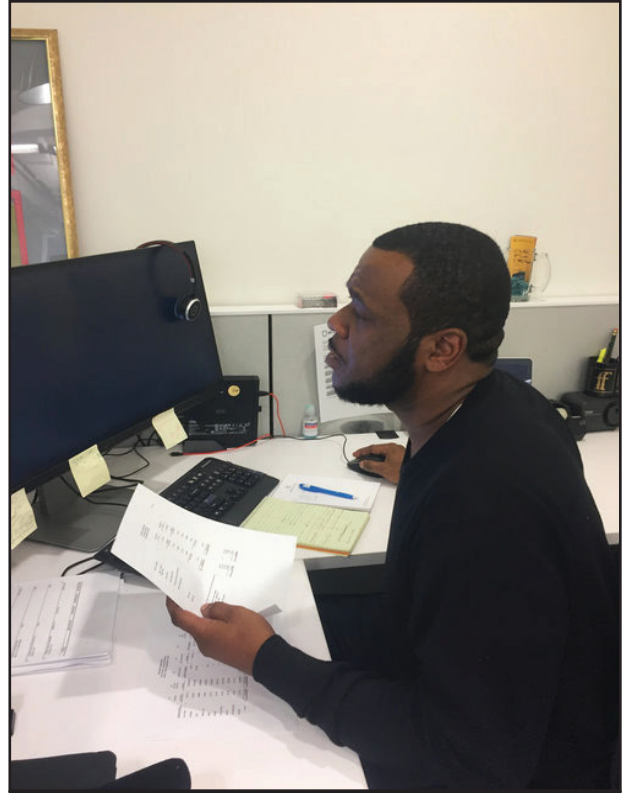
One of the people in his that network is Lavar Gibson, a BPI graduate and one of its interns now working in the financial division of the Ford Foundation in New York City.

When Gibson was released two years ago, after 20 years in New York State’s maximum security prison system, he had never used the Internet or a cellphone. Now, at age 38, he’s finishing his degree, taking an online finance course at Cornell, and hoping to start a career in finance. If that seems like a long shot, it doesn’t faze him.

“It’s always been the challenges that I’ve gone for,” he tells me. “Professors that people said, ‘stay away from,’ those are the professors that I wanted, the classes I wanted to take, because I believed they offered the opportunity for growth.”

Prison made a bookish man of Gibson. In the prison yards, his informal education started by reading books and learning from older inmates with similar interests.

His new identity as a learned man did not help him at the law firm where he worked soon after his release. Coworkers treated him differently when they discovered he had been in prison. Even now, he says, family and friends struggle to accept he is a changed man.



Lavar Gibson, 38, is a former BPI student currently interning at the Ford Foundation in New York City.

“It’s easy to want to keep somebody at a certain place,” he explains. “People do it with their children every day. And their children change and they grow, and they become. And if you can’t appreciate that change, you really can’t appreciate life, but that’s life.”



<http://www.npr.org/2017/03/27/518135204/college-classes-in-maximum-security-it-gives-you-meaning>



## Eat the World!

*The Parrot represents students of many hues and sounds --- no news there. Indeed, birds of a feather flock together, right? They also eat together. The Parrot is proud to present Parrot fodder from around the world in this and subsequent issues. Squawk!*

### Easy-to-Follow Recipe for Meatloaf

Who knew meatloaf wasn't just the invention of thrifty housewives during the Great Depression? It turns out the idea of mixing meat with a tenderizing filler traces back to the fourth or fifth century AD, when the Roman cookbook *Apicius* presented a recipe for patties made of chopped meat, bread, and wine. But it wasn't until the late 1800s that American meatloaf was born, inspired by recipes offered by manufacturers of the newly invented meat grinder.

<https://www.cooksillustrated.com/features/8578-a-brief-history-of-meatloaf-and-how-to-make-it-extra-meaty>

#### Ingredients

- 1-1/2 pounds lean ground beef or turkey
- 3/4 cup Quaker® Oats
- 3/4 cup finely chopped onion
- 1/2 cup catsup
- 1 egg, lightly beaten
- 1 tablespoon Worcestershire sauce
- 2 cloves garlic, minced
- 1/2 teaspoon salt
- 1/4 teaspoon black pepper



#### Preparation

Heat oven to 350°F. Combine all ingredients in a large bowl; mix lightly but thoroughly. Bake 50 to 55 minutes or until meatloaf is to medium doneness (160°F for beef, 170°F for turkey), until not pink in center and juices show no pink color. Let stand 5 minutes before slicing. As good as the meatloaf is, it would not be complete without the sauce. Mom formed the mixture

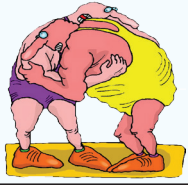


into a loaf and placed it in the middle of a roast pan to cook. Twenty minutes before it was done, the grease/liquid was drained off. She then covered the meatloaf with 1/2 cup of grated onion, followed by 1 cup of (Heinz) ketchup mixed with 4T of brown sugar, 4T vinegar, 2T Worcestershire Sauce; heated mixed ingredients but did not boil. I always make a double batch to spoon over each piece. Cover and refrigerate leftovers promptly and use within 2 days, or wrap airtight and freeze up to 3 months.



<https://www.epicurious.com/recipes/member/views/quaker-oat-meal-prize-winning-meat-loaf-1233712>

# Parrot Warbling



## Grappling with Grammar

### Grammar Semicolons



**Rule 1a.** A semicolon can replace a period if the writer wishes to narrow the gap between two closely linked sentences.

Examples:

Call me tomorrow; you can give me an answer then.

We have paid our dues; we expect all the privileges listed in the contract.

**Rule 1b.** Avoid a semicolon when a dependent clause comes before an independent clause.

Incorrect: Although they tried; they failed.

Correct: Although they tried, they failed.

**Rule 2.** Use a semicolon before such words and terms as *namely, however, therefore, that is, i.e., for example, e.g., for instance* etc., if they join two independent clause

Example: Bring any two items; however, sleeping bags and tents are in short supply.

**Rule 3.** Use a semicolon to separate units of a series when one or more of the units contain commas.

Incorrect: The conference has people who have come from Moscow, Idaho, Springfield, California, Alamo, Tennessee, and other places as well.

Correct: The conference has people who have come from Moscow, Idaho; Springfield, California; Alamo, Tennessee; and other places as well.

**Rule 4.** A semicolon may be used between independent clauses joined by a connector, such as *and, but, or, nor, etc.*, when one or more commas appear in the first clause.

Example: When I finish here, and I will soon, I'll be glad to help you; and that is a promise I will keep.

<http://www.grammarbook.com/punctuation/semicolons.asp>

### Idiom--Attic

## Pull a rabbit out of a hat



Meaning: To do something unexpected.

Ex: The team was losing till almost the end, but suddenly, it **pulled a rabbit out of its hat** and won the contest in the dying minutes.

<https://www.myenglishteacher.eu/blog/50-popular-english-idioms-and-slang-words/>

### Beak Speak Silent Letters

These are those letters in words which are not pronounced when we say the word.

1- Silent B, the letter '**B**' is not pronounced when it comes after 'M' in a word like:

- Climb
- Plumber
- Tomb
- Comb

2- Silent C, the '**C**' is not pronounced in words like

- Muscle
- Scissors
- Acquire

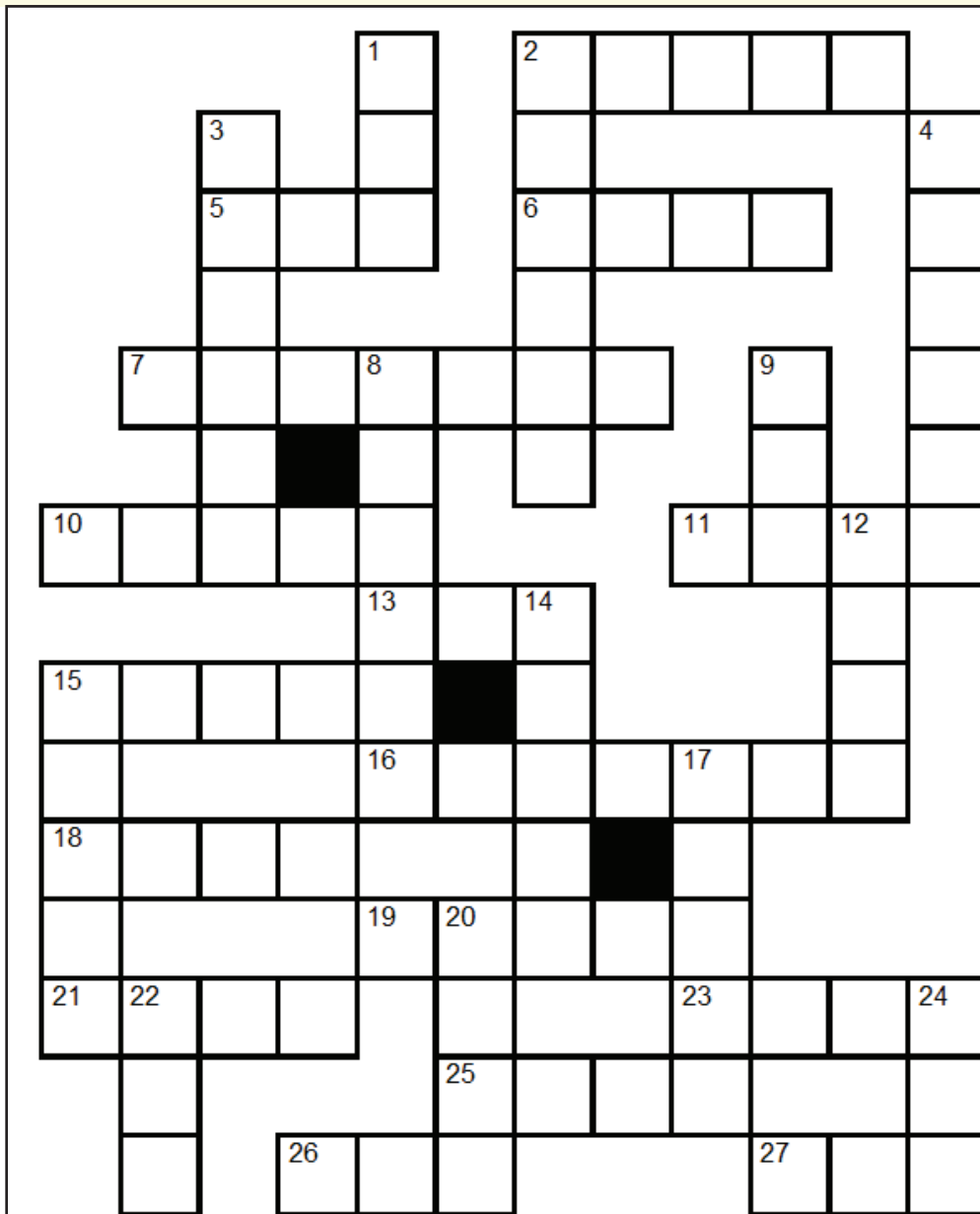
3- Silent D, the '**D**' is not pronounced in words like:

- Sandwich
- Wednesday
- Edge



<http://www.englishleap.com/other-resources/silent-letters>

## Some More Parrot Fun Stuff



### Across

- 2 A place that rhymes with teach. (5)  
 5 A pet that rhymes with hat. (3)  
 6 The opposite of far. (4)  
 7 A synonym of gift. (7)  
 10 The opposite of over. (5)  
 11 A place that rhymes with arm. (4)  
 13 Another word for sick. (3)  
 15 A kind of fruit that begins with L. (5)  
 16 A synonym for trash. (7)  
 18 A farm animal that rhymes with boat. (4)  
 19 A farm animal that rhymes with sleep. (5)  
 21 The antonym of thick. (4)  
 23 The opposite of first. (4)  
 25 A type of flower that begins with R. (4)  
 26 The antonym of good. (3)  
 27 A farm animal that rhymes with wig. (3)

### Down

- 1 The opposite of in. (3)  
 2 A kind of fruit that begins with B. (6)  
 3 A synonym of afraid. (6)  
 4 The opposite of top. (6)  
 8 A season that rhymes with king. (6)  
 9 A drink that rhymes with sea. (3)  
 12 A food that rhymes with dice. (4)  
 14 Another word for big. (5)  
 15 The opposite of heavy. (5)  
 17 A kind of fruit that begins with A. (5)  
 20 The opposite of soft. (4)  
 22 A farm animal that rhymes with pen. (3)  
 24 Another word for pull. (3)







# USA State Capitals

Find and circle all of the USA State Capitals that are hidden in the grid.



- |                            |                           |                           |
|----------------------------|---------------------------|---------------------------|
| ALBANY (New York)          | DOVER (Delaware)          | OKLAHOMA CITY (Oklahoma)  |
| ANNAPOLIS (Maryland)       | FRANKFORT (Kentucky)      | OLYMPIA (Washington)      |
| ATLANTA (Georgia)          | HARRISBURG (Pennsylvania) | PHOENIX (Arizona)         |
| AUGUSTA (Maine)            | HARTFORD (Connecticut)    | PIERRE (South Dakota)     |
| AUSTIN (Texas)             | HELENA (Montana)          | PROVIDENCE (Rhode Island) |
| BATON ROUGE (Louisiana)    | HONOLULU (Hawaii)         | RALEIGH (North Carolina)  |
| BISMARCK (North Dakota)    | INDIANAPOLIS (Indiana)    | RICHMOND (Virginia)       |
| BOISE (Idaho)              | JACKSON (Mississippi)     | SACRAMENTO (California)   |
| BOSTON (Massachusetts)     | JEFFERSON CITY (Missouri) | SALEM (Oregon)            |
| CARSON CITY (Nevada)       | JUNEAU (Alaska)           | SALT LAKE CITY (Utah)     |
| CHARLESTON (West Virginia) | LANSING (Michigan)        | SANTA FE (New Mexico)     |
| CHEYENNE (Wyoming)         | LINCOLN (Nebraska)        | SPRINGFIELD (Illinois)    |
| COLUMBIA (South Carolina)  | LITTLE ROCK (Arkansas)    | ST. PAUL (Minnesota)      |
| COLUMBUS (Ohio)            | MADISON (Wisconsin)       | TALLAHASSEE (Florida)     |
| CONCORD (New Hampshire)    | MONTGOMERY (Alabama)      | TOPEKA (Kansas)           |
| DENVER (Colorado)          | MONTPELIER (Vermont)      | TRENTON (New Jersey)      |
| DES MOINES (Iowa)          | NASHVILLE (Tennessee)     |                           |



*Parrot Poetry*



## Bad Hair Day!!!

My mom would scream and run away  
 My plants would wither and die  
 My sister would think she is having a nightmare  
 My cousin would wish she knew how to fly  
 My dad would faint on the spot  
 My teacher would send me out of the class  
 My principal would expel me for sure  
 I won't be allowed to write my exams  
 My music teacher would show me the door  
 I am in a complete fix  
 I wish there was another way  
 I should have listened to my mother  
 And combed my hair today.

by Risha Ahmed

## Rigoberto's Riddles

What begins with T, ends with T and has T in it?



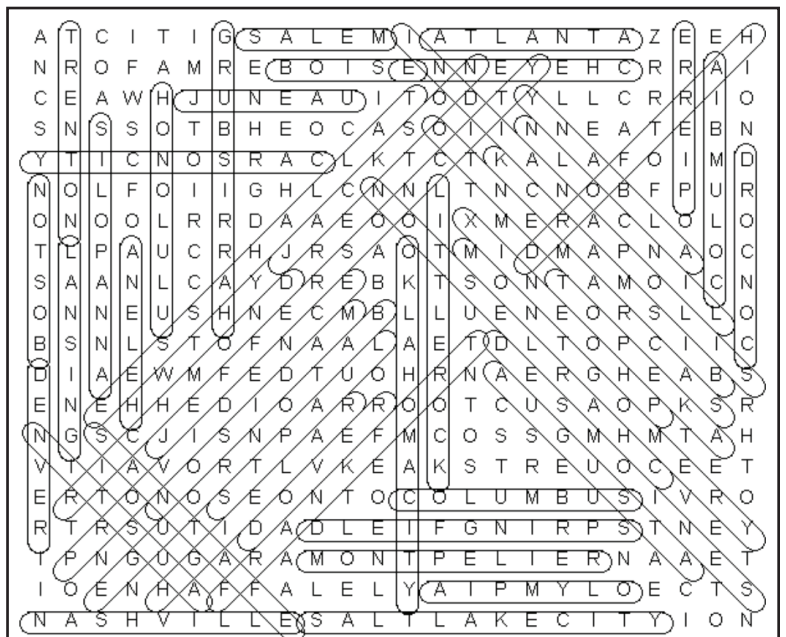
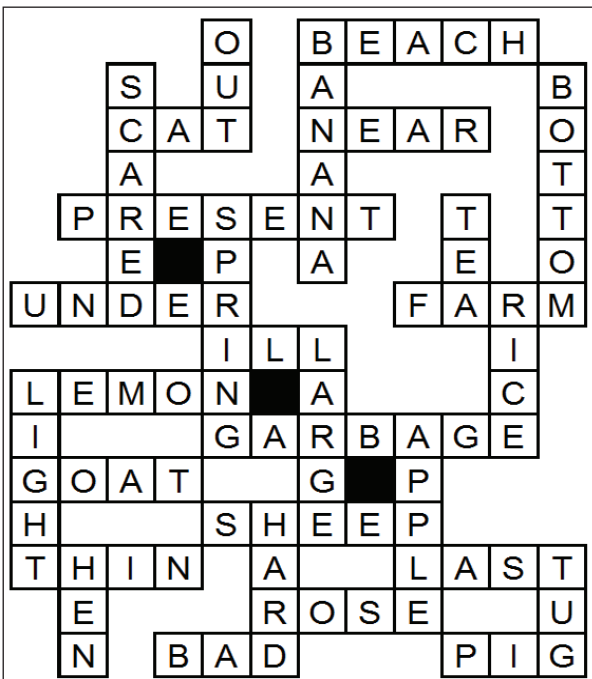
Teapot

## Silly Vasily's Chuckle Chamber



Three sons left home, went out on their own and prospered. Getting back together, they discussed the gifts they were able to give their elderly mother. The first said, "I built a big house for our mother." The second said, "I sent her a Mercedes with a driver." The third smiled and said, "I've got you both beat. You remember how Mom enjoyed reading the Bible? And you know she can't see very well any more. I sent her a remarkable parrot that recites the entire Bible. It took Elders in the church 12 years to teach him.

He's one of a kind. Mama just has to name the chapter and verse, and the parrot recites it." Soon thereafter, Mom sent out her letters of thanks, "Milton," she wrote one son, "the house you built is so huge. I live in only one room, but I have to clean the whole house." "Gerald," she wrote to another, "I am too old to travel any more. My eyesight isn't what it used to be. I stay most of the time at home, so I rarely use the Mercedes. And the driver is so rude!" "Dearest Donald," she wrote to her third son, "you have the good sense to know what your mother likes. The chicken was delicious!"



## Granny Noetal

### Dear Granny Noetal,

In the beginning of the semester, I sometimes don't get my financial aid right away so I can't buy my books. My teachers get frustrated with me, even annoyed. I'm not the only one. What can we do?

### Freda Lando

### Dear Freda,

Great question, Freda. Sometimes teachers will put their text books on reserve in the library for students who are not able to buy a book right away. A student could go there and take out the book for several hours (not take it home) and get her work



done. The key for you is to speak to your teacher immediately, on or before the first day, so that you'll know if that's possible. I remember when I was a student long ago. We didn't need our textbook in class because we were expected to listen in class to a lecture and take notes. My boyfriend and I would buy a book together and take turns reading it and highlighting important issues. Then we would come together and quiz each other. It was a good system for us. We both got good grades. Now we share a bank account together – he's my husband – and we still quiz each other on where the money goes!! :)

## Interview with Prof. Roome

*Continued from page 1*

ing and I wanted to finish school and to become a teacher. That has probably been close to ten years now since I decided I was going to teach, and I just really enjoy teaching and working with students, and so that's why I decided to become a teacher.

**The Parrot:** Who influenced you to become a teacher?

**Prof. Roome:** Oh good question! Well, as I said, there are lots of teachers in my family: my grandparents, aunts and uncles, dad and mom, so I'm sure my family was a big influence. Also when I started working with children, I worked with some really great teachers and I saw how much they liked teaching and how much they enjoyed it, so I think that influenced me.

**The Parrot:** How many years of college did you need to go through?

**Prof. Roome:** I did a few years at a community college, at Sierra College. I didn't study uninterrupted. I studied some and then I worked and then I moved to Brazil, so in total I was in school for about 7-8 years.

**The Parrot:** What do you like best about teaching?

**Prof. Roome:** I like the students, obviously the students are the best, and I like being able to give them something that they can apply to their every day life. So that's the great thing about teaching English. Those students really need it and they want to learn. I think that's my favorite thing about teaching, being able to give them practical things that they can use every day. And I also love being able to get new students every semester, love my old students too but new ones as well.

**The Parrot:** How long have you been teaching?

**Prof. Roome:** I got my first job when I was twenty-one or twenty-two, and then I taught for a total of



four years.

**The Parrot:** How long have you been at ARC?

**Prof. Roome:** This is my first year at ARC. I was here at the ESL lab as an instructional assistant for one year. Then I finished school and they hired me to teach, so actually it's been two years at ARC.

**The Parrot:** What is your favorite subject to teach and why?

**Prof. Roome:** I don't know if I have a favorite subject. I think I like different things about different subjects. I like teaching listening and speaking because it's very interactive, and we get to talk a lot about fun topics and also enjoy teaching grammar because I personally really love grammar, so that's something that I enjoy teaching because it's something that I am passionate about. I like teaching writing too, so I don't know. I like all of the subjects.

**The Parrot:** As I know, for some time you lived in Brazil. Was it difficult for you to learn a second language?

**Prof. Roome:** Yes, good question. I moved to Brazil when I was already an adult, so I was eighteen or nineteen and I didn't speak any Portuguese. I remember it being really difficult, I didn't really speak much for the first year. I kind of just listened a lot because I was afraid to speak. And then after the first year I got braver, and I started to speak more; also I started to work a job where I was working with Brazilians, so I had to speak Portuguese; it kind of forced me to speak and that's when I really started to learn. I think it took me about three to four years to become pretty fluent.

**The Parrot:** Yes, because for us, for students in ESL, English as the second language, it's very difficult.

**Prof. Roome:** I remember that I was nervous to speak and very scared that I would mess up, and I remember also I would learn a little bit, and then

feel like I was stuck, and that I couldn't learn any more, like a big wall that I would hit, and then I would be so sad and discouraged and I would keep pushing and pushing and the wall would come down a little bit more; it's very normal.

**The Parrot:** What did you learn from this experience?

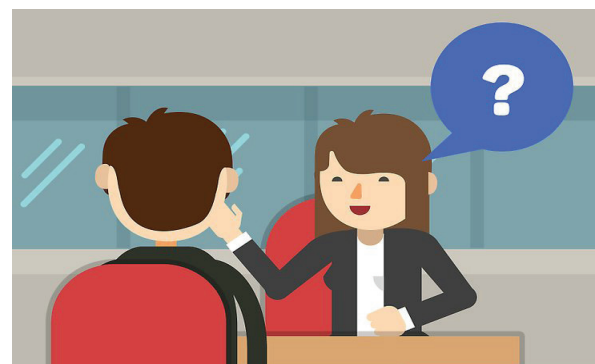
**Prof. Roome:** I learned that it's possible to learn a second language as an adult and to learn it very well if you work hard and study hard. I also think I learned more than anything about the students that I teach now because I understand that it is very difficult to learn a second language as an adult. You have so many other things that you're thinking about, like family and work, so I think I learned, hopefully to be more sympathetic to my students and to really empathize for how you're feeling and how hard it is.

**The Parrot:** What advice do you think is most important for your students, or students in general?

**Prof. Roome:** I think that you will learn as much as you are willing to work, so if you work hard, you will learn a lot. If you study hard and read a lot, write and go out to speak with people, you will learn quickly and learn well, but you can only learn as much as you're willing to put the work in, if that makes sense. You're work hard and you'll learn a lot.

**The Parrot:** Okay, thank you so much for your time.

**Prof. Roome:** No problem, thank you.



## Weird Spelling Facts



1. The English language has 1,100 different ways to spell its 44 distinct sounds, more than any other language. (Source: Learn English Spelling)
2. The following words violate the “i before e” rule or its exceptions: seize, weird, neither, either, foreign, sovereign, forfeit, counterfeit, leisure, heifer, protein, height, sleight, feisty, seismograph, and kaleidoscope.
3. You can spell out all the numbers from 1 to 99 without using the letter A, B, C, or D.
4. If you spell “twelve” in Scrabble, you get 12 points (bonus squares notwithstanding).
5. In an analysis of 18,584 base words (no plural words or words with common suffixes) the letter “q” appears in only 343 words. The letter “e” appears in 16,782 words. (Source: Rinkworks.com)
6. The words alms, amends, doldrums, ides, pants, pliers, scissors, shorts, smithereens, and trousers have no singular form.
7. You and ewe are pronounced the same but have no letters in common.
8. Io is one of the shortest two-syllable words in the English language.
9. The most commonly used word in written English is *the*. The most commonly used word in spoken English is I. (Source: Rinkworks.com)
10. *Misspell* appears frequently on lists of commonly misspelled words.
11. A pangram is a sentence that contains all letters of the alphabet, such as “Pack my box with five dozen liquor jugs.”





## History of Halloween

Halloween falls on October 31st each year in North America and other parts of the world. What do you know about Halloween? Do you celebrate it in your country? Here is a little history about it.

### Vocabulary

**to evolve** (v)- to change little by little

**spirit** (n)- ghost. *Some people believe the spirit and body separate when a person dies*

**holy** (adj)- sacred, very good, related to religion. *Hallow comes from the word holy.*

**saint** (n)- an honored, holy person

**evil** (adj)- very, very bad

**lantern** (n)- lamp or enclosed light that can be carried around

**turnip** (n)- a purple and white vegetable that grows in the ground



Like many other holidays, Halloween has evolved and changed throughout history. Over 2,000 years ago people called the Celts lived in what is now Ireland, the UK, and parts of Northern France. November 1 was their New Year's Day. They believed that the night before the New Year (October 31) was a time when the living and the dead came together.

More than a thousand years ago the Christian church named November 1 All Saints Day (also called All Hallow's.) This was a special holy day to honor the saints and other people who died for their religion. The night before All Hallow's was called Hallow's Eve. Later the name was changed to Halloween.

Like the Celts, the Europeans of that time also believed that the spirits of the dead would visit the earth on Halloween. They worried that evil spirits would cause problems or hurt them. So on that night people wore costumes that looked like ghosts or other evil creatures. They thought if they dressed like that, the spirits would think they were also dead and not harm them.

The tradition of Halloween was carried to America by the immigrating Europeans. Some of the traditions changed a little, though. For example, on Halloween in Europe some people would carry lanterns made from turnips. In America, pumpkins were more common. So people began putting candles inside them and using them as lanterns. That is why you see Jack -O'-Lanterns today.

These days Halloween is not usually considered a religious holiday. It is primarily a fun day for children. Children dress up in costumes like people did a thousand years ago. But instead of worrying about evil spirits, they go from house to house. They knock on doors and say "trick or treat." The owner of each house gives candy or something special to each trick or treat.

<http://www.5minuteenglish.com/oct29.htm>



# QUIZ!

## Parrot Grammar Quiz

1. Despite her parents' complaints, she decided to live by \_\_\_ in New York City.

- a. her
- b. herself

2. If you happen to see your parents this weekend, give \_\_\_ my best regards.

- a. him
- b. her
- c. them

3. I can't understand \_\_\_ when she speaks German with \_\_\_.

- a. her, me
- b. him, me

4. He should be ashamed of \_\_\_.

- a. himself
- b. him

5. We came across a friend of \_\_\_ at the mall yesterday.

- a. ours
- b. us

6. I can't find \_\_\_ pencil. Can I use \_\_\_, Mary?

- a. my, yours
- b. mine, your

7. I cut \_\_\_ when I was peeling the potatoes.

- a. me
- b. myself



8. This house is too expensive for \_\_\_. We can't pay such a high rent.

- a. us
- b. we



9. Each plan has \_\_\_ merits.

- a. it
- b. its

10. He \_\_\_ said so.

- a. hisself
- b. himself

11. I do my work and they do \_\_\_.

- a. their
- b. theirs



12. Give it back to \_\_\_. It's \_\_\_.

- a. me, mine
- b. me, my

13. Despite \_\_\_ old age, he is very active.

- a. his
- b. its

14. They enjoyed \_\_\_ a lot at the cocktail party.

- a. theirselves
- b. themselves

7. b	Answers
6. a	
5. a	
4. a	
3. a	
2. c	
10. b	
9. b	
8. a	

# Out of the Cage

## College Hour: Honors Reads: Between Meals: A Discussion of Using Food Culture to Establish Lives in a New Country

Thursday, October 12, 2017  
12:15pm – 1:15pm

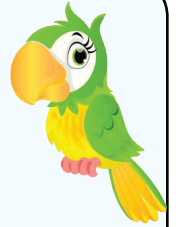
For the first installment of the Honors Reads series, Professor Kristina Casper-Denham will discuss the book *Between Meals* by Dani Fisher and Lauren Markham, which focuses on refugees in the Bay Area who arrive with their cultures and foodways intact, so that we can learn to be better, more inclusive global citizens one bowl at a time.

From the publisher's description: An innovative narrative cookbook, *Between Meals* shares the expertise, recipes and stories of newly-arrived refugee women in the Bay Area. This book documents traditional recipes from around the world--from Burma to Liberia to Afghanistan--from Refugee Transitions' participants, written down with the help of their Refugee Transitions tutors. *Between Meals* tells the stories of students' exile from their home countries, their journeys to the United States, and their efforts--literally and metaphorically--to nourish their families in their new California homes.

**Location:** Raef Hall 160

## Jazz Clinic

Thursday October 12, 2017  
3:00pm – 4:00pm

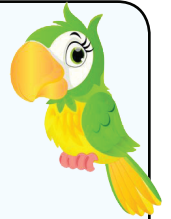


The American River College Music Department presents a clinic "Get the Right Sound from any Amp" with guitarist Steve Homan and bassist Matt Robinson. Admission is free for this clinic. Parking can be found in Lot D at the corner of Myrtle Avenue and College Oak Drive. For more information, contact Dr. Dyne Eifertsen at (916) 484-8676.

**Location:** ARC Music Room 547

## CSU Application Workshop

Wednesday, October 25, 2017  
10:00 am – 11:00 am



Are you planning to transfer to a California State University (CSU) campus in Fall 2018? Come learn about the CSU's new application process, Cal State Apply. Learn about the requirements, deadlines, and how to apply. These workshops are presented by Carlos Rubio, a CSUS representative.

**Location:** Learning Resource Center,  
Room 104



## Questions/Comments?

Student Editors: **Elaf Khafaja**

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](mailto:Braccop@arc.losrios.edu). To see The Parrot in color go to [http://www.arc.losrios.edu/ARC\\_Majors/Humanities/ESL/The\\_Parrot.htm](http://www.arc.losrios.edu/ARC_Majors/Humanities/ESL/The_Parrot.htm)