



The Parrot

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

Issue # 128

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Kristina Casper-Denman: Swiss Army Knife

The Parrot: Hello, Professor, we have heard a lot about you, and we heard that students love your class and we are interested in knowing more about you. Can you please tell us a little bit about yourself?

Kristina: Absolutely, thank you for inviting me today. I appreciate the opportunity. I have been here at ARC since January

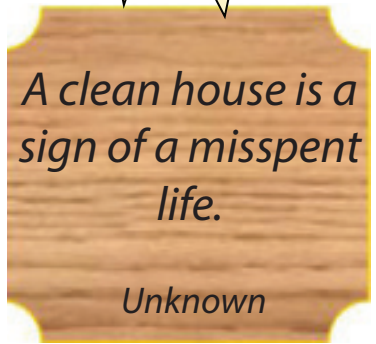


1997. I was part time from 1997 until 2002. I have been full time anthropology since 2002, but I also teach in the history department. I teach a few classes there as well.

The Parrot: Which anthropology and history classes do you teach?

Kristina: I teach 15 different anthropology classes, and

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How To Teach A Sea Lion Who's Fussy About Grammar

When it comes to sentence structure, Rocky, a sea lion, was a stickler.

"It really mattered to her, what's going to be the direct and indirect object," says Kathy Streeter, an animal trainer.



Chacoda, an Atlantic harbor seal at the New England Aquarium, is so good at vocalizing that he can mimic his teacher, Kathy Streeter, when she says, "How are you?"

For Sierra, it isn't the grammar that interests her. It's the vocalizations. This California sea lion loves experimenting with her vocal range, and she hates being interrupted.

More than 1

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Student Chirpings

Eyes under the Water

*There is at the bottom only one problem in the world... How does one break through?
How does one get into the open?
How does one burst the cocoon and become a butterfly?*

-Thomas Mann, Dr. Faustus

Anything that doesn't kill us makes us stronger. Overcoming difficulties helps us to expand our capabilities. When I first went to an amusement park, I had an unforgettable breakthrough, but for you to appreciate it, I need to give you the background.

It all started in 1980, when I was four. My brother and I were brought to visit my grandparents. Grandma bought some carp that were alive in the store. Before the fish became our dinner, my grandmother filled the tub with water and put in the fish. It was like a big aquarium for my brother and me. My brother is two years older than me. Our parents told him to take care of me. I watched with delight as a huge fish splashed in the water. My brother became bored and then he came up with a game for divers. We rested our hands on the bottom of the tub and plunged our faces into the water, releasing air bubbles. Plop-plop-plop... I liked this game, but during my second dive, my legs hung in the air and my head pulled me into the water. Before my face flashed black fish tails and fins. The water bubbled. Big fish eyes looked at me point

blank. Somewhere far away the voice of my brother sounded, "Mom, Olga drowned!" I screamed in horror. Water filled my mouth. It became impossible to breathe. Darkness...

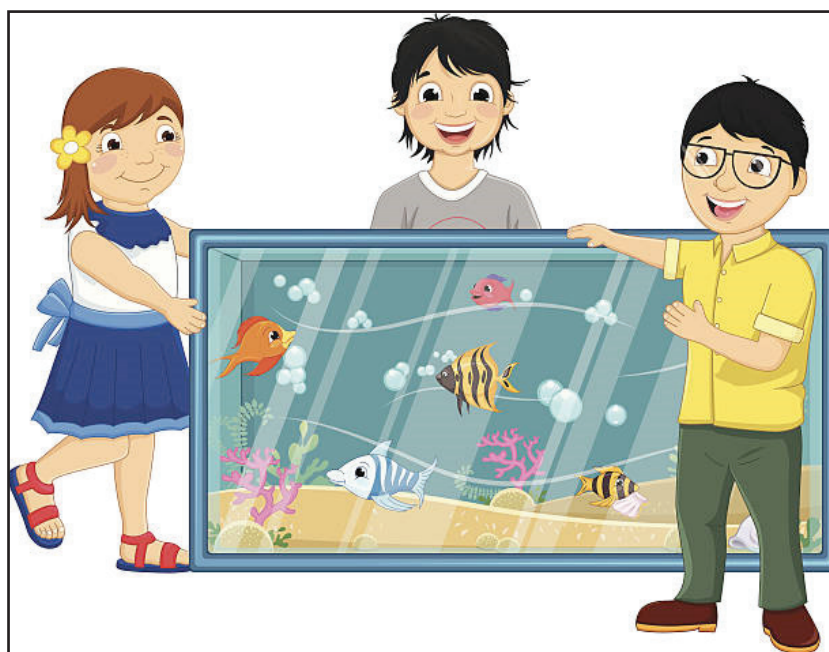
This story from my childhood made a strong impression on my life. I cannot touch fish and I hate its smell. Therefore, in the menu of my family there are no fish dishes. In my native country of Russia,

Thursday is traditionally a "fish day" in children's cafeterias. On Thursdays I didn't go to lunch in the kindergarten and at school. I don't wear swimming goggles, because I never dip my head underwater.

When my family won a green card and moved to live in America, we began to visit the "Six Flags" and "Legoland" amusement parks. In these parks there are aquariums. My

breakthrough happened on the day when I first decided to go through a glass tunnel under the floating sharks. After that, I visited the aquariums in Monterey and in San Francisco.

Despite the fact that I now still prefer a shower and not a bath, I made a breakthrough. My youngest son will soon be six years old. As a gift for his birthday, he wants an aquarium with goldfish.



*Olga Kirsanova
ESL R310*

Problems in Communication with a Teenager

Our children grow up very fast. Problems with teenagers also grow with them. A short time ago, we explained to them why they couldn't take someone else's toys. Now they are explaining to us how to behave. There are several causes of communication problems with my teenage son.

The first cause of communication problems with my son is his desire to gain more independence. For example, he wants to go to bed at 1 a.m. I can't allow this because he has to wake up early in the morning and go to

school. I have to be strict and to tell him that our house has its own rules that should be respected. Actions like these cause him to protest and quarrel. There is misunderstanding in the house.

The second cause of communication problems is that my son doesn't listen to me. I am very tired of repeating the same thing a hundred times. "How many times have I told you? I've been asking you to clean your room for three days! Your clothes have been lying here for two days and you haven't picked them up yet!" The usual answers follow, "I will pick them up later." or "How tired I am of this!" or "Leave me alone!" Those things happen every day. I don't know how to explain to him that I am tired too, that it is very taxing for me to clean up after him every day, that I am not a maidservant in the house.



The third cause of communication problems in my family is that we do not spend enough time together. My son is always at school; my husband is always at work earning money for a decent life. I am busy with my college and with my house. We very rarely go to a movie, for a walk, or to a restaurant together. This

is bad. I think most families have such problems.

In conclusion, having communication problems in families with teenagers is not good. Everybody should try to do his best. Parents should have more patience with their children and

should try to spend more time with them and talk to them calmly. Teenagers should make an effort to understand that their parents are their friends, not their enemies.

Alina Baciu
ESL W50





Should Our College Get Rid of Printed Books?

Books take up a significant part of most people's lives. The principal author of the Declaration of Independence and the third President of the United States, Thomas Jefferson, said, "I can't live without books." For many of us, books are the source of wisdom. However, things change gradually today due to new technologies. The movie industry and social media have significantly decreased interest in reading. They seem to be an easier way to get information! Despite that fact, many people continue reading books, and nowadays, we got more ways to do this. For example, we can carry a whole library in one digital device.

According to the reading assignment "Background of the Issue: Printed Books vs. E-Books," tablets have become more prevalent recently than the publishing market. As in many important cases, this debate has its proponents and opponents who can cite many

advantages or disadvantages of using tablets instead of printed textbooks. The American Association of Publishers states that the implementation of e-textbooks is over five times more costly than printed textbooks. Although the e-book market has been increasing constantly, over 90% of textbooks in the educational system are still on paper now, so the federal government is willing to spend a lot of money in order to have "all students be able to learn from digital textbooks" (3). Is this good or bad? In my opinion, although we are being forced by modern technologies to quit old-fashioned things, American River College should not get rid of all printed textbooks for the following reasons.

The first reason why ARC should keep using paper books is that by working with them, a student can comprehend, learn, and remember more.

In "Books vs. e-books: The science behind the best way to read," Amy Kraft states that "several small studies suggest that reading on paper instead of an electronic screen is better for memory retention and focus." We can learn information by the five traditionally recognized senses, which are vision, hearing, tasting, smelling, and touching. In reading printed books, we involve most of them. This is worth a lot in the learning process. In addition, the same source says that students who are typing lectures instead of writing them by hand are going to "write more, process less, and perform worse"

(Kraft). Writing by hand helps us to write only the main ideas and the most important details. Digital devices take our focus off learning from the teacher to technology. Thus, it is so important for ARC to keep up with "old-fashioned" textbooks.

Another reason to continue working with printed textbooks is students' health. Ac-

According to the American Optometric Association, prolonged use of handheld devices causes a group of vision problems, such as eyestrain, headaches, blurred vision, and dry eyes, which are the symptoms of "Computer Vision Syndrome". This means that reading eBooks very often has a huge negative impact on our visual health. Additionally, a recent study of Harvard University discovered that reading eBooks before sleep decreases the sleep hormone melatonin, so as a result, people feel fatigue in the morning (Bushak). This decreases our effectiveness during the day. Thus, not reading e-textbooks more often leads to better visual health and increases our effectiveness in the learning process. Therefore, ARC shouldn't get rid of printed textbooks.

My opponents might argue that eBooks are



50-60% cheaper than printed books. This is a good point. However, this cheaper cost doesn't include all the needed elements for e-reading. Everyone who wants to read eBooks must have at least one digital device, such as a tablet. "Background of the Issue" a report from the Student Public Interest Research Group, states that "implementation costs for e-textbooks on iPad tablets are 552% higher than a new print textbook in an average high school" (4). This outweighs the cost of new textbooks many times. E-reading also includes "additional costs associated with building Wi-Fi infrastructure, training teachers and administrators how to use the technology, and annual publisher fees to continue using e-textbooks" (4). In addition, if a digital device is broken, it is expensive and time-consuming to fix it. All these factors push against the idea to get rid of paper textbooks.

To sum up, in spite of new modern technologies, I believe that American River College should continue printed schoolbooks. It helps students in the learning process. It doesn't distract them and helps them to be focused on the teacher. It prevents students from having health problems and helps them to be effective during the day. Furthermore, using printed workbooks in the learning process costs significantly less than using tablets. These factors convince me that it is still a good idea for ARC not to get rid of traditional textbooks. I believe that printed books won't disappear from college bookstore shelves, and students will continue to receive benefits from using them.

Viktor Stadnyk
ESLW 340

A Good Friend

Having a good friend is very important in people's lives. We can choose our friends, unlike choosing siblings, according to our tastes. There is a wide variety of qualities for a good friend, such as being honest, kind, and supportive. In my opinion, there are three very important qualities that make a good friend.

First of all, honesty is a valuable criterion for selecting a friend. Often people share secrets with their friends. An honest friend does not tell that secret to other people because a secret is a secret. If friends tell a secret to other people, it may cause some bad things and cause hurt. A good honest friend is a person who is able to tell the truth every time. She/he is like a mirror and can help friends. Indeed, an honest friend is a good friend.

Second, kindness is one of the important things a good friend should have. In this way, a good friend is going to help his friends. Sometimes during people's lives, they need a person who will



be close to them. If a helpful and caring person is selected, he will be very effective in many ways. For example, when a person is sick, a kind friend can take care of him by cooking food, giving medicine, etc. In brief, in my opinion, having a kind friend is very necessary and good.

Finally, being supportive plays an important role in making a good friendship. A supportive friend is one who supports you both financially and spiritually. For instance, when a person loses everything, he/she needs to be supported by a real friend. A good friend will help by giving money or advice to rescue him from a bad situation. In short, being supportive is important for a good friend.

In brief, according to the three examples mentioned above, people should be very careful in selecting their friends. In my opinion, being honest, being kind, and being supportive are the three most important qualities in choosing a good friend.

Tyyebah Sadeghiam
ESL W40



Cheating in Moldavian Schools and American Schools

These days, cheating in schools is an epidemic that occurs across the educated countries. Cheating is unethical student behavior that step by step grows in an uneducated society. Some countries have negative views of cheating, but some countries do not worry about cheating. Let's compare attitudes toward cheating in two countries from different continents and different cultures: Moldova and America. Those countries have completely different attitudes toward cheating based on the mentality, on the parental view, and on the degree of punishment.

The first difference in cheating between Moldova and America is people's mentality. How in the United States do people feel about cheating in schools? Americans are very negative about cheating in their schools. For Americans, cheating in school is like a

crime. In America cheating is shame. People don't accept cheating because of their internal beliefs. How about Moldova? Moldavian people don't care about cheating; their mentality accepts cheating in schools. Sometimes, it's even encouraged. The teachers feel neutral about cheating. For example, when I went to school in my country, at the end of the semester we had an exam which was prepared by the Department of Education of Moldova. Our school received a closed envelope and opened it fifteen minutes before the exam. Some teachers waited for the tests outside. When they received the tests from someone from the classroom, they gave solutions back to the classroom. Most of the students copied the teachers' answers and passed



the test. After that, parents thank teachers for helping in the form of gifts. I don't want to judge them because it is their mentality.

The second difference in cheating between Moldova and America is parental views toward cheating. Parents have to be collaborative in the educational process of children. Unfortunately, most of the parents in Moldova and America have different attitudes toward cheating. Americans force their children to study a lot. American parents talk with children about how education is important for their futures. American parents explain

to children how cheating in school may ruin their futures. For example, once when I walked with my children in Ashton Park in Carmichael, I heard an interesting conversation between a mother and son. The mother had explained to her son, who cheated on a test in the school, how cheating may

affect his education in the future. She also told him that his deed was a shame for their family. I was impressed by this conversation because in Moldova parents do not worry about cheating and speaking about this awful student's deed. For parents in my country, cheating is not as serious as in the United States. In Moldova parents take care of how to make money for their families. Poverty in Moldova automatically shifted the parenting attitude toward cheating in the secondary position.

The third and most important difference in cheating between Moldova and America is the degree of punishment for cheating. In the United States, cheating leads to very negative consequences. The student would be expelled from

school if he were caught cheating. In his records would be posted a note about why he was expelled from school and this would affect his future educational process. If the student were caught cheating in the classroom, he wouldn't pass the class. His GPA would go down and the student may lose a scholarship or be expelled from the team if he is an athlete. In Moldova, there is no serious punishment for cheating. I was witness to a situation when my classmate was caught cheating at the end of a test. The teacher grabbed his cheat sheet and took off just one point from ten. Is it a fair decision? Students feel free to cheat because the schools don't have strict rules about cheating. No punishment for cheating exists, and this is a big problem in my country.

The people's mentality, the parental view, and the degree of punishment toward cheating in Moldova and America show us that their educational systems are completely different. In my opinion, if nations want to form a strong society, they have to build a strong educational foundation. They have to eliminate cheating in their schools. Doctor Farrah Grey said, "Cheating is a personal decision. Some people will never cheat no matter how bad it is; others will cheat no matter how good it is!"

Sergey Vitcov
ESL W50

What I Miss Most about Life in my Country

We have a statement in Brazil that says, "Every seed you throw on the ground will grow." I love that because it is true. So there are three things that I miss about Brazil: fruits, vegetables, and the beach with my family.

My country has a variety of fruits. I remembered eating lots of mangos. We don't have just one type, but many. At my parents' house, they have a mango tree. The fruit grows in December and it is very sweet. It is a small type of mango. Other fruit that I miss is bananas, pineapples, and oranges. Other fruits you don't even know. All fruits, especially mangos, remind me of my childhood.

Vegetables we have in variety too. This particular vegetable, "jilo", is a little bitter but if you know how to cook it, it is delicious. Different from fruit, vegetables you will have here or not. When I say a variety, you really can't imagine.



I grew up every weekend going to the beach. I still have in my memory the picture of looking at far away the beach and the sky almost touching each other. I remember the sand, how white and clean it

was. It was the clear water. I remember the fisherman selling fish and also at a small place people selling fried fish with soda. That was the most precious moments in my life that I miss.

In conclusion, I miss simple things that were part of my life in my country. I can always visit any family and go to Brazil and taste the fruits and vegetables that I like and go to the beach with my family, but I won't be there. I have to go back and keep in my memory all these things that I miss.

Tereza C. De Sa
ESLW 30



I Love my Devices

Have you ever thought about how to use all the features of your devices? At the beginning of the 21st century, there weren't very difficult cell phones and personal computers and they had simple programs. Therefore, almost everybody could understand how to use those devices. However, in recent years, they have become more difficult, and it takes much more time for people to understand how to use the full capabilities of their phones and computers. At one point, many people said that it is a big step in the future, some said this won't exist for very long time, and some people said that it is evil. When I was looking at these I thought, "I want to know more about gadgets: how they are made, what opportunities they have, and where I can learn all of it."

When I was a teenager, it wasn't an easy time for me. I couldn't buy a newer cell phone and start to learn how to use it. However, when I was seventeen years old, I got a part-time job and earned extra money. Finally, after several months, I was able to spend some saved money to buy a new phone. In addition, it wasn't just a cellphone, but a smartphone, so now I could install programs on it, connect to my computer, and use many interesting features on it. It wasn't easy to learn without making mistakes. One time I was doing something with the files on the phone and accidentally deleted all the videos and photos from our family's trip.

Now I really know how to use smartphones in most ways, but I want to be a professional in the cellphone industry. Now it's easy for me to install programs, and simply find needed features and applications. I do almost everything on my smart-

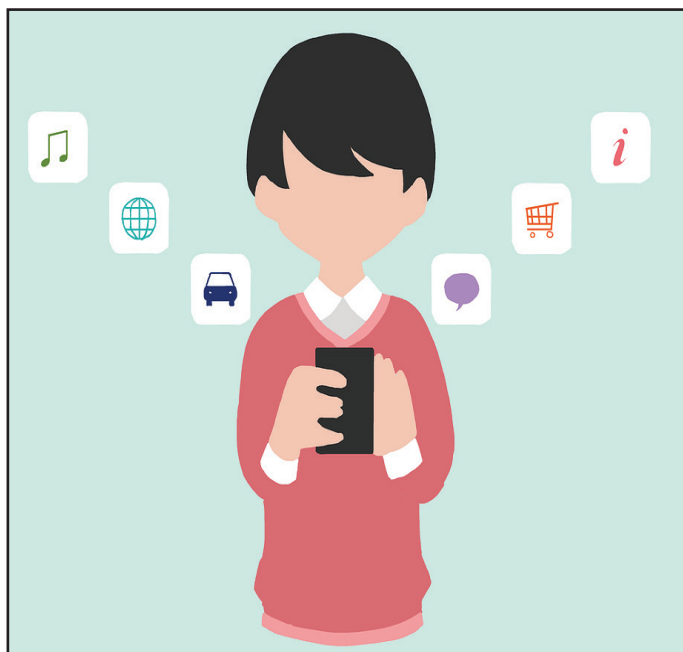
phone in my every day life. However, I know almost nothing about what is happening inside the phone, what software it uses in different situations, and much more. The smartphones have a huge hidden world inside. This lack of knowledge pushes me to learn more and more. In addition, I very often see people who don't know how to use simple features on their phones, and I want to help them know how to do this.

Do you have plans for your future life? Like many people, I would like to make my life better, more successful, and happier. I have a dream to own a very good business in the cellphone sector, which would give me an opportunity to have a flexible schedule and a remote job. However, first I need to graduate from college and university, and improve my English. It's very important, especially for those for whom English

is a second language, to have knowledge for their profession, in addition to having good knowledge in English. All of the technical and programming sectors use this language. Anyway, I'll try to help people to understand how to use their devices.

I hope I made the right decision to choose to be computer science major. Why I am studying this? Because it can give me new opportunities, such as technical knowledge, a stable and growing income, and an unlimited field for self-development. However, that is all in the future and now I need to work hard and study something new every day to do my best. I'll never give up, even when I have a bad experience, and I'll always go forward! Only if I'm a hardworker can I reach my goals.

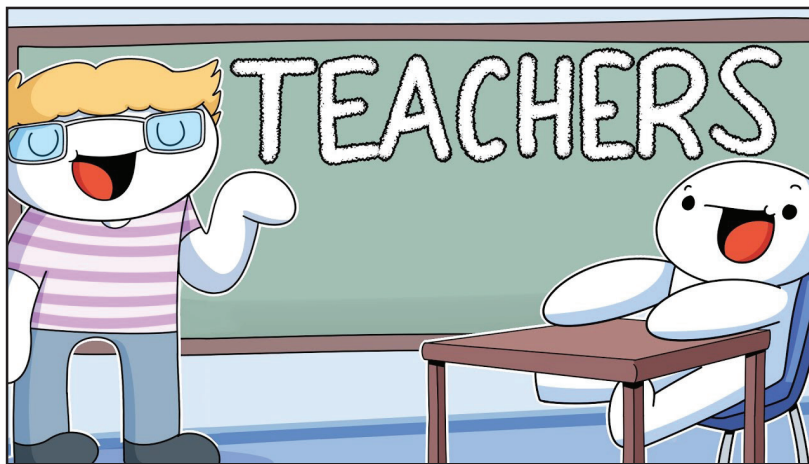
Pidsadnyi Andrii
ESLW 310



Advantages of Having a Lazy Teacher

An excellent teacher can change the lives of his pupils. Each of us knows examples of great teachers who make the world better. We are grateful to them; nevertheless, sometimes pupils dream about having a lazy teacher because they can benefit from that. When I was at school in Russia, my classmates and I thought that our teachers demanded too much from us. They wanted us to do a lot of homework, to learn many rules, to write a million essays, and, of course, take countless numbers of tests and exams. I think if we'd had a possibility to choose a lazy teacher, we would have done it. There are several advantages to having a lazy teacher: he doesn't keep discipline in a class, he doesn't give you a lot of homework, and he doesn't prohibit cheating.

The first advantage of having a lazy teacher is he doesn't keep discipline in a class. I think everyone agrees with me that it is the dream of many students to do in school whatever they want. It is too boring for students to just sit and listen to a teacher during the class. Young people like to walk, to talk, and to laugh. No one likes discipline at school. My classmates and I couldn't imagine how much fun we could get from a lesson of Russian history before our unforgettable one with a student teacher. Honestly, maybe Ms. Vasileva wasn't a lazy teacher; maybe she was just too young and didn't have enough experience to keep discipline in a class full of teenagers. It was the greatest class for us, but not for poor Ms. Vasileva. I think she will never forget one day. No one listened to her; we laughed, joked, passed each other notes, and even sang. At first, she tried to call us to attention, but then she sat down at the teacher's desk and waited for the end of the period. I don't know why she didn't call our regular teacher for help; maybe she didn't want to spend her time on us. I



know we were really bad pupils, but even now I remember how much fun it was. Our regular teacher of history was disappointed in us and the rest of the semester we had as much homework and tests as he could give us. If he were a lazy teacher, he would never have done it. When your teacher is lazy, you can have fun with your classmates. Teenagers like to joke with each other and they will do it if a teacher won't stop them. When a teacher doesn't see or doesn't want to see his pupils, they can have fun. It's so funny if you're not the person everyone jokes about, of course. For example, my friend told me that his teacher never stopped his students when

they made fun of each other. Fortunately, it was friendly jokes so no one was offended. I was surprised, but my friend told me, "Our teacher didn't care. He just wanted to go home; the faster the better. He

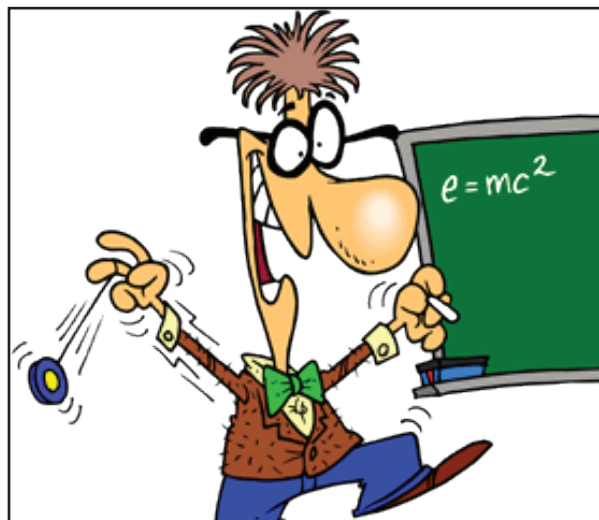
didn't like school like we did." Having a lazy teacher has one more benefit. You don't have to go to the class. It's an advantage for a lazy teacher. The fewer people in the class, the better for him. He can do what he wants when students do what they want. If no one comes to a class, then a teacher can go home. I heard an anecdote about a lazy teacher. In Russia there is an informal rule about being fifteen minutes late. If a professor doesn't come during the first fifteen minutes of class, students can go home and vice versa. One day all the students from one class were late because of a problem with transportation. When they came to the class, they saw the back of their professor, who was leaving the class. The students cried, "Professor! We apologize! We are late, but we are here! We can explain!" The professor moved faster and shouted, "I don't see you! I don't hear you! The rule of fifteen minutes!" I'm not sure if

it is true, but I heard this anecdote a million times. I think it represents students' dreams about having a really lazy teacher.

The second advantage of having a lazy teacher is he doesn't give you a lot of homework. A really lazy teacher knows that the more homework for students, the more work for him, because he needs to check it. He will never do it, so his lucky students can have more time for their hobbies. My friends and I didn't have a lazy teacher, but sometimes we just didn't complete our homework if we needed more time for playing computer games or soccer or dancing. With a lazy teacher, you can walk out and feel free when your unlucky friends have to do their homework. My friends and I were always so happy when we didn't have a lot of homework because we could have time with our relatives. None of my ARC professors are lazy, so I have as much homework as possible. I hate my lucky friends when they call me and ask me to go shopping because I usually don't have free time for it. I'm not sure, but there are two possibilities for this: I'm not as smart as my friends or their lazy teachers give them less homework. Many of my friends didn't spend all their free time for fun and entertainment; the most responsible of them studied hard on other subjects. For example, when my friend Nastya didn't need to write an essay for her writing class, she learned Spanish because Nastya wanted to know three languages. She thought it would help her to find a better-paying job in the future. In this case, her lazy teacher helped her to achieve success.

The third advantage of having a lazy teacher is he doesn't prohibit cheating. Some of my classmates asked to copy my homework a couple of times and I let them. Sometimes students copy homework off the Internet. A good teacher can recognize when a pupil cheats, but a lazy teacher doesn't care. He doesn't spend time checking

homework. All students cry and ask themselves, "Why don't I have a kind, lazy teacher who would give me "A" for my plagiarized essay?" Quizzes, tests, or exams with a lazy teacher are not a stress. Pupils can ask their friends for help in a class during a test. Almost all students would be happy with this opportunity. Sometimes students try to talk during a test, but almost all teachers prohibit it and give a failing grade. When I hear a whisper from any of my classmates during a test, I can't answer because I'm afraid to get zero points. A lazy teacher doesn't



notice it and gives a good grade to everybody. He doesn't care if students use books during quizzes, tests, or exams. It is a great opportunity for pupils to get an undeserved "A" on a test. All students dream of it when they are not prepared enough for any assignment. A good score, no stress, and the help of classmates and books – a lazy teacher is the dream of lazy students!

The world remembers the names of brilliant teachers such as Maria Montessori, Janusz Korczak, Anton Makarenko, etc. Many of us had favorite teachers who honestly answered difficult questions, helped us, taught us to think, and were not afraid of making mistakes. Everybody has a memory of the teacher who understood him. However, usually good teachers are very strict and demanding but fair, so sometimes students dream about having a lazy teacher because they can take advantage of him. There are three benefits to having a lazy teacher: he doesn't keep discipline in class, he doesn't give you a lot of homework, and he doesn't prohibit cheating. A lack of learning is the main drawback of having a lazy teacher. Unfortunately, it negates all the virtues.

Nadia Orlov
ESI W50

I 4 Archi Coffee Shop

I am an active outdoors person. On sunny days I usually like gardening. Sometimes I go for long walks, or I take bicycle rides, or I go swimming. However, there are also many rainy, snowy, and windy days when I prefer to spend my time in a less active way, such as reading a book in a very comfortable place that I love. One of these places was a coffee shop at the seafront in Italy. The name of this coffee shop is "I 4 Archi", and it has a perfect location, an interesting interior, and a very "special energy" atmosphere for me to read a book with maximum pleasure.

I 4 Archie is a coffee shop and restaurant situated by the Ligurian Sea in Chiavari, Italy. From outside you can see its structure is divided into two different spaces. One of them, in the front, is an open shop window space, and the other one, in the back, is an indoor space with brick walls. In front of this location there is a wooden promenade construction, which is a couple of meters above sea level. From inside of the coffee shop, it is possible to feel the iodine salt air and have a spectacular view of the sea and the beach. People usually swim and sunbathe there. Children play in the warm, clear water of the sea and in hot, coarse sand. From this place there are also visible some small boats and very large ships floating on the water.

I 4 Archie coffee shop has a very interesting mixed interior design. In the indoor space the furniture is in "Empire" style. There are gracious cherry wooden chairs and tables. The seats of the chairs are covered with brown shimmy-leather. The tables here are covered with two tablecloths, so the bot-

tom ones are golden and the top ones are white. People who want to have a very relaxed breakfast, lunch, or dinner will sit in this room. They will hear soft classical music or jazz during their meal. In the front open window space, the furniture is in a modern style. These are simple plastic orange-colored chairs and tables which are in harmony with the glass walls. In the center of every table there is always a small bouquet of fresh seasonal flowers.

The atmosphere in I 4 Archi coffee shop is special. When I came for the first time, I was delighted by everything I saw, drank, ate, and heard there. First of all, I like the sea and from the open window space I had the most perfect view of the sea I had ever had. I observed and admired how the sea changed every day, and it was never the same. Sometimes, it was flat and looked like a mirror, and I saw the reflection of the sun or the moon on the sea. Sometimes, it was storming, and the waves were so high and tumultuous that I

was afraid it could pull the coffee shop into the sea. Second, the cappuccino and the ice cream at I 4 Archi were the tastiest I have ever drunk and eaten. Almost every time I stopped there, I had a book with me, and reading in such an atmosphere like that was always a great pleasure for me.

People have a need for a comfortable place that relaxes them. One of these places for me was the coffee shop I 4 Archi. It was located near the sea I loved. It had a colorful interior design and an atmosphere that relaxed me a lot. I 4 Archi coffee shop was a great place for me to drink a coffee, or a glass of water, to have some ice cream, and to read a book.

Ala Floca
ESL W50



Adult School

When most immigrants first arrive in the U.S.A., they should study ESL at an adult school. The United States has many adult schools. People can study ESL in the morning or in the evening. They can learn English in a short time because the teachers are very good. There are three reasons why immigrants should first study ESL at an adult school.

First, immigrants have to communicate with Americans. They need to communicate when they want to buy something, when they have appointments at school with teachers, and when they need to talk on the phone. For example, when I have an appointment, now I can understand a doctor, but when I first arrived in the U.S.A. I never understood and I felt anxious. In short, immigrants should first learn ESL at an adult school for basic communication.

Second, immigrants need to find jobs. They need money for food, an apartment, a car, bills, clothes, etc. If immigrants want to find a good job, they have to know English. They need to improve their English every day by doing homework and



studying on computer programs. Indeed, immigrants need to speak English if they want a good job.

Third, immigrants need to study one year in adult school if they want to study in college. There they can improve their English more and study for a profession. They need to study hard if they want to have good grades. For example, I have studied at ARC for three semesters. I like to study in college. I like the professors and I improve my English very well. In brief, immigrants need to study one year in adult school if they want to go to college.

In conclusion, adult school is very good for immigrants. They can learn some English and learn about work. People can communicate with each other. The U.S.A. has a really good education system. Immigrants can study and have a good profession.

Tamara Cazacu
ESL W40

Vacation in Ukraine

Ukraine is a beautiful country in eastern Europe where everybody can find a vacation of his choice. I can say without exaggeration that no matter what types of recreation you prefer, you would have a vacation of your dreams exploring Ukraine. There are three types of vacation people take in Ukraine: vacation in villag-



es, vacation in the mountains, and vacation on the sea.

The first type of vacation people take in Ukraine is vacation in villages. At first sight, it doesn't look tempting but by exploring Ukrainian villages people can enjoy several benefits. When I was a child, my parents sent me

for a vacation in the village of Chernyavka, which is near my hometown Zhytomir. As a little girl, I was completely satisfied spending my vacation in this place, seeing domestic animals, playing with my friends in our backyard, and living close to nature. Ukrainian parents prefer that children spend their vacation in villages than in other places because it is not expensive, their children live with the relatives, and kids can eat true organic food every day during vacation. My good Ukrainian friend Boris sent his wife and children every year for two months on vacation to a village. During vacation in a village they were always in fresh air, they drank fresh milk, and they poured themselves cold water every morning. As a result, his kids and wife returned from vacation healthy, full of strength, and happy.

The second type of vacation people take in Ukraine is vacation in the mountains. Our country has the gorgeous Carpathian Mountains, which are in western Ukraine. These mountains are a favorite vacation spot for thousands of Ukrainians and foreigners from around the world. My friend Yuliya never missed the opportunity to go on vacation in the Carpathian Mountains during winter time because it is the peak season in the ski resort Bukovel, which is the best ski resort of Ukraine. The Bukovel is the perfect place for those that love skiing, hiking, and hot springs. In contrast, my friend Yuri goes to the Carpathian Mountains in summer because he loves hiking in the mountains when all around is green. A few years ago, he climbed to the highest point of Ukraine, Goverla Mountain. Yuri shared with me that he really enjoys going on vacation in the



mountains, and for him it is even better than vacation at the sea. A vacation in the Carpathian Mountains is always an unforgettable experience for those who love extreme sports as well as for those who like a relaxing holiday.

The third type of vacation people take in Ukraine is a vacation on the sea. Ukrainian banks are washed by the Black Sea and the Sea of Azov.

People that love warm water, inexpensive vacations, and healing mud, prefer going to the Sea of Azov. My aunt Valentina likes going on vacation to this sea because the water in it is not deep, so the water temperature is very warm. Other people prefer going on vacation to the Black Sea, especially to the city of Odessa. This city is known as a port city, but, also, as a resort town. Going on vacation to Odessa, people combine time on the beach with visiting the city. My good friend Anna always went on vacation to Odessa because after a day on the beach she

liked to go to one of the restaurants to spend time with friends.

In conclusion, people that live in Ukraine have a wide choice of where to go on vacation. They make their choice based on the cost of travel, the individual preferences, and the things that they want to do during vacation. Types of vacation people take in Ukraine are vacation in villages, vacation in the mountains, and vacation on the sea.



Nestscape - Articles from The Web

Continued from Page 1

million people visit the New England Aquarium in Boston each year. Before walking through the front door, they watch Atlantic harbor seals play. Inside, visitors watch sea lions cruise around the open-air pool.

What these visitors may not know is that the aquarium's 10 seals and two sea lions go to school each day; Streeter is one of their teachers.

Rushing between classes, Streeter can rattle off the disposition of each student.

- Cayenne, a harbor seal, has a "hard time totally, totally focusing."

- Sierra is smart and eager. She's like: "Come on! Let's go! Let's move fast! You're taking too long."

- Zoe, a 6-year-old sea lion, isn't great at transitioning between tasks.

With such different personalities, what's the classroom dynamic like?

"They get along really, really well."

But Streeter rarely works with the whole student body. Instead, most of her lessons are taught one-on-one.

Or, to put it in language that would sound familiar to just about any K-12 teacher, she has an individualized learning plan for each of her students.

With rubber boots and waterproof pants, Streeter starts her lesson with Chucky — short for Chacoda — by asking slowly and clearly, "How are you?"

In a rush of excitement, the harbor seal answers in a garbled voice, "How are you. How are you!"

"Good boy! Bubbles?" she asks.

Much to the delight of the tourists watching, Chucky dives underwater and starts blowing.

Lesson Planning

While this is not a normal classroom, Streeter's

goals would be familiar to any teacher. She says she's "teaching concepts, not just teaching a pattern of response."

She can ask a sea lion to "go to the large white cube and take it to the small black football" and the sea lion will do it.

They can sort objects from the largest to the smallest surface area — and they can do it within a quarter of an inch.

If Streeter gives two sea lions a big object and asks them to move it to the other room, they'll collaborate — sometimes for more than half an hour. "They can problem-solve, and they will stick with it."

Most people with Streeter's job use the traditional approach, which is a "completely, totally food-based" system of rewards.

But Streeter had a different idea. "I really want us to be able to interact with the animals without food."

So, over the past 40 years, she developed her own approach. Streeter started her work with marine mammals in Florida and spent time in California, where she met Rocky the sea lion at a marine cognition lab.

Streeter's approach worked so well that she's now in charge of the marine mammal team at the New England Aquarium. Her co-workers quietly refer to her as a "Seal Whisperer."

Takeaways From The Tank

Watching Streeter closely, you begin to see how she practices her craft.

First, every animal has something that would be totally familiar in a human school: an individualized education program.

In most schools, IEPs are reserved for students with learning differences. Streeter finds the individualized approach is helpful for all her students.

“The training and the socialization and the kind of play that we do is all very individually configured,” she says.

Cayenne works best when she’s allowed to come and go during the lesson. And Zoe needs to be able to take a break whenever she wants.

Second, Streeter moves seamlessly between a traditional classroom approach, where teachers lead, and a Montessori-like approach, where the student’s interests guide the session.

“Sometimes they’ll offer something so cool, it’s like, ‘Why don’t we do that instead?’” says Streeter.

She realized that Kitovi, a northern fur seal, loved a little cat toy — a ribbon on a stick. Watching Kitovi

throw it around and go after it, Streeter got the idea to raise it higher. Soon, Kitovi was jumping for it. Now, with a quick “let’s go” from Streeter, Kitovi will leap into the air.

“I feel like they’re teaching me as much as I’m teaching them,” Streeter says. Each lesson offers her the chance to peek into the heads of marine mammals: learning how they communicate, what problems they can solve and how they socialize.

Peering into the New England Aquarium’s seal tank, what visitors might see as an elegant flip may actually be the inspiration for Streeter’s next lesson plan.

<http://www.capradio.org/news/npr/story?storyid=489190992>

One space between each sentence, they said. Science just proved them wrong.



In the beginning, the rules of the space bar were simple. Two spaces after each period. Every time. Easy.

That made sense in the age of the typewriter. Letters of uniform width looked cramped without extra space after the period. Typists learned not to do it.

But then, at the end of the 20th century, the typewriter gave way to the word processor, and the computer, and modern variable-width fonts. And the world divided.

Some insisted on keeping the two-space rule. They

couldn’t get used to seeing just one space after a period. It simply looked wrong.

Some said this was blasphemy. The designers of modern fonts had built the perfect amount of spacing, they said. Anything more than a single space between sentences was too much.

And so the rules of typography fell into chaos. “Typing two spaces after a period is totally, completely, utterly, and inarguably wrong,” Farhad Manjoo wrote in *Slate* in 2011. “You can have my double space when you pry it from my cold, dead hands,” Megan McArdle wrote in the *Atlantic* the same year. (And yes, she double-spaced it.)

This schism has actually existed throughout most of typed history, the writer and type enthusiast James Felici once observed (in a single-spaced essay). The rules of spacing have been wildly inconsistent going back to the invention of the printing press. The original printing of the U.S. Declaration of Independence used extra long spaces between sentences.

John Baskerville’s 1763 Bible used a single space. WhoevenknowswhateffectPietroBembowasgoingforhere. Single spaces. Double spaces. Em spaces.



Trends went back and forth between continents and eras for hundreds of years, Felici wrote. It's not a good look.

And that's just English. Some written language shaves spaces at all and others require a space between every syllable.

Obviously, there need to be standards. Unless you're doing avant-garde poetry, or something, you can't just space words however you want. That would be insanity. Or at least, obnoxious.

Enter three psychology researchers from Skidmore College, who decided it's time for modern science to sort this out once and for all.

"Professionals and amateurs in a variety of fields have passionately argued for either one or two spaces following this punctuation mark," they wrote in a paper published last week in the journal *Attention, Perception, & Psychophysics*.

They cite dozens of theories and previous research, arguing for one space or two. A 2005 study that found two spaces reduced lateral interference in the eye and helped reading. A 2015 study that found the opposite. A 1998 experiment that suggested it didn't matter.

"However," they wrote, "to date, there has been no direct empirical evidence in support of these claims, nor in favor of the one-space convention."

So the researchers, Rebecca L. Johnson, Becky Bui and Lindsay L. Schmitt, rounded up 60 students and some eye-tracking equipment, and set out to heal the divide.

First, they put the students in front of computers and dictated a short paragraph, to see how many spaces they naturally used. Turns out, 21 of the 60 were "two-spacers," and the rest typed with close-spaced sentences that would have horrified the Founding Fathers.

The researchers then clamped each student's head into place, and used an Eyelink 1000 to record where they looked as they silently read 20 paragraphs. The paragraphs were written in various styles: one-spaced, two-spaced, and strange combinations like

two spaces after commas, but only one after periods. And vice versa, too.

And the verdict was: two spaces after the period is better. It makes reading slightly easier. Congratulations, Yale University professor Nicholas A. Christakis. Sorry, Liferhacker.

Hurray! Science vindicates my longstanding practice, learned at age 12, of using TWO SPACES after periods in text. NOT ONE SPACE. Text is easier to read that way. Of course, on twitter, I use one space, given 280 characters. <https://t.co/4xI6sVbF88> Will arm-wrestle @Neuro_Skeptic pic.twitter.com/XpEr4KFR4x

Actually, Liferhacker's one-space purist Nick Douglas pointed out some important caveats to the study's conclusion.

Most notably, the test subjects read paragraphs in Courier New, a fixed-width font similar to the old typewriters, and rarely used on modern computers. Johnson, one of the authors, told Douglas that the fixed-width font was standard for eye-tracking tests, and the benefits of two-spacing should carry over to any modern font.

Douglas found more solace in the fact that the benefits of two-spacing, as described in the study, appear to be very minor.

Reading speed only improved marginally, the paper found, and only for the 21 "two-spacers," who naturally typed with two spaces between sentences. The majority of one-spacers, on the other hand, read at pretty much the same speed either way. And reading comprehension was unaffected for everyone, regardless of how many spaces followed a period.

The major reason to use two spaces, the researchers wrote, was to make the reading process smoother, not faster. Everyone tended to spend fewer milliseconds staring at periods when a little extra blank space followed it.

(Putting two spaces after a comma, if you're wondering, slowed down reading speed, so don't do that.)

The study's authors concluded that two-spacers in the

digital age actually have science on their side, and more research should be done to “investigate why reading is facilitated when periods are followed by two spaces.”

But no sooner did the paper publish than the researchers discovered that science doesn’t necessarily govern matters of the space bar.

Johnson told Lifehacker that she and her co-authors submitted the paper with two spaces after each

period — as was proper. And the journal deleted all the extra spaces anyway.

Note: An earlier version of this story published incorrectly because, seriously, putting two spaces in the headline broke the web code.

https://www.washingtonpost.com/news/speaking-of-science/wp/2018/05/04/one-space-between-each-sentence-they-said-science-just-proved-them-wrong-2/?noredirect=on&utm_term=.c9ca94be8d91



GET IMPORTANT INFORMATION!

THE ESL DEPARTMENT HAS A Facebook page!



“American River College ESL Department”

Join us on our Facebook page and get updates for ESL students about events, scholarships, & ARC news.

Search for & Join “American River College ESL Department” on Facebook

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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!

Recipe for Chicken and Pork Adobo!



- 1-1/2 pounds chicken, cut into serving parts
- 1 cup vinegar
- 1/2 cup soy sauce
- 1 cup water
- 2 bay leaves
- salt and pepper to taste



Instructions

1. In a pot over medium heat, heat oil. Add onions and garlic and cook until limp. Add pork and cook, stirring occasionally, until lightly browned. Add chicken and cook, stirring occasionally, until lightly browned and juices run clear.
2. Add vinegar and bring to a boil, uncovered and without stirring, for about 3 to 5 minutes. Add soy sauce, water, and bay leaves. Continue to boil for about 2 to 3 minutes. Lower heat, cover, and continue to cook until meat is tender and sauce is reduced. Season with salt and pepper to taste. Serve hot.

Adobo has many regional variations and chicken and pork adobo is just one of the common interpretations of our quintessential Filipino stew. This version isn't really much different from adobo made solely of chicken or pork but since we are combining two types of meat that has varying cooking times, I like to brown my pork (which requires longer cook time) a bit before I add the chicken to prevent one from falling apart while the other sufficiently tenderizes. Give this dish a try for dinner tonight and let me know what you think.

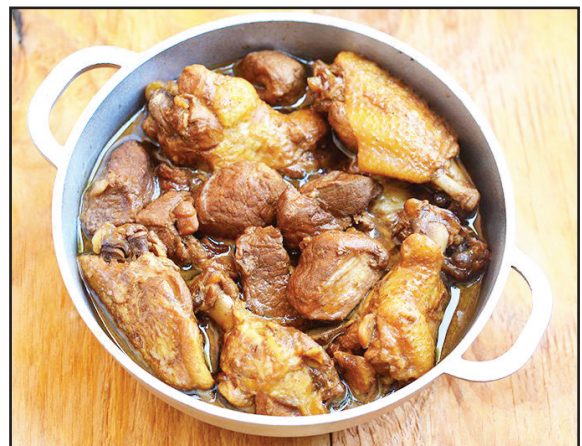
Prep time: 20 mins

Cook time: 1 hour

Total time: 1 hour 20 mins

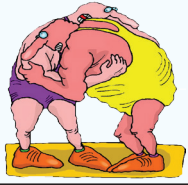
Ingredients

- 1 tablespoon oil
- 1 onion, peeled and sliced thinly
- 1 head garlic, peeled and minced
- 1-1/2 pounds pork shoulder or belly, cut into 2-inch cubes



<https://www.kawalingpinoy.com/chicken-pork-adobo/>

Parrot Warbling



Grappling with Grammar

Grammar Writing Numbers

Rule 1. Spell out all numbers beginning a sentence.

Examples: Twenty-three hundred sixty-one victims were hospitalized.

Rule 2a. Hyphenate all compound numbers from twenty-one through ninety-nine.

Examples: Forty-three people were injured in the train wreck.

Rule 2b. Hyphenate all written-out fractions.

Examples: We recovered about two-thirds of the stolen cash.

Rule 3a. With figures of four or more digits, use commas. Count three spaces to the left to place the first comma. Continue placing commas after every three digits.

Examples: 1,054 people

Rule 3b. It is not necessary to use a decimal point or a dollar sign when writing out sums of less than a dollar.

Example: He had only sixty cents.

Rule 3c. Do not add the word "dollars" to figures preceded by a dollar sign.

Example: I have \$1,250 in my checking account.

Rule 4a. For clarity, use noon and midnight rather than 12:00 PM and 12:00 AM.

<https://www.grammarbook.com/numbers/numbers.asp>

Idiom--Attic

"Double header"



Meaning:

A sports expression denoting two events held at the same time.

Example:

The semi-finals are always played together as a **double-header** to give no team an advantage.

<https://www.phrases.org.uk/cgi-bin/idioms/find-idioms.cgi?w=double-header>

Beak Speak

Initial consonant Blends

A consonant blend is two or more consonants that come together in a word. Their sounds blend together, but each sound is heard.

Initial consonant blends are:

S blends: sc, sm, st, sk, sn, sw, sl, sp

L blends: bl, gl, cl, pl, fl

R blends: br, fr, tr, cr, gr, dr, pr

11. Final Consonant Blends:
Come at the ends of words.

Final consonant blends are:

S blends: sk, sp, st

L blends: ld, lf, lk, lp, lt

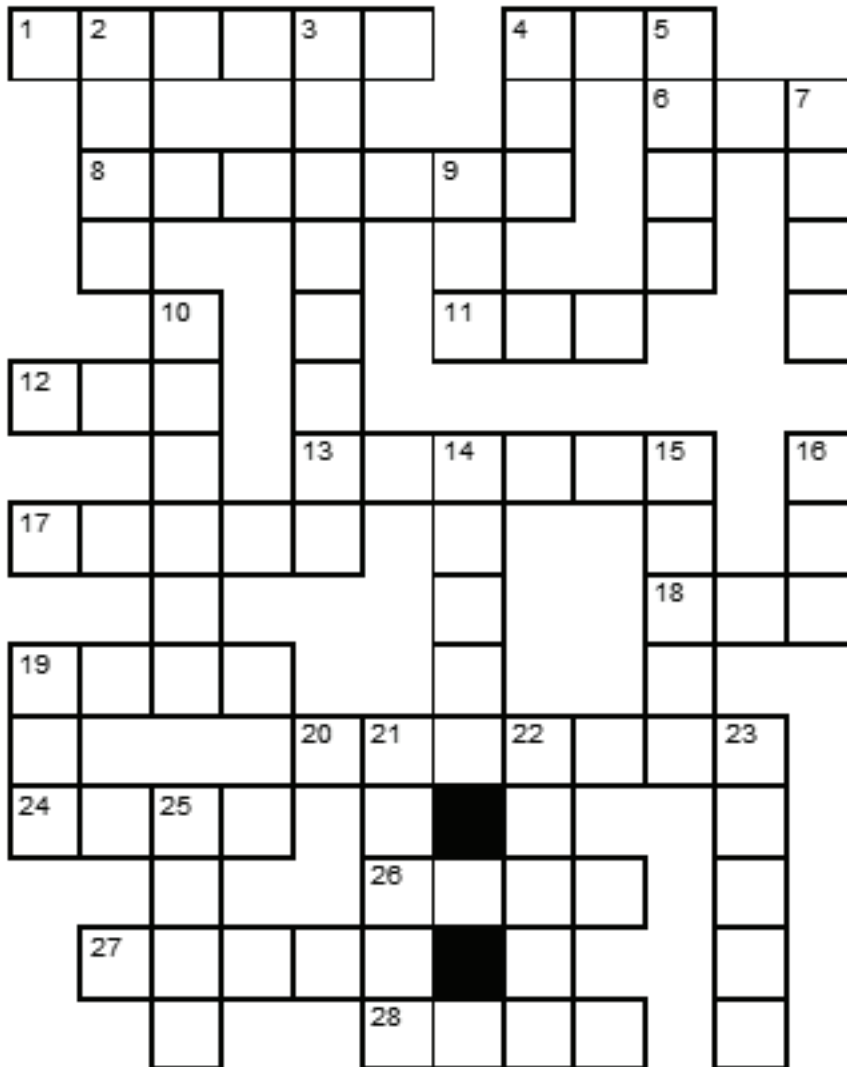
N blends: nd, nk, nt

other blends: ft, mp, pt, rt

http://www.glencoeschools.org/images/central/phonics_rules.pdf



Some More Parrot Fun Stuff



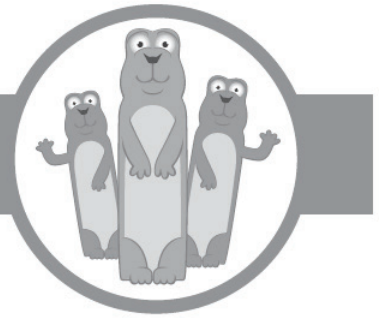
Across

- 1 A type of fruit that begins with O.
 4 A pet that rhymes with hat.
 6 A farm animal that rhymes with pen.
 8 The opposite of deep.
 11 A pet that rhymes with log.
 12 A drink that rhymes with sea.
 13 A place that rhymes with pool.
 17 A place that rhymes with teach.
 18 Another word for angry.
 19 Another word for jump.
 20 A synonym of gift.
 24 The opposite of east.
 26 A farm animal that rhymes with boat.
 27 The opposite of north.
 28 Another word for speak.

Down

- 2 A type of flower that begins with R.
 3 A kind of fish that begins with G.
 4 A farm animal that rhymes with wow.
 5 The antonym of thick.
 7 The opposite of far.
 9 The opposite of young.
 10 A kind of fruit that begins with B.
 14 Another word for home.
 15 A kind of fruit that begins with L.
 16 The antonym of good.
 19 The opposite of high.
 21 The opposite of wrong.
 22 The antonym of big.
 23 A synonym of sleepy.
 25 The antonym of fast.

Groups



J D K E L F E Z N E E C Z K E O U F G
 T O X O Q L S L Y G D L M Y V P D P A
 I O A U P N H Q K V H I N V O R G M Y
 D R G N S W X J A C F M R P R W E N N
 G B X N S F B C O M A T C P D I O P S
 P E I H W F E N A L C C C M C L T M C
 Q L U M R M G D B W D S X Y O X R H N
 R B P O O R T N R X K S P C Q A X P N
 T B R Y E C E R E O O E E U W L K N O
 H A J S R Y O Y Z S H N Z S G N J K I
 L R S I H O G N V L T D Q C F E J H T
 H K A K K T V D H E W W L H W E R Z I
 C O K E C S E H L Q B E T O L Y R I L
 T Q R C W A Y T Z N K R M O M X T G A
 U Y M L O Q P U C Q P H C L D M N B O
 L U L O W L S E Y O Q S Y Q H H E Q C
 C B R A C E F L D S K O Q Q Z D E M D
 K U P X N T C S E V I H T N U T O R E
 D A K U M E R V U D M C P J L B T K D



BED
 BEVY
 BRACE
 BROOD
 CACKLE
 CLAN
 CLUTCH
 COALITION
 COLONY

CONGRESS
 DROVE
 FLOCK
 HERD
 HIVE
 HORDE
 MOB
 NEST
 PACK

POD
 PRIDE
 RABBLE
 ROOKERY
 SCHOOL
 SHREWDNESS
 SLEUTH
 SWARM
 TROOP

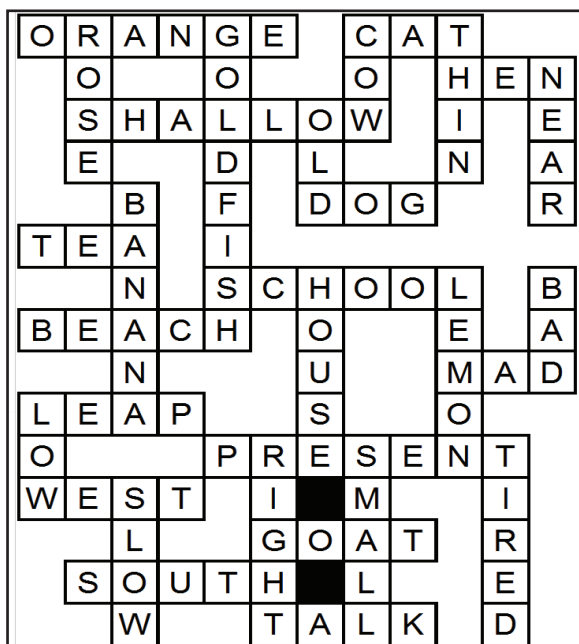




Smart Phone - Dumb User

My new phone is "smart." I guess that I'm not.
 Amazing what all this here smart phone has got.
 TV and Weather and Internet, too.
 There's just no limits to what it can do.
 Check my blood pressure and my temperature
 Without even probing all my apertures.
 I now know the time in Paris or Greece.
 I can track the migration of thousands of geese
 Or find Chinese food; it's here on this map.
 Oops, my finger just slipped, now where was that
 at?
 A camera...a CAMERA! Now I can take shots
 Of everyone I know (who'd rather I not).
 Push this here button and take me a "selfie."
 (If it had a nose would this thing take a "smell-
 fie"?)
 Email to pester with, video to shoot,
 Maps to drive 'round with, wow that's a hoot!
 A compass to guide me home if I'm lost.
 Thank God work paid for this thing (what it
 COSTS!).
 The things that it does would amaze Mr. Bell.
 What he would have thought of it, no one can tell,
 But one question's still stuck in my middle-aged
 crew.
 Despite all the gizmos that strike me with awe,
 They're fun and they're useful and "techy" and all
 ...But how do I just simply make a phone call?

By Rick W. Cotton



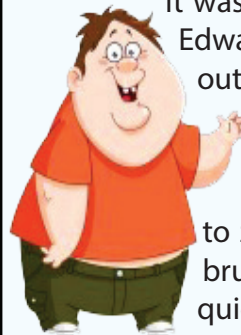
Rigoberto's Riddles

Say my name and I am no
 more. What am I?



Silence

Silly Vasily's Chuckle Chamber

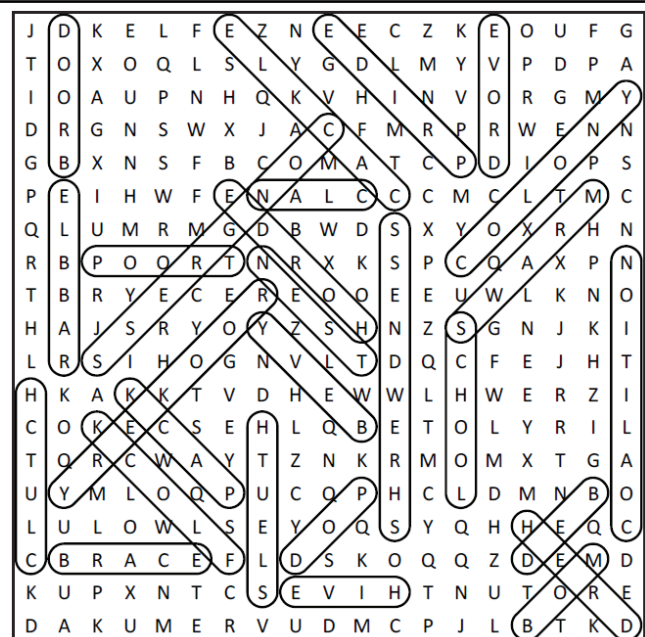


It was Saturday morning in May. When Mrs. Edwards opened her curtains and looked out, she smiled and said, "It is going to be a beautiful day." She woke her small son up at eight-thirty and said to him, "Get up, Teddy. We're going to go to zoo today. Wash your hands and face, brush your teeth and have your breakfast quickly. We're going to go to New York by train."

Teddy was six years old. He was very happy now, because he liked going to the zoo very much, and he also liked going by train. He said, "I dreamed about the zoo last night, Mommy."

His mother was in a hurry, but she stopped and smiled at her small son. "You did, Teddy?" she said. "And what did you do in the zoo in your dream?"

Teddy laughed and answered, "You know, Mommy! You were there in my dream too."



Granny Noetal

Dear Granny Noetal,

I have heard that drinking alcohol helps you learn a language. Is that really true? How much do you have to drink? I don't really like drinking alcohol.

Don't understand,

Olga Andreyshon

Dear Olga,

Thank you for your question. I have always heard the same as you, thinking that alcohol relaxes you, and being relaxed when learning a new language (or maybe anything) is a good thing. There was a study done last year to discover what effect low doses of alcohol may have. I've enclosed the link to an article in Time magazine about that study:



<http://time.com/4989850/alcohol-foreign-language-speak/>

For the most part, it suggests that there may be improvement in pronunciation.

The good news is that most people learn to speak English without needing to drink. Alcohol on the ARC campus is not allowed, and I'm sure none of our ESL instructors require drinking – they just require homework!

As for me, a cup of tea before pulling out my French grammar book helps me sleep.

Cheers!

Granny

Interview with Professor Casper-Denman

Continued from page 1

I teach two history classes. History is easy. I teach woman's history, but I started with Native American history. I have a degree from UC Davis in Native American studies. For anthropology, I teach physical, lab, honors physical, cultural, honor cultural, magic witchcraft religion, archaeology, California Indians, North America Indians. There are two primatology classes, one at the zoo; sexuality, gender, visual, food, and I always forget one.

The Parrot: Oh wow! How many classes are you teaching this semester?

Kristina: This semester I have seven classes. I divide my semester, first eight week classes and second eight week classes. This semester I have primatology, visual anthropology, archaeology, the first eight weeks and physical anthropology, lab, and ACE program on the weekends at Natomas Center. I taught native history and cultural anthropology there. I did

not teach seven at the same time. That would have been too much.

The Parrot: How did you get into all those fields of anthropology?

Kristina: I want to admit that I do not have a degree in every single one of them. For example, physical anthropology. Because I worked with primates, I was able to understand a lot about their skeleton and about their behavior, which has a lot to do with genetics. Each one of these classes leads to something else. What I have done over the past twenty one years is to find experts who can help me to understand the fields better. But there isn't much to learn about food anthropology that we do not already know. There is food and there is people and it is just an intersection of where it comes together.

The Parrot: How did you become passionate in both fields, as those two are so different?

Kristina: When I became interested in anthropology, I was in high school. I took a class and I learned all about monkeys and I said, "I am going to work with



monkeys one day” and I do not like insects or dirt, so I did not stay in that career for very long. When I started teaching here, I became aware of the Native American community and I wanted to know how I could help, because social justice is very important to me. There were members of the native community, they were very generous, and they said, “Come to our public events, and come to our talks,” and I sat as an outsider. Someone who is not native at all—how can I help share people’s voices? It is interesting; we think of history as being very formal and all written and everything in anthropology is doing field work and doing research. There is a lot of overlap between the two. There is a field called ethnohistory. Ethnohistory is a combination of cultural anthropology and history and where it has the people’s voices and the people’s experiences rather than the people who are supposedly experts.

The Parrot: What is your favorite part of your job?

Kristina: My favorite part from the very beginning is students sharing their stories. I think it is important in anthropology and history that everyone gets a chance to talk about who they are, where they are from, and what makes them unique. I think one disservice that we do to our students is to say everyone should graduate and everyone should transfer; not everyone one wants that, but I do not get to know that unless my students have a chance to share their experiences. The first eight weeks class, I had cultural anthropology. I had a students from twelve different countries, and they wanted to talk about where they were from, they wanted to talk about their family, and their food. That’s what makes a class amazing: the fact that they are willing to share. Some students are refugees, some have been here for just a few months, and some have been here all their lives. The most important thing is creating a safe space for everyone to share their story.

The Parrot: Walking by your office, I saw a lot of pictures and posters about different cities and cultures and I was wondering if you have been to different countries?

Kristina: One of the reasons that I traveled so much is my mother was born in the Philippines. There used to be a wonderful program through an airline. You

could fly to as many places as you wanted, as long as you kept going in the same direction around the globe for one price. My father, who was an English professor, would save up his money and promised my mother that she would go home to her family every five to seven years. We made all these stops around the world. I am incredibly lucky because this fall I am going to London. I am taking students from Los Rios, and we are going to go to London together and have that experience together.

The Parrot: That is really cool. Since you teach cultural anthropology and have traveled a lot, how is the culture different from here in the US?

Kristina: I think we can even say culture from Sacramento to Davis to San Francisco is very different. I grew up in Massachusetts and people have this idea of what California would be like, like we are all surfing and it is sunny all the time. Obviously today it is not sunny. I think there are more similarities around the world because we all care about our families and we all care about being safe and we all care about doing well for the next generation. We may eat slightly different things, and wear slightly different clothes, but at the heart of it, at the end of the day, we are just human beings trying to take care of each other and trying to be good, trying to survive, and that is what we have in common.

The Parrot: I grew up in a different country and I came here when I was a teenager, so I know both cultures pretty well. Now that I am thinking about what you said, I totally agree with you. We might look different, we might live our lives differently, but deep down we are all looking for the same thing out of life.

Kristina: I think that is one of our challenges, the more we think about this idea “us vs them”. We are this people and we are so different; that’s why we have so many conflicts. We forget the person next to us is a person and they deserve as much respect as anyone else.

The Parrot: Exactly! We heard that a lot of students love you class, and a lot of students said they have learned a lot. We are curious to know how you do all that? What strategies do you use?

Kristina: I think the best strategy to have is to let students know on the very first day how many points they will need in order to get an A in the class. While I was teaching here fulltime, I was a student at Davis. There is so much anxiety if we do not know when the assignment is due and how many points for it. What I tried to do is to make sure 1) from the very beginning everyone knows when everything is due. Like you will have a paper due every week and here is how many points. 2) I make everyone participate in class, even the shyest. I hate public speaking; it makes me so anxious to speak in public, but I tell them I am anxious too so let's try this together. 3) Let the students know questions are valuable. There will be times in class that I do not know something and if you ask me I am not going to make something up. I will say, "I do not know. Either you can look it up, or I will look it up, but next class let's bring it back in and talk about it." 4) Stop my reliance on textbooks. There are some classes, absolutely, that need to have text books. What I have done over the past few years is try to type out all the notes for students. So students can use their cellphones to read their notes or they can print out the papers if the need to. We are a community college and if students can save \$50, \$100 by not purchasing a textbook, then they can take care of their families. We are in a place where, yes, it is important for students to graduate if that is what they want. But it is important for students to feel safe, to get food if they need food, to have health care, and to always remember students have challenges that they might not share. Come into the classroom, feel comfortable, know that everyone is welcome, and that is important.

The Parrot: Your class must be fun!

Kristina: I love it! I tend to teach the three hour classes and at the end it's like where did the three hours go, but students have questions, comments, and stories. It is important to focus on learning from each other; anyone can read a textbook, anyone can go online or go to the library. But when I learn the stories of my students, I become a better person and I become a better teacher because of them.

The Parrot: That is so nice; I have never had a class like yours.

Kristina: Yet!

The Parrot: Yes, what can students expect to learn if they take anthropology? Why is it important?

Kristina: There are basically two types of anthropology that we have. There are the ones based on physical anthropology so they learn the science, the genetics, the bones, and that is important not just to learn about the science but how to be healthier. The cultural classes, I want people to know the importance of diversity. There are so many things that are happening in this world. Sometimes we get to the point where we do not want to watch the news anymore because it is heartbreaking. What I worry about is when we turn off the news; we shut that part of the world. The number one thing I want to remind myself is that we can fix everything, not at once, but if each one of us believes in something. Like we sign a petition and we tell our friends about something that is important. We can fix everything because everything is possible when humans get together.

The Parrot: I was in class and the professor always told us we can make a change in this world, but to be realistic. We cannot fix bigger problems like world peace and world hunger. However, I always thought to myself, why not? If we are willing to fix it, we can end it.

Kristina: Exactly. I think the more we say "we cannot" then people say "oh, okay, then we cannot." We just give up. On our campus we have food pantries, and we have food distribution coming up next week, for example. That was because people on our campus said our students need to be protected and some of our instructors do not have fulltime jobs and they need food. If you do not have food, if you cannot take care of your children, how are you going to be successful? Is it solving world hunger? Yes, because we solve our small corner and then they take care of other people. Then it becomes this wonderful ripple effect, so ultimately we can fix everything. Sometimes the solutions are not good, but we do not know until we try.

The Parrot: Yes, I agree with you! Finally, can you give our students advice to help them through their classes?



Kristina: Students have to make sure the minute they have a question, they ask their instructor. I know when I was an undergraduate, I did not always ask for help. I wish I had. I wish I had talked to counselors about taking the right classes. One thing that students somehow believe is that their instructors are perfect and we are really good students. I had some really bad grades on my undergraduate transcript; I had D- in math, which was barely passing. I went to that teacher every day at 8 in the morning and we worked. I am proud of that D- because I did not quit. I am happy to tell my students, look, I am not perfect, I am making mistakes. There are things that I wish I had known better, but we learn from it. With ev-

ery person's journey, whatever reason they are here, whatever they are doing on this planet just believe you are doing the right thing for now. Just do not give up, because everything is possible.

The Parrot: Thank you, Professor, for your time. It has been fun to talk to you.

Kristina: No problem, and thank you for choosing me.

Paroteer : Betul Yousif

The Parrot Wants You to Know that You Can Borrow Laptops!!!

Laptop Checkout and Use Policies

The American River College Library is pleased to offer laptop computers for use in the Library to ARC students, faculty, and staff. The laptops are configured to provide the same functions as the library desktop computers. Printing from library laptops is available using the print station in the main computer area for \$.10 per page.

The following policies govern the use of the laptop computers. Please read carefully.

Borrowing Procedures

One laptop at a time can be checked out at the Circulation Desk by current ARC students, faculty or staff in the following manner:

- Present a valid Access Card.
- Read and agree to the User Agreement (individual copies are available).
- In the presence of staff, click OK on the User Agreement dialog box on the laptop to be checked out, registering your agreement with library policies regarding the laptop.
- Return the laptop to the Circulation Desk within 20 minutes of checkout if you find any problem with it, or you will be held responsible for the problem.
- Return the laptop on time.



Loan Rules

- Laptops are unavailable for checkout during the first two weeks of the semester.
- Laptop borrowers are fully responsible for any damage to, loss, or theft of, laptops. No exceptions.
- Laptops check out for a maximum of two hours at a time.
- Laptops are to be used inside the Library only, including the atrium or third floor patios.
- Laptops are available on a first-come, first-served basis, and cannot be held or reserved.
- Renewals are permitted as long as at least

one other laptop is available for another user.

- Return laptop to the Circulation Desk for an official check-in process. Never leave unattended laptops at the Circulation counter.
- Laptops must be returned to the Circulation Desk no less than 1.5 hours before closing time.
- Check-outs will stop two hours before library closes.
- The library does not check out cables, mice, or other peripherals.
- Library laptops, like the desktops computers, are for college-related use in accordance with the policies of the Los Rios Community College District. For details, scroll down to see Instructional Computer Use under LRCCD Regulation #7800.

Fines and Liability

- A late fee of \$10/hour will apply if the laptop is kept beyond the two hour maximum.
- One late return will result in a loss of use privileges of library laptops for the rest of the semester.
- Users who do not return a laptop clean, working, intact, and on time will be billed a \$10 fine per hour late plus the cost of any damage and a processing fee of \$20.
- Lost or stolen units will result in a fee amounting to the original cost of the unit, a \$20 processing fee, and the overdue fines per hour until reported missing.

Security

- Warning - If the laptop is turned off, both saved and unsaved work is automatically erased. Do not turn off the computer without saving your work to a storage device or sending it to your email account.
- Laptops should not be left unattended or lent to others at any time.
- Laptop borrowers who lose, misplace, drop, spill food or drink on the laptop or in any way render it inoperable, will be charged for damages.
- Users must return the laptops directly to Circulation desk personnel.
- The Library is not responsible for files left on a laptop or for loss or damage to user files during

the loan period.

- The Library is not responsible for any computer viruses that may be transferred to or from the user's storage device.

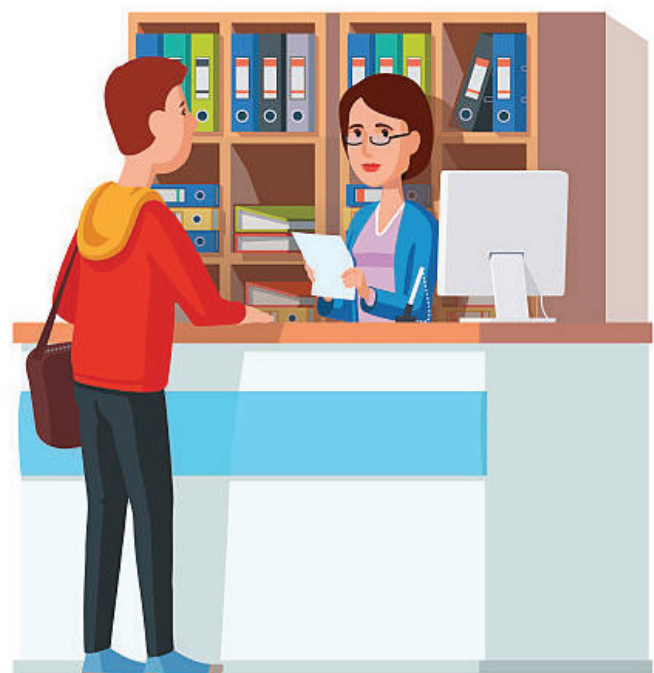
What is Available on the Laptops?

- Internet access
- The Microsoft Office suite, including Word, Excel, Access, PowerPoint, Publisher, and FrontPage. Note: These units are to be used only with the software provided. Do not download other programs, games, or applications.

Getting Help

- Questions about the loan service may be directed to either the Circulation Desk (916-484-8455) or Research Help Desk (916-484-8458).

10/04/10



Out of the Cage

2018 Farm-to-Fork Legends of Wine

Thu, Sept. 20, 2018

6:00 pm - 9:00 pm

Taste the best wines from the Sacramento region as selected by wine legends Darrell Corti and David Berkley paired with artisan local cheese, lamb sliders and other bites in the idyllic setting in front of the Capitol with views of the sunset over Tower Bridge at the fifth annual Farm-to-Fork Legends of Wine.

Location: California State Capitol 1315 10th Street

Farm to Fork Festival

Fri, Sept. 28 - Sat, Sept. 29, 2018

11:00 am – 6:00 pm

The 2018 Farm-to-Fork Festival is kicking off with a free Friday night concert Sept. 28 on Capitol Mall before the festival gets fully under way the following day, where Dawes will headline a full schedule of live music and fresh food celebration in downtown Sacramento. Admission: Free

Location: Capitol Mall between 3rd Street and 7th Street

Beaver Food Pantry

Wed, Sept. 26 and Wed Oct. 10, 2018

12:00pm – 3:00pm

Fresh Produce & Bread from 12-3PM. 1st time users will need to register using our intake form available on the Beaver Food Pantry website. Please bring a reusable bag with you as well. See you there!

Location: ARC Gym

Jazz Combos

Fri, Oct. 5, 2018

3:00 pm

Sac State's student jazz combos perform a variety of standards and original arrangements and works. Ticket Price: FREE!

Location: Capistrano Hall (CPS) - Capistrano Concert Hall

Driving Directions and Parking Info <http://www.csus.edu/music/directions.html>



Questions/Comments?

Student Editors: **Elaf Khafaja & Alex Grynishyn**

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/ARC_Majors/Humanities/ESL/The_Parrot.htm