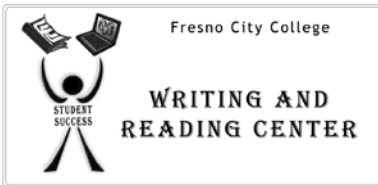


THE ROUGH DRAFT



*Write down the thoughts of the moment. Those that come unsought for are commonly the most valuable. ~Francis Bacon*

A TUTOR'S PERSPECTIVE

Coming Back to the Class Room

By: Carolina Mata

When my supervisor told a fellow tutor and me about *The Rough Draft*, we began to look through the old editions of the newsletter, which were written by tutors in the Writing and Reading Center (WRC). To brainstorm ideas for the new *The Rough*

“...being a full time student with anxiety was too overwhelming...I dropped out during my first semester.”

*Draft*, we started talking about our experiences in the WRC and the students we see coming in for our help. One thing that came to mind was my realization that different tutors get certain types of regulars who consistently make appointments with them. When students work with a tutor that they really like and connect with, they can request to work just with that tutor next time they come in with an appointment, which is a great benefit of the

WRC. Some tutors get regulars who are learning English for the first time, other tutors get regulars who are really shy, and some get regulars who are going to school for the same major. For myself, I've noticed, to my intrigue, that most of my regulars are students who haven't been in school for several years, sometimes even decades.

I found this realization interesting, and I began to wonder what it was about me or what it was that I was doing to make these returning students feel comfortable with me. I still haven't quite found my answer, but one thing I enjoy about the dynamic is that I understand what these students are going through when they return to school for the first time in years. I myself am a

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returning student and so is my mother. Funnily enough, many of my regulars are my mother's age or have similar stories to my mother's or my own story.

My mother returned to school in her fifties, after becoming sober, and after a few years in college, she is now in her Master's Program at California State University, San Bernardino. I, on the other hand, went immediately to community college in Palm Springs, where I was raised, right after graduating high school. I wasn't ready for the change and really didn't want to go to college the moment I left high school, but I wanted to make my mother proud, since she worked so hard to go back to school. Unfortunately, the pressure of being a full time student with anxiety was too overwhelming for me, and I dropped out during my first semester.

After I left school, I moved here to Fresno the place where I was born, and shut myself up in my godmother's home, being far too fearful to go out and face the world again. I remained in that house for two years and although I wanted to go back to school again, I was a bit traumatized from my first experience. My fears were finally cleared, however, when I was told that I didn't have to start college as a full time student from the beginning; I could take one or two classes at a time. This was precisely what I did. My first semester consisted of only one class, and my second semester only included three. Eventually, I built my way up to a full time student at my own pace.

Being a tutor in the WRC has allowed me to meet other students like my mother and I, who had to decide to come back to school after taking years off. Some of my regular tutees decided to wait for their kids to grow up first. Some, like my mother, had to get clean and sober first. Others, like myself and the other tutor I spoke with about this topic, were simply too scared to return to

school until they were ready. When these students come to me, I immediately understand what they're feeling. I feel the same insecurities about being older than my classmates and coworkers. I feel the frustration that comes with realizing that all my friends are transferring to universities and yet I have taken longer, and will continue to take longer, to transfer as well. But I also feel an immense respect for those students who come and remind me of my mother, students who haven't been asked to write an essay in ten to twenty, sometimes thirty years! These students, I have observed, truly work incredibly hard to catch up to the rest of us. I am also equally blown away by students closer to my age who come in and tell me they have small children. I can't imagine the stress of coming back to school with the pressures of being a mother as well.

Ultimately, I have come to the realization that no matter what type of student you are, an English learner, a returning student, a straight-out-of-high-school type, or even someone who has no idea what they want their major to be, you are not the only one. Community college, especially our FCC, is a place where you can start over anew and grow at your own pace without being completely abandoned. There are all types of people who are around you that understand exactly what you feel. I especially have seen that this understanding and empathy can be found particularly in the tutoring center, where we are all fellow students and have different experiences with gaining an education. No matter how diverse our stories may be from each other, however, any student can still come upstairs into the Writing and Reading Center and find someone who values and identifies with them on some level. It's because of this, I look forward every day to seeing my regulars and meeting new students who have also faced their own anxieties and returned to college.

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## CITATION SPOTLIGHT

By: Melody Kruse

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### MLA

#### Books

When citing a book, begin with the author's last name, followed by her first name. Then include the title of the book in italics. Next is the city of publication followed by a colon. After the colon include the publisher, and the year of publication followed by a period. Lastly put the medium of the publication.

Example:

Kruse, Melody. *Light Shatters Darkness*. Fresno, CA: Rainbow House Publishing, 2015. Print.

#### YouTube Videos

When citing a YouTube video, begin with the author's name (last name followed by a comma, and then the first name). If there is not an author use the poster's username. Next is the title of the video in quotation marks. After that is the media type, followed by the name of the website (in italics). Then include the name of the website's publisher, date of posting, medium, and the date retrieved.

Example:

Puente Program Fresno City College. "Puente Program Fresno City College Documentary."  
Online video clip. *YouTube*. YouTube, 30 Apr. 2012. Web. 17 June 2015.

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### APA

#### Books

When citing a book, begin with the author's last name, and then first initial. Then include the year of publication in parentheses. After that write, out the title of the work in italics. Then put the location followed by a colon, and lastly, the publisher.

Example:

Kruse, M. (2015). *Light Shatters the Darkness*. Fresno, CA: Rainbow House Publishing Company.

#### Video Podcasts

When citing a podcast, it is important to give as much information that is there, for example include the producer, date, and episode number.

Example:

Bell, R. (Producer). (2015, June 8). Light Heavy Light [Episode 22]. *The Robcast*. Podcast retrieved from <http://robbell.podbean.com/>.

## THE MONTHLY RIDDLER

By: Richard Flores

Rules: The first student to email the three correct answers to [wrc@fresnocitcollege.edu](mailto:wrc@fresnocitcollege.edu) gets a \$5 gift-card to the Cafeteria/Bookstore/Pacific Cafe. Answers and Winner will be included in the next issue, with more chances to win each month!

Here are a few riddles from *The Hobbit* to get the riddle section started:

A box without hinges, key or lid,  
Yet golden treasure inside is hid.

Alive without breath,  
As cold as death;  
Never thirsty, ever drinking,  
All in mail never clinking

What has roots as nobody sees,  
Is taller than trees,  
Up, up, up it goes,  
And yet never grows?

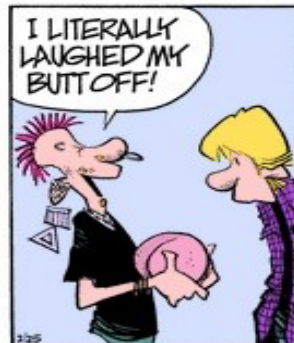
## COMICS OF THE MONTH

By: Victor Chavez



**Zits**

By Jerry Scott and Jim Borgman



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"The Funnies." *literally.sewellstory*. headway, 2015. Web. 18 June 2015.



"Jury of English Majors." [wanna-joke.com](http://wanna-joke.com). wanna-joke, n.d. Web. 18 June 2015.



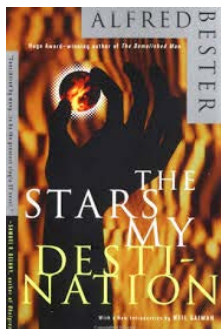
Reprinted from The Funny Times / PO Box 18530 / Cleveland Heights, OH 44118  
e-mail: [ft@funnytimes.com](mailto:ft@funnytimes.com)

"When English Teachers Snap." [apalessandri.wordpress.com](http://apalessandri.wordpress.com).  
Alexandra Allesandri, n.d. Web. 18 June 2015.

## THE BOOK SHELF

Recommendations by: Matt Amos

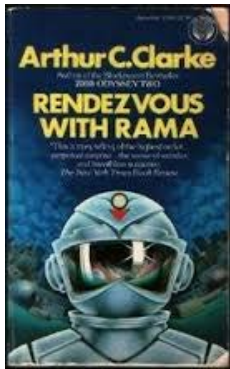
### 1. *The Stars, My Destination* by Alfred Bester



*The Stars, My Destination* explores the ability of teleportation and the extreme effects it would have on our society if disbursed amongst the population. This is one of the most fast-paced and thrilling stories in the genre. It begins with the protagonist trapped in a supply closet where the few remaining pockets of oxygen have settled in his wrecked spacecraft. The entire novel carries with it this tone of desperation and fear. Much has been said about the reprehensible main character. Although unlikable lead characters are common in our modern culture, it was a very forward-thinking and bold choice for a book published in

1956.

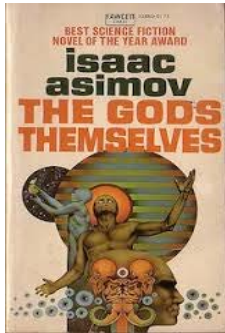
## 2. *Rendezvous with Rama* by Arthur C. Clarke



Many science-fiction novels are traditional stories that just happen to take place in space. That's what I love so much about *Rendezvous with Rama*. A tale like this could only be written in the science-fiction genre. At the outset, a strange spacecraft comes rocketing through the solar system, and scientists rush to send a crew to dock on its surface and discover its mysteries. What makes this novel so “sci-fi” is its focus on world-building. For the majority of this novel, there is zero conflict between the human characters.

Clarke doesn't rely on characters or drama to affect the audience's emotions. Instead, he simply leaves the readers in awe by stretching the possibilities of their imaginations.

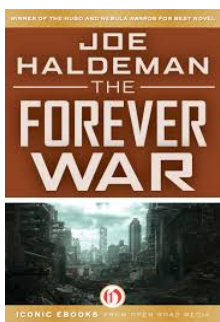
## 3. *The Gods Themselves* by Isaac Asimov



This is a novel in three parts, written by one of the masters of science-fiction. While the first and third sections of the book are marvelous, I have mainly added this story to my list for its second section. In a mind-bending feat of creative genius, Asimov paints a picture of a world more alien than any other I have ever read about. On a planet millions of light-years away, there exist gas beings, divided into three genders, which must all combine into one to reproduce. The story explores the dynamics of one trio's relationship in this society, and it is a joy to experience their methods of love which are

so far removed and yet completely identifiable with our own.

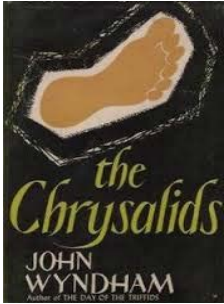
## 4. *The Forever War* by Joe Haldeman



Joe Haldeman wrote this story as a response to his time serving in the Vietnam War. In it, humans are waging inter-galactic warfare with an alien-race which exists on a planet far away from our own. Each time a soldier is deployed they enter hyper-sleep to halt the aging process such a long trip would cause. When they return to Earth, it is decades or even centuries in the future. This is a beautiful metaphor for the alienation many soldiers feel upon returning home from war. With little connection to this strange new world,

many of those in the military decide to continuously return to the Hell which has become their home.

5. *The Chrysalids* by John Wyndham



This story differs greatly from all the others on my list. None of the concepts introduced in this novel will melt your brain or induce astral projection with their psychedelic prose. It doesn't have a catchy gimmick, like most other science-fiction stories do. It is simply a celebration of technology and science. In the far-future, humans have become wary of technological advancement, due to a brutal series of nuclear wars which resulted in devastating mutations in the DNA of plants, animals, and humans. America has regressed into a strict, religious, agrarian society, comparable to that of the modern-day Amish. The story follows a young boy who begins having visions of the old cities and technologies of mankind's past. What really sets this book apart is the fantastic, richly-expressed characters, and the beautiful poetry of Wyndham's words. This book was written in a genre that many classify as technical and cold, but it has as much soul as any other novel I have read, in any genre.

## Vocabulary Knowledge

By: Allison McDonnell

**cavil** [kav-uhl]: to raise irritating and trivial objections; find fault with unnecessarily. (verb/noun)

Ex. He finds something to **cavil** at in everything I say.

**aggrandize** [uh-gran-dahyz]: to widen in scope; increase in size or intensity; enlarge; extend. (verb)

Ex. He hoped to **aggrandize** himself by dying a hero's death.

**extemporize** [ik-stem-puh-rahyz]: to speak with little or no advance preparation. (verb)

Ex. He can **extemporize** on any of a number of subjects.

**legerity** [luh-jer-i-tee]: physical or mental quickness; nimbleness; agility. (noun)

Ex. His **legerity** of mind served him well in meetings.

**credence** [kreed-ns]: belief as to the truth of something; to give credibility. (noun)

Ex. The time between the recorded call and the fatal crash was such to give further **credence** that the kidnapper held his captors nearby.

## MEET THE TUTORS



Carolina Mata is a poet and fiction writer who has worked for the Writing and Reading Center for almost three years. She is an English major who is hoping to make fall 2015 her last semester at Fresno City College. Not to fear though, she wishes to work at the Writing and Reading Center for as many years as she possibly can. Her favorite part of her day is working in the WRC and helping interesting tutees. Caroline hopes to one day earn an MFA in Poetry or Fiction, and become an editor and college instructor. If she could choose a place to teach, it would be to return to Fresno City College and teach in the school that started her college education.



Allison McDonell is a double major in psychology and life science who wants to transfer to Duke University. This is her first year at Fresno City College, where she will be graduating in the spring of 2016. Aside from being an English tutor, Allison is president of Alpha Gamma Sigma honor society and a member of the Leon S. Peters Honors Program. Outside of school, Allison is an avid Mario Kart player, Netflix watcher, and fiction reader. At the moment, she is reading a book called *The Curious Incident of the Dog in the Nighttime* by Mark Haddon, a novel about a man who is unable to relate emotionally to other people.



Charles Hodge is a psychology major at Fresno City College who will be transferring to Fresno State College this fall. He plans on one day transferring to UC Santa Cruz to complete his Master's Degree, where he can then begin to work as a child psychologist. He has been working on the floor at the Writing and Reading Center since February, where he has had the opportunity to collaborate with students who need help improving their writing capabilities. Hardworking and dedicated as a student and tutor, he continually looks for new methods which could expand his own capabilities as well as his tutee's. Outside of the realm of academics, Charles plays his instrument, the oboe, as often as time allows. He is also an avid reader, gamer, and riff tracker. If someone asks him who his favorite fictional character is, he will answer Superman every time. Until the next exciting adventure...





Melody Kruse is a supervisor at the Writing and Reading Center. She worked as a tutor for the Writing and Reading Center during her seminary studies at Fresno Pacific Biblical Seminary from 2008-2010. She is grateful for the opportunity to return back to the WRC and thrives in the academic environment. She has her B.A. in Liberal Studies from Fresno Pacific University, and her M.A. in Christian Ministry from Fresno Pacific Biblical Seminary. A lover of words, Melody enjoys writing blogs in her spare time, as well as reading everything she can. Her favorite authors include: Henri Nouwen, Ann Lamott, Charlotte Bronte, Jane Austen, and Alexander Dumas. Melody believes deeply in the organic process of writing and likes to connect with students to help them transform their thoughts into concrete words on paper.

## **The Writing & Reading Center**

The Writing & Reading Center (WRC) assists Fresno City College students of all abilities and levels with reading and writing assignments and projects; we strive to help students attain success in their classes by helping them to improve their writing and reading skills. The WRC is located in the Tutorial Center (LI-134) mezzanine, towards

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