

# THE ROUGH DRAFT

FRESNO CITY COLLEGE WRITING AND READING CENTER

## PERSPECTIVE PIECE

By Sydnee Appel

I have always been an avid student, and got upset if I earned anything less than an A on any given assignment. My life was dictated by school and what I had learned therein. Because of multiple choice questions and structured, prompt-driven essays, I was often led to believe that there was only one right answer for a problem, even one outside of the

academic environment. I was constantly limiting myself to just one solution to a dilemma, even if there was a wide spectrum of

possible solutions that could have been used alone or in accordance with one another. What I'm trying to say is that school put a cap on my ability to choose the right answers for my own life. When people asked me what I wanted to be when I grow up, I had to give them a definitive answer, and only one answer. When I was forced to search for a career that would singlehandedly fulfill all my goals, I struggled to find the one perfect solution that school taught me about day in and day out. I struggled to respond to my own personal

trite, my own existence, with one solitary answer.

The first month of my college career taught me otherwise. Immediately, I was told that there is no right answer, or there are multiple ways to approach an answer. There is no direct path from start to finish, just a coagulation of thoughts that serves as a vessel, guiding you to the

**“There is no direct path from start to finish, just a coagulation of thoughts that serves as a vessel, guiding you to the destination by whatever means you see fit.”**

destination by whatever means you see fit. It took much longer than a month for me to accept this new worldview.

While others around me had already parted ways with the archaic belief system that is taught to teenagers in high school, I was clinging to it like a baby to its bottle. I could not fathom the idea of a world in which there were no concrete answers, only inquisitive trails leading to and fro, like a game of tennis. I needed the solid answers to help my life feel solid. What do I want to be when I grow up? A teacher, of course, because I like English and I like helping others. Surely this would satisfy all of my needs. I quickly realized that it wouldn't. What I

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have learned in college is far more valuable than the foundation of statistics or color theory or even Shakespeare's mark on the literary world. What I have learned has taught me how to leave *my own* mark on the world, without being limited by the incessant need for an answer that is not there.

Now, when I ask myself a question, I refuse to answer. I let my mind explore the many possibilities, because that is what minds are meant to do. They are not meant to land on a solution and remain content. They are meant to be curious and excited at the aspect of considering a whole new world of solutions that lead to new questions, solutions that have

no question, and questions that have no solution. What do I want to be when I grow up? I want to be a teacher, of course, because I like English and I like helping others. But I also want to be a good friend to those around me. I want to be a resource for those that need assistance. I want to

volunteer and receive happiness for my work, rather than money. I want to be an author and create new worlds with even less answers than this one. I want to draw, because it makes me happy, even though it is not one of my best talents. I want to be a gardener and a hiker and an entrepreneur. I do

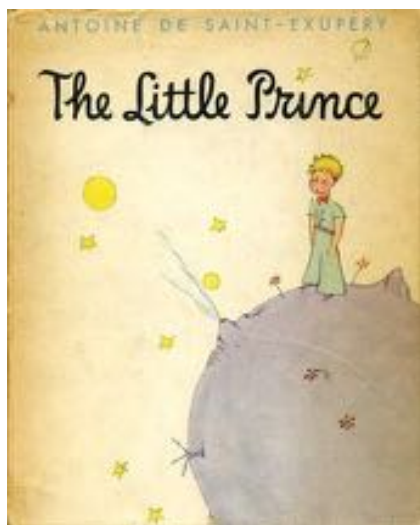
not have to choose just one thing; I can choose many. If there is not one answer to a simple essay prompt on how Oscar Wilde was affected by the ideology of Aestheticism, then why should there be only one answer to my livelihood?

## BOOK CORNER

### The Little Prince By Sydnee Appel

In the book *The Little Prince*, we follow the story of a small boy through the eyes of a pilot. The pilot crashes in the desert and must fix his plane or he will die, but he finds this to be exceedingly difficult with little water or food to rely on for strength and clarity. Eventually, the Little Prince appears to him and tells him his story. He had left his own little planet to escape his rose, a vain flower that often spoke highly of herself while speaking down to others. He tells him about the many planets he visited before Earth and how each planet was devoid of imagination and fun. On each planet, he found an adult that was dedicated to their work, obsessing over every little thing. No adult he came across could even comprehend the idea of doing anything other than working, owning things, and paying bills. Once the Little Prince arrives on Earth, he makes many friends before meeting the pilot. Throughout this time, the pilot listens to the small boy's story, not quite sure if he is real or not. He desperately tries to fix his plane and escape his near-concrete

fate, while still attempting to listen to comprehend the Little Prince's story. By the end, the Little Prince chooses an unconventional solution to his



own problems, and the pilot can fix his plane. The Little Prince's impact on him lasts for the rest of his life.

This is an incredible story about the complexities of adulthood and about the dangers of the loss of imagination. When children are young, everything is exciting and new. Everything is an opportunity for creativity and games. There is never a dull moment. As they grow, they learn about responsibilities and

homework. Eventually they grow into adults, learning the necessity of working and paying bills. Through this lifelong journey, imagination and childlike wonder fall to the wayside as responsibility takes the wheel. This book teaches readers that everyone can retain their curiosity and excitement in life, so long as they don't completely submit to adulthood's burdens. If you can draw, keep drawing throughout life. Draw after your long workday as an accountant. If you can write, write on your lunch, before you have to return to filing and organizing. If you can paint, paint the scenery outside of the classroom of students you are responsible for. There is always room for imagination, as long as you want it there. This book teaches you to make your own inner child your priority and to never let the pressure of being an adult make life any less fun. *The Little Prince* is more of a companion than a book — it will stick with you for the rest of your life.

## Comic of the Month

from Vareak Than



Harris, S. 'Gimme like whattayacallit...'. Retrieved from [https://www.cartoonstock.com/directory/b/bad\\_grammar.asp](https://www.cartoonstock.com/directory/b/bad_grammar.asp)



Delgado Roy. 'Your English grades have gotten worser.'. Retrieved from [https://www.cartoonstock.com/directory/b/bad\\_grammar.asp](https://www.cartoonstock.com/directory/b/bad_grammar.asp)

## Citation Spotlight

By Caroline Mata

Lately we have been receiving many students in the WRC who are using information from their text books. Text books are a great source for finding evidence and information for essays. However, they do need to be cited correctly, even if the information is paraphrased instead of a word-for-word quote. If you are a student using the handouts we provide in the WRC or you are going to the internet for information, often times you may not find the word "text book" while looking for citation samples. This is because text books are considered anthologies when citing them as sources, so look for the citation samples that say "work within an anthology." Here are some examples from our handouts to cite a text book or anthology for both MLA and APA.

MLA:

Author's last name, First name. "Title of the Article or Chapter of the Text Book." *Title of the Anthology or Text Book*, Editor(s), Publisher, Year Published, Page Range of the Article or Chapter (pp. for multiple pages and p. for one page).

Ex.

Dewar, James A., and Peng Hwa Ang. "The Cultural Consequences of Printing and the Internet." *Agent of Change: Print Culture Studies after Elizabeth L. Eisenstein*, edited by Sabrina Alcorn Baron, et al., U of Massachusetts P/Center for the Book, Library of Congress, 2007, pp. 365-77.

Note: Notice that the page numbers say pp. 365-77 instead of pp. 365-377. Unless the page last page number has a different first digit from the first page number, there is no need to add the "3" before the "77". The reader can assume that when you put "-77" that you mean to page 377.

APA:

Author's last name, Initial of the first name. (Followed by the middle name initial if it is given). (Year of Publication). Title of the article or chapter. In Editor's first initial. Editor's last name (Ed.), *Title of anthology or text book* (pp. page number range). City of publication, State Abbreviation: Publisher.

Ex.

Henry, J. A. (1991). The length of men's hair, a poem. In T. Villalba (Ed.), *The Righting Center: Left to their purposes* (pp. 221-224). Fresno, CA: Tutorial Inc.

Note: The formatting for page numbers is different for APA. You must include all digits for the page number range. Also, if the anthology or text book does not have an author of the chapter or article, then the title of the article or chapter will be put before the year of publication in place of the author. One must also keep track of all the periods and commas in APA, as the punctuation must be precise.

\*Please note that all sources and information was taken from the handouts in Fresno City College's Writing and Reading Center.

## Words of Wisdom

By Christina Olague

“Wear gratitude like a cloak and it will feed every corner of your life.” – **Rumi**

When we are so focused on ourselves and what we are doing at the moment, it's hard to stay positive because we are only thinking about the hardships we face. In these moments, it's incredibly difficult to take a step outside of ourselves to gain a wider perspective. When I feel lonely or hopeless, I try to write down the things that happened lately that I was grateful for, whether it be a delicious meal, a friendly interaction with a stranger, or an interesting class discussion. If you can think of at least one thing you are grateful for every day, then you will have more strength to overcome the challenges or hardships you may face. Having gratitude every day will help to recognize the beauty in the simplest of moments. Then, every corner of your life, as Rumi says, will have more beauty because of your outlook.

## Words of Knowledge

by Ariana Martinez

Plethora (noun) \ 'ple-thə-rə \

- Overabundance; excess (Dictionary.com)

Example: My small desk is overrun with a plethora of textbooks.

Lethargy (noun) \ 'le-thər-jē \

- The quality or state of being drowsy or dull; apathetic or sluggish inactivity (Dictionary.com)

Example: Students find themselves in a state of lethargy towards the end of the semester.

Bedlam (noun) \ 'bed-ləm \

- A place, scene, or state of uproar and confusion (Merriam-Webster)

Example: When the local pizza parlor ran out of breadsticks, the customers caused the restaurant to become bedlam.

Quixotic (adjective) \ kwik-'sä-tik \

- Extravagantly chivalrous or romantic; visionary, impractical, or impracticable (Dictionary.com)

Example: Some would describe the quest for affordable college by Sen. Bernie Sanders as being quixotic.

## Meet the Tutors



Hi everyone, my name is Juliebeth Lopez and I am a new tutor for the Writing and Reading Center here at Fresno City. So far, my experience has been wonderful and because I've had the pleasure to work alongside wonderful people. I have also enjoyed interacting with many of the students who come in to improve their literacy and writing skills. I am currently a senior at Fresno State, working towards my degree in sociology and a certificate in victim services. When I do have the privilege of having free time, I like to spend it outdoors doing activities such as hiking, biking, and exploring. I like to consider myself an adventurous person and as though I plan to continue exploring my way through the opportunities that I am given.

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## GRAMMAR BYTES

By Catalina Chicas

“Seen” and “saw” are two words I often hear mixed up. The word “saw” is the simple past tense form of “see”. For example:

- I saw that the teacher included that essay in the syllabus.
- We saw my friend at the fair.
- She saw me after work on Friday.

The word “seen”, on the other hand, is a past participle and cannot be used alone. Past participles should be accompanied by “helper verbs” like, has or have. Some examples include:

- I have seen *Beauty and the Beast* before.
- Have you seen my dog?
- He has seen the way my brother reacts.