

RoughDraft

Perspective Piece

By Jenna Walker

Know Yourself

We are told to manage our time correctly, to plan, to organize, to prepare, and though we do need to do these things to succeed in college, the most productive way to accomplish these strategies is to first understand what system works best for you. It's great to have high aspirations, but being too ambitious could have negative results, for your grades and as well as your mental well-being.

If you put too much weight in a boat it will sink. If you don't evenly distribute the weight in a boat it will capsize.

I know myself pretty well. I know I am more creative (maybe you could tell from the boat analogy); I am a more subjective thinker rather than an objective thinker. I know an English or Art class would be an easier and more enjoyable class for me, compared to a Political Science or History class. I know if I am taking a math/science based class I NEED to also take a course that leans more towards my major, or I know I will find more enjoyable. I even schedule my 'fun' class right in between the classes I have the most difficulty with, that way it acts as a lift me up. It gives me that boost of confidence that I really need if I am taking a class that I know I have trouble in, and have to work harder on to understand. We all have our strengths and weaknesses. We have to know our strengths, so that we can use them to help us with our weaknesses.



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Words of Wisdom

By Christina Olague

“The only real mistake is the one from which we learn nothing.”

- Henry Ford

The start of a new year, as well as a new semester, is the perfect opportunity to reflect on our mistakes and regroup. How do we do this? We look at our past experiences and ask, “What worked best and what didn’t work? How did I succeed and how did I fail?” Failing seems hard and terrifying because it can make us feel inadequate and a bit defeated. As someone who has learned how to deal with failure the hard way, there are a few things I like to keep in mind to get me through it and maintain positivity.

The first step to overcoming failure is acceptance. Hopefully, we can look back and say that we tried our best and learned something new along the way. We have to acknowledge that our failures do not define us. What defines us is how we move on afterward.

All this sounds fine and dandy, but what does overcoming failure look like in real life? Confession time: I have failed a class in the past. Embarrassing, right? Well actually, I look at it with a positive spin. I worked hard for an entire semester and fell short of the mark. However, along the way I learned a lot about the course and how to approach an unfamiliar subject. I recognized that since I was out of my element, I needed to take action to make up for it.

Taking action is the next step in overcoming failures. This means taking the steps to improve our approach and come up with creative solutions to prevent repeating past mistakes. This step is made easier by maintaining a positive can-do mentality. As I retake my course, I am making sure to stay positive and focused so that I do not repeat my past mistakes.

The mind is a powerful muscle and by telling yourself that you are capable of overcoming your obstacles, you are more likely to succeed than someone with a negative attitude. A professor once told me that the difference between an amateur and a professional is that a professional has already made all the mistakes. Mistakes and failures are a part of life and learning to overcome these obstacles now will help immensely in the long-run.

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- Henry Ford

Grammar Bytes

By Eduardo De Leon

Common Comma Mistakes

1) Placing a comma after an introductory word, phrase, or clause can help the reader avoid confusion.

- Before I left to work, I grabbed a cup of coffee from the kitchen.

- In case you were wondering, I will be at school from nine to twelve.

2) Students often use commas where a semi colon should be used.

- Incorrect: I wanted to go to Oakland this weekend, however I was too lazy to wake up.

- Correct: I wanted to go to Oakland this weekend; however, I was too lazy to wake up.

Words of Knowledge

By Carolina Mata

- **vermillion** [ver-mil-yuh n]

noun

1. a brilliant scarlet red.
2. a bright-red, water-insoluble pigment consisting of mercuric sulfide, once obtained from cinnabar, now usually produced by the reaction of mercury and sulfur.

adjective

3. of the color vermillion.
- verb (used with object)
4. to color with or as if with vermillion.

- **quell** [kwel]

verb (used with object)

1. to suppress; put an end to; extinguish:
2. to vanquish; subdue.
3. to quiet or allay (emotions, anxieties, etc.)
4. deficient or lacking in nutritive value:

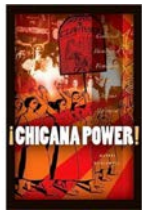
- **jejune** [ji-joon]

adjective

1. without interest or significance; dull; insipid:
2. juvenile; immature; childish:
3. lacking knowledge or experience; uninformed:
4. deficient or lacking in nutritive value:

Book Corner

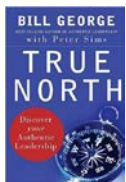
By Renee Perez-Mora



Maylei Blackwell's historical account of feminism in the Chicano Movement opens its readers to the realities, discrimination, organizing a movement, and Chicana leadership that emerged from the 1960s and 1970s. Through the careful analysis of the woven nature of class, racial, and gender power, Blackwell provides an insightful journey into the struggles and challenges encountered during the movement.

With historical first hand, interviews with Chicanas involved with this movement, Blackwell provides a deep understanding their commitment of active empowerment in their respective spheres of influence. The rich history and personal testament of movement organizers such as Hijas de Cuauhtemoc and numerous other organizations birthed from that era, readers travel through the personal stories of justice, racial awakening by Chicanas and the many contributions made for women and their political involvement.

Across states, such as Texas, New Mexico, and California, Chicanas organized and educated others not only on university campuses and communities, but also through active involvement through support groups and advocacy groups purposely to combat and rise above multiple oppressions. As an avid reader of history, I appreciate Blackwell's commitment to sharing powerful stories of Chicana leaders who overcame hardships, persecution, and oppression to leave a lasting legacy that has influenced countless lives.



As a lifelong learner and my personal mission of continued growth, I first discovered Bill George's *True North*, while facilitating and coaching/mentoring global executive women at USC. Bill George, a notable professor at Harvard Business School and business management executive, provides a unique pathway to self-discovery as well as evolving growth for a student undecided on their major to the retired global business executive.

As part of a 10-month leadership project, I facilitated women of the non-profit, social sector, business and global executive leaders, in discovering their personal leadership style and authentic self. The personal and professional growth exercises and group work centered on *True North*, positively and profoundly affected our lives professionally and personally.

Bill George's book and companion workbook empowers leaders of all spheres of influence to not only discover their internal compass of values, but to carry out leadership with the highest of ethics in personal and professional life, aligning with the reader's most authentic self. Through the insightful and powerful exercises, Bill George shares his insightful wisdom of what can be self-sabotaging behavior in leadership, along with sharing a guide for authentic and ethical leadership. I highly recommend this book to anyone who is committed to personal growth and leadership.

Tutee of the Month

By Nancy Arredondo

I've been working with Linda for over a year now and she continues to schedule appointments frequently to improve her reading and writing skills. I really enjoy working with Linda because she is always so enthusiastic during our sessions. Linda is very attentive when I explain things about her assignment and she is always willing to learn. It makes me really happy that whenever she learns something new, she glows with joy and confidence. It is amazing that Linda always makes sure she thanks the tutors who help her. It is rewarding to see that out help is appreciated. I have seen how much Linda has learned through the semesters and I know she will continue to learn a lot more. Linda brings a sunshine to the WRC through her smile and dedication. I always look forward to our appointments and will forever have a place in my heart for Linda.

Citation Spotlight

By Vereak Than and Jonah Schnieder

Chicago style can be a tricky thing sometimes. However, once one gets past the quirks of the format, Chicago can provide a more informative and interactive reading experience in terms of citation and source management. One key feature of Chicago style is the use of footnotes. Footnotes are often used when the subject matter may require immediate verification of credibility for every given key statement. A footnote is marked by a number at the side of any quote or paraphrase. This number is then replicated at the footer of said page where it is then associated with its respective source. The footnote itself will mirror all of the information present in the bibliographic citation of the same source with the addition of page range, if at all applicable. The information will be structured as follows:

1. Author, Title (State of Publisher: Publisher, Date of Publishing), Page #.

From that point, any other footnotes that share the same source will use an abbreviated version of said source like so:

2. Author last name, Short Title, Page #.

"Creating Footnotes In Chicago Style." Creating Footnotes In Chicago Style. <https://www.ivcc.edu/stylebooks/stylebook5.aspx?id=14646>. Accessed 06 Feb. 2017.

Writing & Reading Center

1101 E. University Ave.,
Fresno, CA 9 93704
442-8205
fccwritingcenter@fresnocitycollege.edu

Find us on the Web:

<http://www.fresnocitycollege.edu/index.aspx?page=1388>

Comic of the Month

Selected by Catalina Chicas



House, Marty Mouse. *Wimbley the Wordsmith*. Digital image. *Marty Mouse House*.

<http://www.martymousehouse.com/2016/11/wimbley-the-wordsmith/>.

Meet the Staff



Sydnee Appel

My name is Sydnee. I am an English tutor for the Writing and Reading Center. When I'm not tutoring, I'm reading. When I'm not reading, I'm writing. In other words, words are my life. I have found that no other medium can incite the feeling of wonder and excitement in just the same way that the English language can. Because of my unending passion, I plan on becoming an English professor so that I can share my love for literature with others.



Richard Kauffman

I grew up in San Mateo, California. After graduating from San Mateo High School in 1963 I went to U. C. Davis and studied Plant Science. College was interrupted by a stint in the U.S. Coast Guard Reserve. After graduation from college, I joined the Peace Corps and spent two years in the hills of Nepal conducting varietal trials with potatoes. Upon returning home in 1972 I managed vineyards in Napa and Sonoma. In the late 80's, I joined my family's printing business and worked there till its sale in the late 90's, at which time my wife, Betsey, and I decided to move to Fresno so I could pursue my first love, farming. I bought a fruit farm- peaches, plums, and

Meet the Staff Continued

Richard Kauffman (bio continued)

Nectarines--near Kingsburg. In about 1996 I transitioned the farm to organic and commenced packing my fruit and marketing under my own label which proved rewarding and satisfying. But about two years ago I sold the farm with the idea of retiring. Then, after two years at loose ends, I volunteered at the Writing and Reading Center, which I am also finding very satisfying. We have two fine boys ages 26 and 22 both in LA pursuing careers in the movie industry, one composing music and one writing scripts.



Renee Perez-Mora

Following a fruitful professional career in education, while raising a global family, Renee Perez-Mora joins the Writing Reading Center team. Renee, a native of Fresno/Calwa, has embarked on her next goal of obtaining a Business Administration degree, following extensive service leadership and facilitating professional development opportunities at institutions such as USC, CSUF, and Georgetown University. Serving communities locally and across the country, Renee's commitment to education and mentoring youth and women minorities, has provided her opportunities to contribute at decision making tables with Congressional and educational leaders over these last 20 years. Renee's commitment to empowerment with integrity has been presented at National conferences, Universities, and in collaborative partnership with both private and public sectors. Renee's passion to "pay it forward," with educational empowerment, stems from the rich heritage instilled by her parents to serve others. Renee loves to travel with her husband and three young adult children, and creating art in her studio during her off time.

Writing and Reading Center Faculty

WRC Coordinator

Tabitha Villalba

PASS Coordinator

Jennifer Dorian

Adjunct Faculty

Emily Beals

Melody Kruse

Brice Nakamura

Christian Paulsen

Julia Simpson-Urrita

Editor in Chief

Melody Kruse

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