

HUMPHREYS COLLEGE
NEWSLETTER
December 15, 2003
Holiday Edition



Department News

From the Library & Learning Center

***The Latest Encyclopedia of American Literature
in Humphreys Library***

One of the most valuable, recent acquisitions in Humphreys College Library is *The Oxford Encyclopedia of American Literature* (Oxford University Press, 2004). The four-volume set is the latest update of Humphreys' encyclopedic collection.

According to its editor, Jay Parini, the Encyclopedia "provides a comprehensive discussion of literary practices within the United States from colonial times to the present." Unlike similar works, for instance, Elliott's *Columbia History of American Literature* (1988) or Bercovitch's *Cambridge History of American Literature* (1994), Parini's Encyclopedia claims to be accessible to high school and college students as well as general readers.

The Encyclopedia consists of numerous articles, written by a team of renowned scholars, devoted to individual authors, notable texts, literary movements and institutions. The main themes are covered by substantial essays. They include ethnic literature (e.g., African, Latino/Latina fiction, Italian, Jewish, Native-American literature), movements (e.g., Transcendentalism, Naturalism and Realism, Muckrakers, Harlem Renaissance, Beats, New Journalism), broad themes (Colonial Writing, War Literature, Literary Theory, Theater), and specific genres (the Short Story, Novel, Autobiography, etc.).

Humphreys College students will appreciate that the entries are accompanied by bibliographies of both primary works and secondary sources. The entries are cross-referenced. The publisher has announced that the initial four volumes will be gradually supplemented by updated editions.

- ***TAKE LIT202, MAJOR FIGURES OF AMERICAN LITERATURE
WITH PROF. KERRY MOQUETT***

**A New Study Source:
Electronic Magazine *Slate* Teams with National Public Radio**

One of the ongoing concerns of every college student is to look for valuable writing resources, mostly in libraries and on the Internet. This unusual, innovative combination of the news and commentary on a variety of topics offers the first American electronic magazine *Slate*, linked to Microsoft and National Public Radio.

Several months ago, NPR, in cooperation with *Slate*, launched its new weekday program *Day to Day (D2D)*, broadcast nationally from Los Angeles. The sixty-minute news magazine is hosted by Alex Chadwick, NPS's veteran journalist and producer. It has been dubbed "news with a twist for people on the go." *D2D* is the first new daily journalistic show on this noncommercial network since 1985, extending the well-established NPR's offer of such renowned programs as *Morning Edition*, *All Things Considered*, *Fresh Air*, or *Talk of the Nation*. The tapes and transcripts of the new show can be ordered through the NPR web site (www.slate.com). For Stockton and its vicinities, the new program is broadcast by KUOP-FM 91.3 FM and by KXJZ-FM 88.9 FM from Monday through Friday between 10 and 11 a.m.

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**From the Liberal Arts Department**

In an effort to make ENGL100, The Study of the English Language, more accessible to students, the Department is offering the course Wednesday night in the Winter Quarter 2004 rather than during the day when it is normally scheduled. An intensive study of word structure, semantics, and etymology, the course provides students with a strong foundation in Latin and Greek roots as well as a better understanding of the English language.

Students who have pondered over how to use effect and affect properly, the difference between principal and principle, the origin of English and why it is so difficult to learn may want to consider taking the course. After all, they will learn what the answer to the Final Jeopardy question was that all the brainy contestants, while appearing on the popular television program, missed: "What is the Indo-European Branch Language from which English is derived?"

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From the Dean of Instruction

WHAT'S THE HUBBUB ABOUT HUBBARD?

As many of you have already heard, Mr. Hubbard will be hanging up his title as Chair of the Business Department at the end of this month. The good news is that he will continue to teach two to three courses a quarter as a distinguished adjunct professor.

Mr. Hubbard has served as Business Department Chair for a number of years, while injecting professionalism to the position and elevating the quality of accounting, business, and computer management programs.

He will be missed in the faculty offices, where, with a barrel of coffee in hand, he would fill the frames of the office doors and engage professors in conversation about tax laws and accounting procedures. (That explains why he's always drinking coffee.) Seriously, Mr. Hubbard fit in, and we will miss him as a full-time member of the faculty. We value his service and are pleased that he will continue to teach.

Who's Filling the Chair?

The Chair of the Business Department will be Mr. Wolins. He has taught at the college for close to a decade, recently as a full-time faculty member for both the Business and Paralegal Departments. Mr. Wolins holds a master's degree in Business Administration and a Juris Doctorate. He is licensed to practice law in California and Illinois.

Mr. Wolins will be a tremendous asset to the Business Department, bringing years of business management and higher education experience. He has written numerous business plans under contract with the federal government and understands the vital roles of accounting and computers in effective business operations.

One of his first tasks as Chair of the Business Department will be to form a hiring committee to interview applicants for a full-time position in the department. He expresses a desire to hire a professor who will enhance the quality of the Department's programs, with a special emphasis in accounting.

Take a moment to congratulate Mr. Wolins.

After finals week, students in accounting, business, and computer management who need to have registration forms signed should contact Dean Jess Bonds, who will work with Mr. Hubbard and Mr. Wolins to ensure students are advised and ready for the next quarter.

GUEST EDITORIAL

Each Day is a Gift

Previously published in Cancer Quarterly, 2003, St. Joseph's Regional Cancer Center, Stockton, CA

By Nathana Humphreys

On February 24, 2003, my life as I experienced it changed forever. "I couldn't sleep last night," my primary physician reported, "I dreaded giving you the results of your testing today."

My back had been in tremendous pain for six months, and I couldn't get any clear guidance or answers from my health care provider. Finally, after switching health care, there were answers for my pain. "You have stage 4 metastatic breast cancer," the physician continued somberly. "The cancer has spread to your skull, spine, ribs, hips and lungs. I have scheduled an appointment for you to see an oncologist right away." I was home alone, my husband had just left for an out-of-state conference. I had a mountain of time to absorb my diagnosis. I believed my life was over. Little did I know it had just begun.

February and March were crowded with doctor appointments, more tests, the start of Arimidex (a pill to drain my body of all estrogen) and a hospital stay. A neurologist performed a Craniotomy to remove the tumor on my skull. I also started emergency radiation treatments on my spine.....the cancer lesion was perilously close to my spinal column and in danger of causing immediate paralysis. Each day I felt more drained than the day before.

I left the hospital extremely weak, no appetite but less back pain. I went from walking 3 miles a day to barely making it to the street corner. I was consumed with fear and depression. I started

reading everything I could get my hands on regarding cancer survival! I cracked open an old binder, labeled it "My Cancer Battle Plan" and began the process of gathering information and resources. My will to live started to overshadow the fear. My new job title was: Cancer Survival. The job mission was: Bringing my body back to the highest level of health possible. I woke each day with purpose and focus.

My resolve was melted away by April 6th. Once again I was admitted into the hospital. This time both lungs were filled with pneumonia. I could not breathe without oxygen. It took a lot of effort to get from the bed to the bathroom. "This is very serious," pointed out the Oncologist. (no kidding! I thought to myself.) "Nathana, 50% of your healing will come from me, the other 50% needs to come from you.," added the Oncologist. I had plenty of bedtime to think about what he said. My hospital bed was by a window and I could see the cross perched on St. Joseph's' Hospital roof. That cross became my "church" as I prayed and meditated for guidance. One week later I was home, oxygen tank in tow. Now I could barely walk upstairs to our bedroom or out the door to the sidewalk. I was so weak; I could not pick up a dinner plate and could hardly hold a spoon or the telephone. I was totally dependent on others to help me meet my daily needs.

Once again I began to formalize and take aggressive action on my Cancer Battle Plan. Each day I took active steps, (no matter how small), to bring my body closer to a better level of health. Within two weeks I no longer needed the oxygen tanks. Within four weeks my blood tests showed remarkable improvements and my chest x-rays were almost clear. Most importantly, the reports from the CT Scan and the Bone Scan maintained the cancer had stabilized. It was the end of May and I entered June with renewed hope.

Now, three months later, all signs continue to show cancer stability. I have been able to demonstrate slow and steady improvement from one month to the next. "You and I are going to manage your cancer as one would manage diabetes" advised my Oncologist. "Together, we will work to maintain your quality of life."

As a working team, we have managed to do exactly that! So far, I remain on Arimidex (no chemotherapy), I receive a monthly bone infusion for bone strength and I follow a strict daily regimen that takes about 4 hours a day. We also run extensive tests every 2 or 3 months to review my progress. We all know, any sign of my cancer spreading will signal the need to begin chemotherapy.

Each day is a gift! All of the colors of life seem brighter than they were before. I hold each moment as a sacred memory and experience each relationship as a blessed one. I honor my body and spirit and listen to my inner guide--all attributes I was too busy to pay attention to before my diagnosis. My quality of life is at a depth I never experienced before. I am not surviving, I am thriving!!! I am no longer consumed by Doing, I am consumed by Being. Strange as it may sound, in many ways, my life has just begun!

"So what have you learned?" asked Jim Linderman, Director of the St. Joseph's Hospital Cancer Center. "Ahhhhhh, what a good question to reflect upon," I thought. After careful consideration, here is my answer:

1. **You are much more than a statistic.** Don't tell me how long I have to live or how critical my illness. I am a person first. I am not cancer. Cancer is just a disease I happen to have. Keep close to you those who know and understand this difference.
2. **Open your heart and ask others to help you.** We are all part of a community of relationships that has a natural ebb and flow to it. There are times when each of us can be available to help others and times when each of us needs to hold out our hands and ask for help. When the asking comes from the heart (and not from shame or embarrassment), the people and the love flows in freely. I found this experience to be immensely humbling and loving. Choose who can be your best advocate and confidante.
3. **Surround yourself with a strong Resource Team of your choosing.** My job is to survive cancer as long as I can. I am not an expert. I have experienced, educated individuals, each with their own areas of expertise to help me find my way through this journey. I have found this Resource Team to be of immeasurable value! The people on my team are: an Oncologist, Spiritual Director, Nutritionist, Tai Chi Instructor, Acupuncturist, Masseuse and an Internist, who has studied Complementary Medicine for over 25 years.
3. **Clean up your personal internal and external environment** **A). Look internally.** Do you need to give your body better nourishment with good foods? Are you spiritually thirsty? Are there leftover toxins ravaging your body from past unresolved experiences that have left you angry, bitter and/or unforgiving? Our cancer can be that "heads-up" that says it is time to take care of those things. **B). Look externally.** Are you giving your body some exercise each day? (There are so many gentle ways of going about this, even from a wheelchair!) Are you breathing in fresh air? Are you surrounding yourself with laughter and living? Have you distanced yourself from those who puncture you with their negativity, anger or anxiety producing behavior?
5. **Take time to experience moments of joy and thanksgiving every day.** I am learning, NONE of us, (with or without cancer), have the luxury to forget the value of how this time is spent. Every day is important. Each moment counts.

Far beyond the world of medicine, cancer tests, doctor reports, radiation and surgery--don't ever lose sight of the person you are in the midst of the cancer swirl. Don't just survive! THRIVE! And let the real meaning of "living" begin.

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## COLLEGE NEWS

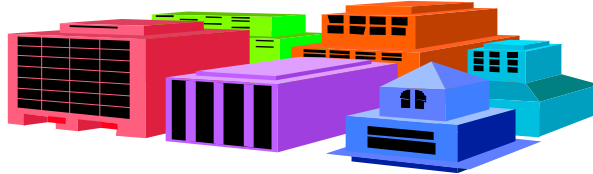


**President's Messages**  
by  
**Dr. Robert G. Humphreys**

**ANNUAL CHRISTMAS LUNCHEON**  
**You're Invited, one and all!!**

On behalf of all of us here at the College, I would like to invite everyone to the annual Humphreys College Christmas luncheon to be held at noon on Thursday, December 18. This event, carrying on a tradition of more than 60 years, is an opportunity for all of us here at the College to share the Christmas spirit with faculty, staff, students, alumni, community leaders, and friends of the College.

*For these many years, the faculty and staff of the college have participated in providing a buffet lunch for the Humphreys community. Each member of the faculty and staff will bring his/her favorite Christmas dish to share, with the thought of expressing our appreciation for your friendship and association with the College, and wishing you all a happy Christmas and New Year season. Bring friends, relatives, and, of course, as many kids as you can find because Santa Claus will be there.*



### **HUMPHREYS TO EXPAND CAMPUS**

The College is just completing the initial phases of planning and architectural design for a major new campus expansion. Two new buildings will be constructed on currently undeveloped portions of the main campus at the southeast corner of Benjamin Holt and Inglewood.

The main academic and administrative building, referred to now as the main campus, was built in 1966 and occupies approximately two acres of the seven-acre campus. In 1975, the dormitory, student center (which has since become a pre-school center) and recreational facilities, including swimming pool and tennis court, were constructed on approximately two acres of the southern portion of the campus. The remaining three acres, including the oval lawn area, between the main building and the parking lot, and the vacant lot area between the main building and the pre-school, have remained undeveloped since that time.

The development of the charter school project, in conjunction with Stockton Unified School District, has now made it both necessary and possible to develop the remaining land with facilities that will take the place of the west campus, which has been part of the College facilities since 1992.

At this time the charter school uses approximately 50% of the available space on the west campus. The plan is that over the next two years the enrollment of the charter school, which this year enrolls approximately 200 ninth and tenth graders, will grow by 100 students each year, to a maximum enrollment of 400 students. This will require the full capacity of the west campus. While during this year, we are able to “coexist” with the charter school, next year it will not be possible to serve the needs of the college in that space any more. Hence, the need for the new building on the main campus.

The approximately 23,000 square feet of classroom, office, and library space on the west campus will be duplicated on the main campus in two buildings. A library building, situated on what is now the oval grass area between the main building and the parking lot, will house the law school, law library, and undergraduate library, much in the same way as the current library on the west campus.

Classrooms, faculty offices, and administrative offices will be housed in a second building to be located on the empty lot. Included in this building will be 6 classrooms, a computer lab for use by the court reporting department, a break/lunch room, 15 faculty offices, deans’ offices and administrative offices.

Between the two buildings will be a central patio area roughly 2.5 times the size of the central patio in the main building. This will provide an attractive, landscaped site for

students to sit outside during nice weather to eat, study, and meet with fellow students. The plan calls for all classrooms to be outfitted with state of the art electronic instructional capacity including network and internet access in each room, and wireless internet access in the patio area.

This is a very exciting project which will benefit everyone at the college and make it an even more attractive and functional place to study and learn. Copies of the most current plans are on display in the library for all to see. Comments and suggestions are encouraged and welcome as we complete this phase of the project. The development and construction timetable calls for the new facility to be ready for occupancy in time for the opening of the fall quarter. ~~~~~

### **Holiday Cheer at IBML**

*By Catie Webster*

There's surely Holiday Cheer among the students, faculty, and administration at Institute of Business, Management, and Law (IBML). In the halls and classrooms, I asked several of the administration, faculty, and students about some of the steps forward that they have taken or that they see the students taking since the first day of school.

One of the IBML administrative staff answered my question with this reflection:

*IBML is a great atmosphere for those students. Having them here with Humphreys College students gives them a terrific sense of self-esteem. I see it happen when the high school students and the college students are in the same hallway. The high school students also have a unique opportunity to have experiences that they would never have at a high school campus of 3,000 students. The nice thing is that the students realize this is a chance for them to get individualized attention and to get good grades.*

Here's what some of the students are saying about their progress:

*My GPA is up. My work habits are better. I feel like working in my class now. I had Ds and Fs before I came here. Now, I'm working and I have As and Bs.*

*I think I'm accomplishing something here at IBML. Yes, I really do. You give us work we can do. And a challenge that we can take. First quarter I had one B and all the rest As. Now, I'm trying to get all As.*

*I'm more comfortable coming to IBML. I'm familiar with all the other students and they want to get to know me. There's more friendship here.*

*I like being able to use the computers because when I finish my work, I can go on-line. My grades are the better here than where I came from.*

*I get more out of my math class because math classes are smaller, so the teachers can check over my work and I can learn that way. Otherwise, they just checked off my work or they didn't have time to check it. Now, I can see what to do.*

*When we came over here and we didn't have a gym or any place to change, we thought that P.E. wouldn't be any good. But it's not true. Coach makes us want to exercise. And he's teaching us about the body. He's teaching us about how exercise is good for the body. We are learning about the bones and the muscles. We never did anything like this at any other school.*

I've wondered about the success of this project myself. It's quite something to watch students begin to take hold of an opportunity that's so new and unique to them. It's a wonderful experience to watch the student body gradually come together as a community. I think this is why there's so much cheer in the hallways and the classrooms--a sense of community and unity here at IBML. That's why we are all enjoying a terrific sense of the fruits of our progress.

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Humphreys College Newsletter

Humphreys College

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HUMPHREYS COLLEGE NEWSLETTER

SUPPLEMENT

December 2003

Survey Results

HUMPHREYS COLLEGE STUDENTS AND THEIR WRITING SKILLS

Humphreys College's educational objectives emphasize an English language competency. However, many educators, not only at Humphreys, are growing increasingly alarmed by the decline of student writing skills.

The following survey presents the opinions of fifteen full time and adjunct faculty members of Humphreys College from Stockton and Modesto, who teach the communications classes, the disciplines with a

relevant writing element, or are involved in English language tutoring. Each of them selected the ten most serious issues out of an original menu of thirty alarming occurrences of faulty writing. The survey results summarize the major problems in style, grammar, and usage.

Because the survey participants could mark multiple responses, the ultimate list contains more than ten single points.

~ Stanislav Perkner

The List

- ① Sentence (sentence fragments, comma splices, fused sentences a.k.a. run-ons...).
- ② (A) Proofreading, Editing, Revising. (B) Commas, Semicolons, Colons.
- ③ (A) Shifts in Consistency (problems in point of view, including person, number, tense, and voice). (B) Verb Tense (consistency in sentences and in longer passages, irregular verbs...).
- ④ (A) Research and Writing Ethics (identification of sources; MLA [APA, CBE, ACW] style documentation...). (B) Sentence Clarity (tangled/overloaded sentences, parallelism, sentence length). (C) Paragraphs (unity of paragraphs, opening/closing, long/short paragraphs. (D) Possessives. (E) Pronoun Reference (this, that, which, it...).
- ⑤ (A) Subject-Verb Agreement. (B) Pronoun Agreement (lost antecedents, or/nor/ either... or/neither...nor, collective nouns, indefinite pronouns...). (C) Pronoun Case (who/whom, whose/who's, its/it's...).
- ⑥ (A) General Elements (logical presentation of facts and opinions, logical fallacies, inductive/deductive reasoning...). (B) Apostrophes (contractions, plural of numbers).

⑦ (A) Organizing and Developing of the Topic. (B) Clarity in General (abstract/concrete language, details, examples, description, narration, metaphors, analogies...). (C) Verbals (sentence fragments, split infinitive...).

⑧ (A) Sentence Markers (dashes, hyphens, parentheses, brackets, quotation marks, ellipses, italics, slashes...). (B) Capitalization.

⑨ (A) Wordiness (clutter, repetition, clichés, lack of specificity...). (B) Transitions (connections between sentences and paragraphs). (C) Kinds of Language (formal/casual, dialects, bias...). (D) Modifiers (adjectives, adverbs, double negatives, misplaced modifiers, comparatives, superlatives...). (E) Plurals of Nouns. (F) Verb Mood (indicative, imperative, subjunctive).

⑩ (A) Verb Voice (active/passive). (B) Numbers.

Note: Only three categories were *not* identified among the most serious: Articles; Periods, Question Marks, Exclamation Marks; and Abbreviations.

Other Problems, Additional Comments, Remarks, and Proposals

~ Overall, students don't always recognize the importance of "proofreading, editing, and revising" because it may not have been stressed in their earlier educational experiences. Also, just using punctuation is a challenge for many who e-mail fairly often.

~ I see several students who are in my Writing 101 class (prerequisite Engl 101) who cannot produce a coherent sentence for an in-class writing. Their in-class assignments are unintelligible in language, structure, and thought.

~ I have many students who are unsure of the use of "their, there, they're, your, you're." I also have many students who have no idea how to cite their references correctly.

~ I always take time to discuss study habits, reading techniques, and educational goals. Many students do not have consistent study habits. I stress the vast difference between high school and college expectations and their need to strive for the highest standards.

~ The students do not know what a style manual is or how to use one. Humphreys College should adopt a standard style manual for general classes and adopt the California Style Manual for the law programs.

~ Too much emphasis on using the Internet exclusively for research.

~ Students have problems organizing and developing a topic. Limited vocabulary, a poor grasp of grammar, and insufficient attention to detail in all areas characterize much of the writing. Perhaps more "real life" writing, such as a letter to a newspaper editor about actual current issues, would make writing a more relevant experience for the students.

~ I am always struggling with students about vocabulary — building one, using better vocabulary in writing, studying, and enjoying words. Students do not even identify new words in their textbooks and readings.

~ Plagiarism is a serious problem; I have a case of it almost every quarter.

~ I continue to have problems with plagiarism.

~ Organization and development of a thesis are probably the most striking problems in my classes.

~ Humphreys College's ESL students should know that "The Longman Dictionary of Contemporary English" was published specifically for them.

~ The Learning Center seminars are very helpful. However, the writing skills must be taught in classrooms — practically in every subject.

~ I always offer an extra credit to students who attend Dr. Perkner's presentations about studying etc. — but not many from Modesto Campus want to travel to Stockton.

~ Many students' in my classes do not know how to avoid wordiness and vague or obvious statements.

~ (1) Spelling errors - failure to use a dictionary/spell checker (e.g., Wednesday,

Wednesday...). (2) Punctuation - when to use commas.

~ Commas and apostrophes!

~ I wish I could meet a student who knows how to use semicolons correctly and wisely.

~ In general, Humphreys students need to read more good authors. Television is ruining their imagination.

~ Only a good reader becomes a good writer.

~ Many students have grown skeptical about books; they believe in the easy way — the Net.

~ Every day, we need to encourage critical thinking — and writing.

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**Humphreys College Newsletter - Supplement, December 2003**

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**HOW TO SUCCEED IN COLLEGE**  
**WINTER 2004**

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No appointment necessary. Ask your instructors for extra credit.

- HOW TO TAKE CLASSROOM AND TEXTBOOK NOTES  
EFFECTIVELY  
Tuesday, January 13; 2:00 p.m. - 3:00 p.m. in the Library
  
- WRITING AN ESSAY: THE KEY TO SUCCESS  
Tuesday, January 20; 2:00 p.m. - 3:00 p.m. in the Library
  
- TEST ANXIETY: HOW TO OVERCOME IT  
Tuesday, January 27; 2:00 p.m. - 3:00 p.m. in the Library
  
- HOW TO WRITE A PERFECT RESEARCH PAPER (I):  
KNOW YOUR LIBRARY AND I-NET RESOURCES  
Tuesday, February 3; 2:00 p.m. - 3:00 p.m. in the Library
  
- HOW TO WRITE A PERFECT RESEARCH PAPER (II):  
HOW TO USE MLA DOCUMENTATION  
Tuesday, February 10; 2:00 p.m. - 3:00 p.m. in the Library
  
- A FEAR OF PUBLIC SPEAKING:  
CLASSROOM PRESENTATION STRATEGIES  
Tuesday, February 17; 2:00 p.m. - 3:00 p.m. in the Library
  
- THREE STEPS TOWARDS CREATIVE THINKING  
Tuesday, February 24; 2:00 p.m. - 3:00 p.m. in the Library

For more information call Humphreys College Library and Learning  
Center

(209) 478-0800; [sperkner@humphreys.edu](mailto:sperkner@humphreys.edu)

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THE HOLIDAYS ARE FOR SHARING!!
PLEASE DONATE CLOTHING TO THE
WOMEN'S CENTER'S DAWN HOUSE
SO THAT FAMILIES WHO ARE IN NEED CAN
HAVE A MERRY CHRISTMAS.
BRING YOUR NEW OR GENTLY USED GIFTS
WRAPPED AND LABELED FOR A GIRL OR BOY
TO THE FRONT OFFICE
OR THE DEAN OF ADMINISTRATION'S
OFFICE.

