

Humphreys College

Newsletter



SEPTEMBER 2007

SUMMER QUARTER

FROM THE BUSINESS DEPARTMENT...

CHANGES TO THE BUSINESS DEPARTMENT BACHELOR OF SCIENCE PROGRAMS

By Jason Wolins, Chair

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ACCOUNTING B.S. PROGRAM

Starting in the Fall 2007 quarter, there are some significant changes to the Accounting B.S. program. Mainly, there has been a shift in required courses: A few have been eliminated and replaced by others that previously were “Recommended Electives.” The result—it is now a program better designed to prepare students for the C.P.A. examination. Here are some highlights:

Business Department Core Requirements:

MATH 110 and ECON 201

Business Department Core Requirements have been reduced from 52 units to 44 units. Two courses were eliminated: *MATH 110: Calculus* and *ECON 201: Intermediate Economics*. This brings the Humphreys College curriculum more in line with many area colleges. Our research reflects that only two economics courses are generally required at other nearby colleges. With the new changes, Humphreys students still will have to take *ECON 101* and *102: Economics I and II*, but the third economics course, *ECON 201*, will no longer be required.

Similarly, our research reflects that most area colleges do not require calculus, with the exception of the University of the Pacific. This will bring our program more into the mainstream, yet distinguish it from the college located closest to us.

Accounting Requirements: *ACCT 151 and MGT 295*

In the past, students had to take both *ACCT 150: Computerized Accounting I (Quickbooks)* and *ACCT 151: Computerized Accounting II (Peachtree)*. However, the department faculty members feel that Quickbooks is dominant in the accounting profession, but some firms still use Peachtree. Thus, under the new program, students will now have the choice of taking either *ACCT 150* or *151*, instead of having to take both.

Research also reflects that some area colleges require international business courses and some do not. We have decided to eliminate *MGT 295: International Business* as a separate required course and include international components in other courses. This will permit an extra C.P.A. exam-pertinent accounting course to be added to the required curriculum.

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Accounting Requirements (Cont.): ACCT 203, 210, 241, and 251

By making the preceding changes, the department is able to move several C.P.A. exam-pertinent accounting courses from “Recommended Electives” to “Accounting Requirements”:

ACCT 203: Intermediate Accounting III

ACCT 210: Advanced Accounting I

ACCT 241: Auditing II

ACCT 251: Cost Accounting II

It was the consensus of the department faculty that these courses should be required for students preparing to take the C.P.A. exam. All of these changes will increase the “Accounting Requirements” from 40 to 48 units.

Recommended Electives: ENGL 103

Moving the above four courses from “Recommended Electives” to “Accounting Requirements” will permit student to have more leeway in taking the permitted 16 units of “Free Electives.” However, the department still recommends that *ACCT 211: Advanced Accounting II* and *CMIS 250: Operating Systems* still be taken, if offered. In addition, since accountants have to write reports, *ENGL 103: Intensive Grammar* has been added as an additional “Recommended Elective.”

BUSINESS ADMINISTRATION B.S. PROGRAM

Business Department Core Requirements: MATH 110 and ENGL 103

Only two significant changes have been made starting in Fall 2007 to the Business Administration B.S. program. First, *MATH 110: Calculus* has been eliminated. This is based on the faculty’s experience that it generally has only limited value in the business world and research, which reflects that most area colleges, except the University of the Pacific, do not require Calculus for a Business Administration B.S. degree.

Second, *ENGL 103: Intensive Grammar* has been added as a “Core Requirement” replacing *MATH 110* since writing is an extremely important business skill.

A FINAL NOTE

Remember—if you are an existing Business Department B.S. student, you have the option of either (1) continuing with the program requirements in place when you started your program or (2) changing to the new program. If you want to see which is more advantageous to you, please contact the Registrar’s Office to get a Program Evaluation for the new program. It will provide a reallocation of your courses, so you can contrast and compare the respective programs.

Lastly, when you want to register for a quarter, make sure you have reviewed the Business Department’s “Two-Year Course Schedule Plan” first. (If you do not have a copy, it is posted on the bulletin board in the faculty office area; I will also leave a stack at the faculty office front desk for you to pick one up.) It lists when courses will tentatively be offered. Some required courses are offered only once per year; take them when they come up, so you do not have to wait an entire year before they reappear. And, always, check the College’s online catalog at humphreys.edu to make sure you have the prerequisites for a course you want to take.



HUMPHREYS COLLEGE GRADUATION JUNE 22

As noted in the Graduation 2007 Program, 79 students graduated with baccalaureate degrees and 55 with associate degrees on June 22, 2007, in the Jerry Medina Courtyard.



Both the Valedictorian, Bryce K. Hardage, and the Salutatorian, Anne-Marie Poggio-Castillou, gave inspirational speeches for all who attended.



HUMPHREYS STUDENTS PLAYED THE BUSINESS STRATEGY GAME

By Kevin Van Dewark

The goal of the Business Department is to prepare students for the real-world challenges they will face when they matriculate into the business world as professionals. Making the transition from student to employee or business owner can be tough; it is imperative that Humphreys' students have as much experience as possible before leaving this college.

Recently, a component of realism was added to the capstone course for all business students, *MGT 285*, in the form of a real-time business simulation. **The Business Strategy Game**, or **BSG**, is a simulation designed to prepare students for the rigors of managing a company in the modern business environment. The simulation is a team-based exercise, where groups of two or three students normally work together. Usually, a class will have four to five teams engaged in this competition. The teams not only compete with each other, but with other undergraduate and graduate schools of business worldwide; this is, indeed, a global competition. The students function as co-managers of a shoe manufacturing company and are responsible for all major decisions that a company of this type would face.

During the course of a twelve-week quarter, there are ten weeks of competition. Each week corre-

sponds to a fiscal year of the company's operations. Students are required to make all relevant decisions, including marketing, production, logistics, quality, and financial decisions that would be expected in any normal business in today's global economy. This exercise allows students to visualize cause and effect in their decision-making process. The simulation is as close to real-world experience as possible: in order to manage the business successfully, the participants must use their quantitative decision-making skills learned in all of their previous courses.

In spring quarter, Humphreys College placed in the top twenty in worldwide competition, in four out of the five categories in the simulation.

Aaron Karnes and **Monty Dizon's** team, *EEarners*, finished with a 7th place in Overall Score, 8th place in Earnings per Share, 20th place in Return on Equity,



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and 7th place in Stock Price. These exceptional results were better than those achieved by larger universities, including California State University Stanislaus' Graduate School of Business.

The Business Department is always looking for innovative ways to prepare today's students for tomorrow's workplace. The reinforcement of a sound business education through an online simulation allows Humphreys' students to apply their knowledge, skills, and abilities in order to achieve the success they deserve.

FROM THE LIBERAL ARTS DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Chair

- Liberal Studies students now have a choice in completing their college-level math class: they may do so by taking *MATH 101 College Algebra* after completing the prerequisites—*MATH 40*, *MATH 48*, *MATH 49* or passing the placement exams for each of those math areas—or by taking *MATH 100 College Math*, which requires only the completion of *MATH 40* or a passing score on the numerical portion of the placement exam. All prerequisites must be completed with a C or better. Please consult your academic advisor—Cynthia S. Becerra or Felix Cano—if you have any questions before registering for Fall 2007.
- Online courses in the department are becoming quite popular. This summer quarter, both *ENGL 100 The Study of the English Language* and *CS 291 Community Health Analysis* were offered and well received by the students. In the fall quarter, *ENGL 120 Medical Terminology* and *SOC 101 Introduction to Sociology* will be offered online. If you are interested in enrolling in either class, sign up fast because, as a result of their popularity, they tend to fill up quickly.



- *The 19th Century American West class (SOSC 290)* made its trek to the California/Nevada frontier on August 18. Visiting Bodie, California, an abandoned mining town, the ten students led by Professor Randy Rahmoller explored this unique, historical place. Also, they managed to visit a frontier museum in Bridgeport, California, and have dinner at a Nevada casino nestled beside Topaz Lake. Riding shot gun—oh, I mean accompanying the class were volunteer drivers Jesse and Cynthia Becerra.

FROM THE COURT REPORTING DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Kay Reindl

Humphreys Congratulates New Certified Shorthand Reporters

Humphreys College is proud to recognize its newest Certified Shorthand Reporters. **Steffan McGee**, **Evelyn Ruiz**, and **Marissa Contreras** passed the CSR examination, which was held in Los Angeles in July.

There were 43 first-time applicants, including Steffan, taking the two-day exam. The overall pass rate for all three test sections for the first timers was 39.5%.

Evelyn and Marissa only needed the English portion of the exam to complete the test and become licensed. There were 166 applicants in their category; the pass rate was 31.3%. Out of 209 test takers, 69 passed. Congratulations to Steffan, Evelyn, and Marissa!

The two-day test is held in Los Angeles three times a year. The next exam is scheduled for October 19-20.

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At the October test, the Department of Consumer Affairs' experts on computer-based testing will give a presentation on the proposed procedures for implementing the written component of the exam on computer. After the March 2008 test, the Court Reporters Board of California has plans to implement computer-based testing on or after July 1, 2008. Once implemented, students who have qualified will be eligible to take the written test sections at a testing center. The dictation/transcription portion of the exam will still be administered live. Watch for more information about this change in the next newsletter! For more news and links about current issues related to court reporting, check out <http://www.courtreportersboard.ca.gov/>.

**From the National Court Reporters Association:
Certification Testing Offered at Humphreys**

On November 3, Humphreys College will once again serve as a testing site for the National Court Reporters Association certification tests with Kay Reindl as the chief examiner. As of October 2007, NCRA has partnered with Pearson VUE, a leading professional electronic testing company, to conduct the written portions of the exams. Test candidates may now choose a test date from 48 days out of the year (two-week windows in January, April, June, and October), which is a substantial increase over the previous two days per year that the exam was administered. Candidates are able to schedule and reschedule online at one of the 13 test sites in California up to 48 hours prior to the chosen exam date without incurring any postponement fee. The exam results will arrive in less than the former eight weeks.

In addition, NCRA is exploring to shift the dictation/transcription test to a computer-based environment within the next two years, thereby increasing the number of times during the year a candidate could attempt to meet the speed requirements of each certification. To be eligible to take the May 2008 tests, you must be a member of NCRA with dues paid in full by December 31, 2007. For more information, visit www.ncraonline.org.

Inspired by Speaker

At the Court Reporting CSR/Theory Luncheon held in July, students and faculty were inspired by a motivational presentation by Todd Olivas, Certified Shorthand Reporter and a deposition firm owner. Most recently, he has taken his presentation "How to Get Out of School with My Sanity Intact!" on the road, inspiring court reporting students across the state.

Through his own challenges experienced while in court reporting school, he has been able to identify some common struggles and enumerate some solutions that anyone can follow. He summarizes his plan in his popular

TOP TEN THINGS COURT REPORTING STUDENTS MUST DO:

- 10) *SHOW UP*
- 9) *DO WHAT THEY TELL YA*
- 8) *GET BACK TO BASICS*
- 7) *BE CONSISTENT*
- 6) *READ YOUR NOTES*
- 5) *GET ACCURATE, THEN FAST*
- 4) *USE SHORT SENTENCES*
- 3) *SWEAT THE SMALL STUFF*
- 2) *BE EXCELLENT, NOT PERFECT*
- 1) *DO YOUR BEST!*



Todd Olivas says, "Only do these things if you want to get out of school!" To find an explanation of each of the Top Ten items, along with other motivational materials and a wealth of additional information, go to www.ToddOlivas.com.

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Pam Wood, Chair



Summer quarter marked the beginning of a new adventure for the Early Childhood Education Department. We offered our first online class—*ECE 115 Child Discipline & Guidance*. It has been so well accepted that we will be offering two online classes during the fall quarter – *ECE 105 Child & Society* and *ECE 225 Cross-Cultural Child Development*. If you're up to the challenge, try ECE online!

TRY IT! THE MOTIVATIONAL KIT

By Tatiana Raigoza, Early Childhood Education Student

In one of my classes, I learned that the annual turnover rate for early childhood educators is thirty-one percent. Why is retention of employees for early childhood programs so difficult? Some teachers feel unappreciated and less motivated to stay in their current positions.

Does not everyone like to hear that others think they have done a great job on accomplishing a project? Of course, everybody does. As human beings we thrive on motivation to get us through a hard days work. What if we feel our efforts are going unnoticed and the motivation is running low? Some of our co-workers may have even noticed that our usual happy, patient demeanor has turned into short tempered and uncooperative.

I recently finished an *Adult Supervision* course, which focused on such topics. I learned many tips how employers can motivate their employees and how coworkers can keep each other motivated and feel appreciated.

One of the techniques is called a motivational kit. It can include many items and can be given to whomever you would like: from an employer to an employee or from one coworker to another. For example, the **team building kit** might include:

- *Bit O'Honey*: To remind you to keep from saying hurtful things to others. Share a bit o' honey.
- *Lifesaver*: To remind you that your actions can be a lifesaver to a child, parent, or fellow team member.
- *Toothpick*: To remind you to pick out the best in others.
- *100 Grand Candy Bar*: To remind you that you are worth more than 100 grand to us.
- *Eraser*: To remind you that we all make mistakes and need to erase our errors with an apology.
- *Crayon*: To remind you that it takes all colors to make a rainbow. The unique skills and talents of each individual make a stronger team.
- *Mounds Candy Bar*: For the mounds of wisdom, you have to pass on to others.
- *Gum*: For when you feel like chewing on someone, but know this would be best.
- *Rubber Band*: To remind you that we all need to band together as a team for success.
- *Plastic Bag*: A good role model will hold these ideas together, just as this bag holds these items together.



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I hope you have an idea of how to be a little more appreciative and motivational to others. Here is a little homework: Turn to someone today, it can be a friend, coworker, or employer, and say something appreciative. Remember, it might be as simple as, "I really enjoyed reading that article you wrote for the newsletter"; even such a little statement can be encouraging.

FROM THE ADMINISTRATIVE MANAGEMENT DEPARTMENT...
REPORT FROM THE CYBER CAFÉ
THE ONLINE FORUM
 By Jim DeCosta, Chair

In previous reports from the *Cyber Café*, we have discussed the basic differences between a traditional face-to-face classroom environment and an online classroom. The technology utilized in the delivery of online instruction is often cited as the biggest contributor to student performance and satisfaction differences. When use of the technology is not a stumbling block for students, tasks specific to online instruction and their perceived value become the major issue. This report will focus on the forum as an educational tool and its importance in the online instructional format.

THE SOCRATIC METHOD

The Socratic Method has been well established for face-to-face traditional classrooms and is practiced widely in K-12 as well as college classrooms. By the time students enter the post-secondary portion of their formal education, they have been exposed to the face-to-face lecture-based method of instruction for 12 years. The teacher delivers an oral presentation covering the learning objectives for the period while scanning the classroom for signs that the message is getting through to the students. Many times during the lecture, the teacher will stop and ask questions of the class to verify that students are paying attention and understanding the material being presented. The questions take two forms; the first asks the student to restate material or ideas while the second asks the student to apply the new concepts. The teacher is not only seeking to determine if students are paying attention and understanding the subject matter but also ensuring that alternative ways of communicating the lesson ideas are being heard.

CLASSROOM BEHAVIOR AND THE SOCRATIC METHOD

Students usually form up along three lines of reaction to the Socratic Method. There is a very small group of students who like to sit at the very front of the class and pay rapt attention to their teachers; their hands shoot up every time the teacher even thinks about asking a question. A larger second group sits scattered throughout the classroom; these students never raise their hands, even if they know the correct

response. They are either too shy or fear being embarrassed by delivering an incorrect response. The third group of students prefers to sit at the back of the class, avoids the gaze of their instructor, and if called on, they will immediately start looking at the floor for a lost pen or pencil.



Teachers quickly learn whom they can call on to answer questions effectively and joyfully; this appears to be a win-win situation for the instructor and the students. The problem that goes unnoticed is that only 30% to 40% of the students will be called on during the course and the class as a whole will have missed the opportunity to hear the perceptions held by the majority of their peers in the classroom. The class is deprived of the insights these students (the silent majority) might have added to their own learning and the teacher has been deprived of hearing misunderstandings that have taken place in the minds of those silent. Typically, those misunderstandings are acknowledged when tests or papers are received from students, too late as far as the students are concerned.

ONLINE BEHAVIOR AND THE SOCRATIC METHOD

In the online environment, both students and teachers have the advantage of time. The online fo-

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rum is an asynchronous form of communication, which allows students time to consider questions from the instructor. Some students feel comfortable responding quickly to questions designed to assess understanding and some need a few minutes or hours to think about the concepts before they can feel comfortable responding. Students have time to go over the learning materials and construct a well-thought-out response to questions. This results in one group of students, those who sit in the front and answer questions. Students and instructors all benefit from the insights expressed by the larger group of participants.

GROUP METHODS

Collaboration methods of instruction have been shown to be a very effective method of instruction. Students often form small informal study groups or simply go to friends and work on homework assignments together. It is well known to professional educators that collaboration (group projects) aid learning and much has been written on how teachers can use these group strategies to increase the amount of learning that goes on in their classrooms. This knowledge has spurred many educators to introduce group projects into their teaching method—with mixed results.

CLASSROOM GROUPS

Many students look at group projects with disdain. Typical student reports indicate that if all students in a group project receive the same grade, there are always students who feel that the grading was unfair. Likewise, if the teacher invents some way of assigning individual grades to group projects, the number of reported student challenges to the grade received go up with overall dissatisfaction with the group learning environment. Only in a very small number of cases do students and teachers feel that the projects were not only successful but were also enjoyable. Despite the large amount of literature that supports group learning, a large number of teachers avoid it.

ONLINE GROUPS

Online groups can be formed in the same manner as in the classroom. The advantage that groups working online have is the documentation of effort.

Online learning can be a very personal experience, indeed; you just have to be open to it.

Each group can be assigned its individual Web space where communications and documents can be shared. Each submittal by team members is time stamped, making it easy for the instructor to track group progress. The transparency of individual effort within the group encourages all team members to avoid procrastination and to contribute to the overall success of the team.

The online forum allows the class to benefit from collaborative learning without the need to form organized groups. The forum provides the opportunity for students to respond to instructor questions, and the whole class benefits from all student answers and perspectives on the assignments. If students are then given credit for their initial response to the assigned questions and additional credit for querying the answers provided by peers, this facilitates real communication between teacher and students while allowing for individual grading. Response-feedback loops established in the forum communications help students understand the assigned materials as they gain valuable personal insights about their peers.

Often the teacher gains new insights on the subject matter as well as how learning is occurring in the group. This is a win-win situation for both students and teachers. In upper-division lecture classes that I have taught at Humphreys College, I have received numerous comments on how much more my students felt that they have learned from their peers, not only about the course learning objectives but about “all” of the students in the class. Online learning can be a very personal experience, indeed; you just have to be open to it.

THE DOWN SIDE OF ONLINE FORUMS

In order to maximize the positive effects of the online forum, students and teachers must get in the habit of checking the forum posts often during the week. This is a drastic change in the way traditional teachers and students have approached learning at the college level in the past. Instead of meeting for class once or twice a week for two or four hours, now the student must spend ten minutes a day for five or six days a week keeping up with the forum. The good news in this short-time commitment is that this is much more beneficial for the learning process because learning occurs best when it is distributed.



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CONCLUDING THOUGHTS

If you can manage your schedule to fit in participating in the online forums offered by your teachers, you will gain from the experience on two fronts. You will come to absorb the course materials better and you just may walk away with better insight into what your fellow students really think about the world. If you are an instructor who is new at teaching online, I can promise you that if you use the forum wisely and frequently, you will learn much from the students who traditionally do not raise their hands in class.

FROM THE LAW SCHOOL...

THE NEW STUDENT ORIENTATION

By Dean L. Patrick Piggott



It is a hard path to transition into law school. To ease it this year, the Law School started a new program: "Orientation" and "Boot Camp."

During the first evening, the students met their professors and received their reading assignments, including course syllabi. The college bookstore stayed open late. Students had an opportunity to visit the Fiscal Office and complete paperwork with the Registrar.

The second night started with a lecture on the History of Law, presented by Dean Piggott and Professor Dalton. It covered the ancient law history, including the Code of Hammurabi, the Crusades, the Magna Carta, and the other turning points in the establishment of the rule of law, leading to the famous Inns of Court in England. Then the students learned of the current court system and its structure. The class was divided into pairs and each student introduced the other to the entire group.

The third night included lessons on how to brief a case and approach various types of homework.

In general, our new first-year class is very interesting: it includes four students born overseas, three Muslims, a majority of women, several ethnic minorities, and—most interestingly—the first grandchild of an alumnus, as well as the youngest student ever admitted to our law school: the eighteen-year old daughter of another alumnus. As for their present occupations, one

works at a winery, one with fruit, and one is involved with music production. There should be some good times ahead!

Finally, the Law School offered a Friday night hosted reception in the Courtroom with the families, significant others, and friends of the new students. They were invited to learn about the law program at Humphreys. As Dean Piggott stressed in his welcoming address, without the support of their friends, family, and associates, the law students cannot survive. Each of them is required to attend 1200 hours of classes, every Monday, Wednesday, and Friday evenings, over four years. They will miss birthdays, family gatherings, holidays, and many other occasions when their presence matters. In this context, Dean Piggott shared the tale of the first-year student who got married. On the night of her rehearsal dinner, she had to take a law school test. The family decided to obtain a cardboard cutout image of her placed next to the bridegroom—to represent the missing bride-to-be.

During the reception, Professors Schick and Dalton, along with the dean, led tours of the campus and answered all the questions. Dr. Perkner responded to the law library inquiries.

The 26 students began classes Monday, August 13. This year, they know each other and are better prepared. Good luck to them all!



SUPERIOR COURT CONVENES AT HUMPHREYS

Since August, the Joe Carcione Courtroom, which was opened two years ago as part of the Humphreys College Laurence Drivon School of Law serves as a temporary branch of the San Joaquin County Superior Court. The county courts have contracted to have four new courtrooms built in the old JC Penney building downtown, but they will not be ready before early 2008. The Joe Carcione Courtroom was built to specifications required by the Office of Courts Management.

For more than a century, Humphreys College has operated as a center of community involvement; therefore, the Courtroom, from its opening, serves not only the immediate needs of legal, paralegal, and court

reporting instruction of Humphreys students but also hosts the small claims clinic, high school moot court competitions, and grand jury training sessions.

“We are pleased to be a part of the legal community and to make our courtroom available to the Superior Court. We have been proud to fill the role as the county’s center of legal education for over 50 years,” commented President Dr. Robert G. Humphreys.



MEET YOUR TEACHER...

DR. FELIX CANO

ITRULY ENJOY SHARING MY INFORMATION WITH STUDENTS

Summer 2007 is his first quarter at Humphreys, starting with Environmental Science 130, Environmental Science 131 (Lab), and Math 101. His background is in medicine; however, he always wanted to teach. His name is Dr. Felix Cano.

“I received my Bachelor of Science in Science/Biology and my Doctor of Dental Surgery at the University of California, San Francisco - School of Dentistry. After 22 years as owner of a group practice, I retired to become a ‘Mr. Mom’ with my son who is now 12 years old. When my son began school, I too began school—as a teacher, which had been my secondary goal from twenty previous years. I completed my teaching credential at Chapman University. I have taught a variety of science and math courses since 1999 from 6th grade through junior college levels, as well as a two-year tour at the University of California, San Francisco - School of Dentistry as a dental instructor in the morphology and operative divisions.”

Q. Your first impressions of Humphreys College?

“I have been assigned to instruct Environmental Science and Math. I truly enjoy sharing all my information with students; thus far, this experience has been very positive. The students at Humphreys seem to be very attentive and appear to be enjoying their educational journey.”

Q. What would be your advice to students suffering from “math anxiety”?

“In my view, ‘math is easy.’ Once you learn the fundamentals, the patterns begin to become repetitive. The patterns are the foundation of math, anyway. Besides, every student has an ‘easy button.’ I am trying to find it to make his or her math adventures exciting and enjoyable.”



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Q. Who are your role models?

“My role models have included my father, and every single creative mathematician and scientist able to contribute some idea propelling mankind to the current level of advanced technology – and beyond.”

Q. What do you do for fun?

“My leisure time activities include anything that relates to the growth and development of my son. I also enjoy skiing, golfing, and studying all about the new scientific discoveries of the universe and space exploration. I have too many favorite books to name just a few... As for the movies, I like two Oscar winners: ‘Heaven Can Wait,’ a 1978 film directed by Warren Beatty and Buck Henry, and Jerry Zucker’s 1990 comedy ‘Ghost.’ My favorite television shows vary as the programming varies almost every five years or so.”

Q. What is your favorite quote?

“Be like water, my friend” (Bruce Lee, 1940-1973).

~ Stanislav Perkner

YOUTH REMEMBERED

I’ve joined the middle classes;
 No dishes are in the sink.
 But I keep a Bohemian bedroom
 Where I can sit and think.

My books are there, the light is on,
 No sun inside but only shade,
 The clothes are on the floor,
 The bed remains unmade..

The middle classes flinch and wince
 Confronted by the truth
 So I keep a Bohemian bedroom
 To remind me of my youth.

~ Michael Duffet

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A PARADOX

A wife away, a brother dying,
 Lawyers dunning my door;
 The world, at its wiles, is lying;
 I am almost on the floor.

Wife so far away I can’t reach her,
 The victim the last of my brothers,
 I earn my bread as a teacher.
 Thank God I can think of others.

Thank God for those who depend on me
 To guide them though I am astray
 While I am myself one and only
 With wife and brother away.

~ Michael Duffet

HOW TO PREVENT PLAGIARISM: “TURNITIN”

Humphreys College has joined more than seven thousand schools in ninety countries licensed to the plagiarism prevention system *Turnitin – Reading, Writing, Research, and Originality*.

The digital assessment suite enables the users to access a database of over 40 million student papers, 12 billion Web pages, ten thousand periodicals, and thousands of books, including literary classics. The system is capable of detecting purchased papers, cheat sites, and student collusion. It enables instructors to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases. According to its Web site, Turnitin receives over a hundred thousand papers per day.

Every originality report provides instructors with the opportunity to teach proper citation methods as well as safeguard their students' academic integrity. The Turnitin services can be integrated with various course management or learning management systems, including Moodle.

The users submit documents through the Turnitin Web site. The results are returned in the form of customized originality reports, in which any text matches found in the databases are highlighted and linked to their source. The reports allow faculty members to determine whether plagiarism has occurred. For more information, go to www.turnitin.com.

LANGUAGE LANGUISHES

By Michael Duffett

Those of you who know me know that wherever I go, I sniff out books. One of my most recent acquisitions (“The Dictionary of Global Culture” published by Knopf, 1997) relates directly to a matter I have broached in this column often, if not, to use an unfashionable Latinism, *ad nauseam*. The fact that I have to apologize for the unfashionableness (is that a word?) of using Latin tags is part of the matter at hand.

In a world where, to quote the book mentioned, “half the people are Asian, one-eighth African and a majority non-Christian” we can no longer rely, as we used to be able, in former generations, on a common fund of cultural assumptions.

I am not entirely sure if what this has done to our language is positive or negative. On the one hand, we no longer have available those short cuts of

communication relating to a shared culture and this is, of course, a pity. On the other hand, because of the enormously

greater breadth of cultural traditions which relate from the greater cultural diversity we enjoy in the 21st century, we have the potential of a fund of communication shortcuts from a much wider source than the traditional Judeo-Christian one we enjoyed for centuries.

The problem, I think, is that it is potential, rather than actual. I often find myself, because of the wide traveling I did in my youth, in the strange position of explaining to someone of Japanese or Arabic background aspects of his or her own culture which they, in their intense Americanization, have lost touch with. It would be nice, I often reflect, if the cultural rainbow that is California gave to our language the kind of richness we gained when, for example, Duke William brought French into the English language in 1066 or when those heavy-handed British colonizers of the 18th and 19th centuries plundered native languages for vocabulary elements we have enjoyed ever since (from assegai and bungalow to yacht and Zulu!).



COMMUNITY HIGHLIGHTS



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~~Two outstanding Humphreys College paralegal students at our Modesto campus have received scholarships for this year. **Linda Davis** was awarded the Eula Mae Jett Scholarship, and **Sandra Uribe** received the Ripon Sroptimist Club Scholarship.

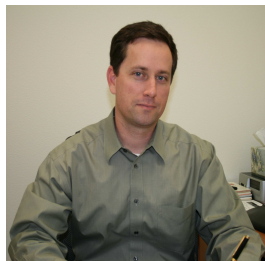
~~Congratulations to three new California Certified Shorthand Reporters—**Evelyn Ruiz**, **Marissa Contreras**, and **Steffan McGee**—all graduates of our Court Reporting Program (see page 4).

POPIES

I know where the poppies grow,
 In the valley row on row.
 They are wild. I think so.
 Someone may have sowed them there.
 If so, it was done with care.
 They blow slowly in the breeze,
 Growing there as they please,
 Protected by surrounding trees.
 They are colored in the darkest red,
 As if stained by blood that shed.
 They are truly an awesome sight,
 Waving the brightest light,
 Sleeping only in the night.
 When the spring passes by,
 The poppies fade, then die.
 But when the summer is over,
 And the snow is no more,
 The poppies grow again, as before.

~ Wallace F. Caldwell

~~A summer quarter series *How to Succeed in College* hosted several faculty members and school administrators. **Linda Rahmoller** invited the participants to the Computer Lab to demonstrate research paper formatting techniques. **Richard Hunt**'s topic was related to his English tutoring: "Beyond Google: Your Virtual Reference Library." **Dr. Robert Humphreys, Jr.**,



advised a group of participants "How to Become a Better Math Student." The new college job placement counselor **Lisa Sipe** and **James Griffin**, Humphreys alumnus, discussed how to deal with difficult people.

~~In July, **Dr. Darwin Sarnoff**, UOP's Professor Emeritus, joined the staff of Humphreys College Library and Learning Center. Both the undergraduate and law students have discovered that Dr. Sarnoff, a renowned economist and an expert in online instruction, is always ready to assist them, especially during his weekend library hours, including Fridays, Saturdays, and Mondays.

~~This summer quarter, **Chiyo Miyai**, our admissions counselor, resigned from the College to pursue a Master's in College Counseling at San Francisco State University. Replacing her is **Lisa Sipe**, a long-term adjunct instructor in the Liberal Arts Department, who holds a Master's from UOP.

~~Similarly as in the past, Professor **Rowena Walker** volunteers her time during the summer quarter to assist Humphreys students who need extra help with *Math 48, 49, and 101*. The last session is scheduled for Saturday, September 15. The group will meet in the Library between 10:00 a.m. and 12 noon.

~~In summer, the Law School Professor **Wallace F. Caldwell** published his fifth poetry collection titled "Images: New and Selected Poems." His previous books, "Happenings," "Babblers," "Meditations," and "Impressions," are also available in Humphreys College Library.

WHAT DID YOU DO THIS SUMMER?

- ◆ I spent a week camping at Hat Creek near Burney, California. I enjoyed fishing for trout, paddling in my yellow-submarine kayak, visiting with my sister, and relaxing with a Diet Pepsi and a good book! ~**Pam Wood**
- ◆ Two weeks of our June family vacation were divided between Prague and Vienna. To visit my Czech children (40, 31, and 27) is always a thrill. This time, Tina, my wife, and I were introduced to the youngest of my three grandchildren, Vitek, born last September. In Austria, we enjoyed an opportunity to stroll (though pretty fast) through the galleries devoted to the century-old Viennese Secession Movement, a topic I studied as a contributor to an art book released this fall by the Czech publishing house EnFace. ~**Stan Perkner**
- ◆ I made two trips to Idaho and two trips to Utah. ~**Linda Mottison**
- ◆ My family and I love visiting the Tahoe-Reno area each year for Hot August Nights. Our adventure always consists of a little gambling, several car shows, and food, food, food!!! Earlier in the summer, I visited Ashland, Oregon, to attend the Shakespeare Festival. What a treat!!! The performance of *Taming of the Shrew* was the best I'd ever seen. Plus, my husband, fellow instructor Leslie Walton, and I enjoyed visiting two spectacular National Redwood Forests—the Lady Bird and the Jedediah Smith—and walking the pristine beaches of the Pacific Ocean in Crescent City. ~**Cynthia Becerra**
- ◆ I drove up to Crescent City—just missed my colleagues—to meet my favorite cousins who traveled down from Washington State. The greatest pleasure—besides visiting them—was driving through the Redwood forests. I never tire of seeing those magnificent and majestic trees, some of which are over 2,000 years old. Of course, it's always fun to be by the ocean. ~**Rowena Walker**



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