

# Humphreys College

## Newsletter

DECEMBER 2011

FALL QUARTER



### INSIDE

FROM THE LIBERAL ARTS DEPARTMENT— AMERICAN LITERATURE	3
FROM THE ECE DEPARTMENT— CHILDREN'S BOOKS TO ENJOY THIS WINTER	4
FROM THE COURT REPORTING DEPARTMENT—	
Δ STUDENTS FULFILL REQUIRED COURT OBSERVATION HOURS	4
Δ STUDENT PARTICIPATES IN "FIRST IMPRESSIONS" PROGRAM	6
FROM THE CRIMINAL JUSTICE DEPARTMENT — PROGRAM IS RAPIDLY GROWING	7
FROM THE BUSINESS DEPARTMENT — JUST HOW DO YOU NETWORK?	8
FROM THE LAW SCHOOL —	
Δ SWEARING-IN CEREMONY	9
Δ IN MEMORIAM — JOHN C. SCHICK	10
Δ CHIEF JUSTICE ATTENDED INNS OF COURT MEETING IN SEPTEMBER	11
Δ 2011 INDUCTEES TO LAW SCHOOL HALL OF FAME	12
FROM THE MODESTO CAMPUS— STUDENT VOICES	13
HOW TO SUCCEED IN COLLEGE SERIES: FALL QUARTER	14
AUTHOR SPOTLIGHT—ADRIENNE RICH	15
POETRY CORNER	16
COMMUNITY HIGHLIGHTS	17
FROM THE LIBRARY & LEARNING CENTER— NEW BOOKS: ONLINE AND HYBRID COURSE INSTRUCTION	18
CHRISTMAS TRADITIONS	19

### FROM THE ACADEMIC COUNCIL ...

## EDUCATIONAL EFFECTIVENESS WORKSHOP ON ACCREDITATION TRENDS

On Wednesday, November 16, the campus was fortunate to host *Dr. Richard C. Giardina*, WASC Associate, and hear him present his views on the future of the modern tertiary education system. The guest speaker discussed the trends and challenges to the modern accreditation system and what this bodes for colleges of all forms across the country. His prepared remarks covered a wide range of issues but centered on the tensions that lay within the funding and assessment of college courses and degree programs. Given the level of public/government funding of colleges, it appears that the future of college assessment and accreditation will involve additional government oversight, including requirements that remove local control and increase measureable requirements in exchange for continued funding.

These insights led to a large number of questions from the audience, made up of staff, instructors, and students. Jess Bonds started the round of questions off when he asked about the role for-profit institutions will play in future government oversight. Dr. Giardina pointed out that it is true that for-profit institutions educate a small percentage of students while raking in almost 25% of government financial aid. However, public and non-profit institutions still use up most of the available financial aid as well as all of the other tax money used to fund public education. When we include all of the money that goes to fund a given institution, the public institutions, like the CSU system, seem to be a sponge with no limit to how much could be used to fund it while still providing little in the way of quality or employment guarantees. When the government begins looking around at where its money is going, the public institutions will be high on the list of places to demand some proof of quality.



Stanislav Perkner then asked why an institution like Humphreys is measured in the same way as an institution like Stanford. Dr. Giardina agreed that the two institutions were different, but he also noted that Stanford was unhappy at being measured in any way. This type of institution has often questioned attempts at criticism from the outside and believed itself above government intervention. Institutions like Stanford have great influence in Washington, D.C. through the Council for Higher Education Accrediting, a group that lobbies on behalf of its powerful members. Naturally, the CHEA will be pushing for maintenance of the status quo, making sure influence on a campus as Stanford will be minimal.

(Continued on page 2)

(Continued from page 1)

Stephen Choi then asked about the problems concerning the transferability of units, such as from Humphreys to CSU, Fresno. Problems have arisen where a single campus can accept or deny courses and units from another campus, often times with no rational reason other than their right and ability to. Dr. Giardina agreed and gave his sympathy to all involved. Sadly, it appears that individual system and campus autonomy remains strong in this area. Each campus can take in and judge incoming students and their prior college experience on a case-by-case basis. There are many problems allowing each campus to do this, but the sanctity of campus autonomy is not going to be overturned any time soon. Sadly, even WASC has no power to step in and demand some level of equal treatment or credit transferability.

Cynthia Becerra noted that for 20 years, Humphreys had an articulation agreement with the CSU system, and then a few years ago everything was dropped in favor of each institution being able to make its own agreements. It is now very difficult for one of our students to transfer all units to a CSU campus. She sees this as self-serving actions by individual campuses that does no good to the larger body of students. Accrediting agencies need to do something, but Dr. Giardina says little power is available at present.

Rowena Walker wondered about where our concern should be and whether or not we should panic about upcoming government demands. Dr. Giardina said that our primary concern should be government intervention in higher education. It funds much of the education system and now wants more control. It is imperative that colleges increase their level of self-regulation, show themselves to be responsive to the needs of the public, and prevent further government interference through self-action.

Stephen Choi asked about other regional bodies that may not be subject to oversight by WASC. Most often overlooked seems to be the fact that when regions are crossed, oversight is ignored or forgotten. For ex-

ample, more and more foreign institutions want to develop partnerships with American institutions. Who will act as outside guarantors of the quality of overseas units? Is it possible that cheap units from a foreign institution will be accepted through such a partnership while heavily regulating units from a local American campus? This tricky issue is sure to arise in future actions by regional and national accrediting bodies.

Rick Swanson pointed out that state campuses cost more than non-profit institutions and that even less money is needed by a college to teach an online class. There doesn't seem to be much transparency in how the money is spent. Small non-profits like Humphreys have to do much work to prove themselves while the state institutions just say "trust us." Dr. Giardina noted that institutions like Humphreys do profit when the public sector cuts back, such as providing fewer courses at San Joaquin Delta College. This sends more students our way, to the tuition-driven colleges. It is up to us to establish a history of quality and integrity that go beyond the economy if we are to continue doing well after the economy recovers and state colleges regain their funding.

In the future, all colleges will have to accept the fact that regional agencies like WASC will be further affected by increased government intervention and



oversight. We can expect future WASC accreditation practices to include more auditing, requiring more documentation, and visiting less often. In the end, we will probably see more real-time record oversight and management.

~Richard Chabot, Academic Council Secretary

*Note: The first part of Dr. Giardina's presentation is available in the Supplement to this Fall 2011 Newsletter.*



The students of CS101, in conjunction with the Humphreys College Academic Council hope you will join them in giving to the homeless of Stockton... As you prepare for the end of the quarter, please remember those who are missing basic life necessities and remember how the simple gift of a pair of warm, thick socks can make a difference in life, especially when the thermometer drops to freezing levels. Buy a pair (or more) and drop them by your friendly receptionist, professor, or librarian today. The socks will be donated to the St. Mary's Interfaith Dining Room and Community Services in downtown Stockton.

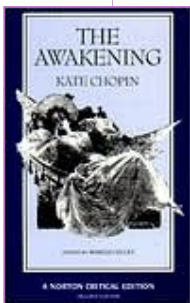
***Let's make this Christmas the warmest ever!***

## FROM THE LIBERAL ARTS DEPARTMENT...

## AMERICAN LITERATURE

By Cynthia S. Becerra, Associate Dean, Chair

Whether purchasing a book as a gift or for your pleasure reading over the holiday break, consider some of these wonderful, enduring works of American literature to fulfill that need for treating yourself or your loved one to the very best. The following list of my top ten recommendations includes the original publication date; you will find a number of these works available in recently issued special editions and paperbacks. I have acquired many of the special editions from Barnes and Noble at a great price.



*The Red Badge of Courage* (1895) by Stephen Crane. This Civil War novel captures the dehumanizing and brutal imagery of war; in fact, Crane's work so affected his audience that he became a combat reporter for subsequent wars, including the Spanish-American War.



*The Awakening* (1899) by Kate Chopin. A novella set in Louisiana, it centers on the transformation of a young wife and mother who has a life-and-death struggle for her identity.



*The Call of the Wild* (1903) by Jack London. One of London's most popular works, it dramatizes one of the best dog stories during the Alaska Gold Rush.



*The House of Mirth* (1905) by Edith Wharton. A doomed love story among high society, Wharton captures the suffocating power of living among the rich.



*My Antonia* (1918) by Willa Cather. This was a difficult choice for me because I love her other novels as well, including *The Song of the Lark*, but this novel exposes the challenges of a young Bohemian immigrant and her family in the Nebraska frontier.



*The Poetry of Robert Frost* (1969) by Robert Frost. One of my and America's favorite poets, who earned a whopping four Pulitzer Prizes, Robert Frost articulates American life through his poems by taking us on a walk through colorful, symbolic-filled landscapes. His poetry is accessible to all readers even for those who often say "I don't get it."



*Invisible Man* (1952) by Ralph Ellison. Considered one of the best novels of the 20<sup>th</sup> century, Ellison's work signals a conscious shift in our perceptions of growing up Black in America through a coming-of-age story set in the late 1940s.



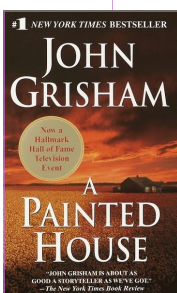
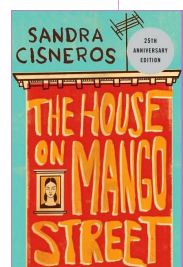
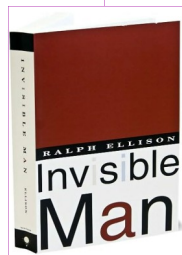
*A Good Man is Hard to Find* (1955) by Flannery O'Connor. This short story collection represents some of the author's best works; with dramatic irony and well-crafted characters, you will enjoy these mouthfuls of thought-provoking pieces while relaxing by the fire.



*House on Mango Street* (1984) by Sandra Cisneros. A series of narratives revolve around a young Latina's experiences growing up in a segregated neighborhood. A new reader to this author, I find myself increasingly impressed with her distinctive use of imagery and unique plot formation.



*A Painted House* (2001) by John Grisham. Known for popular legal-focused novels and blockbuster movies adapted from them like *The Firm* and *The Pelican Brief*, Grisham liberates his writing by chronicling a somewhat autobiographical narrative of a young boy growing up in rural Arkansas in the 1950s.



If you don't find these specific works from the named authors, then venture out to one of their other works. And then let me know what you think.

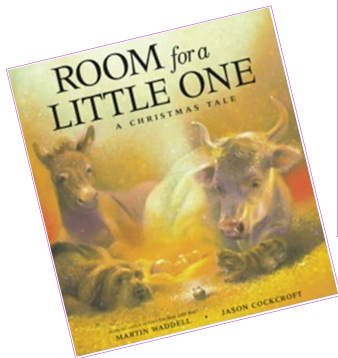
FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

**CHILDREN'S BOOKS TO ENJOY THIS WINTER**

By Pam Wood, Chair



The days are shorter and the weather is cold! "How will my children spend their time?" Why not curl up together and read a good book? Most of us, young and old, treasure the joy, freshness, and excitement that can only be found in children's books. Here is a list of books for you to share with the children in your life as you explore adventures which can only be found between the covers of a good book.



Adoff, Arnold	<i>In for Winter, Out for Spring</i>
Florian, Douglas	<i>Winter Eyes</i>
Lewis, Kim	<i>First Snow</i>
Maass, Robert	<i>When Winter Comes</i>
Pfister, Marcus	<i>The Christmas Star</i>
Root, Phyllis	<i>Grandmother Winter</i>
Schecter, Ben	<i>When Will the Snow Trees Grow?</i>
Waddell, Martin	<i>Room for a Little One</i>



FROM THE COURT REPORTING DEPARTMENT...

**COURT REPORTING STUDENTS FULFILL REQUIRED COURT OBSERVATION HOURS**

By Kay Reindl, Chair



In addition to its WASC approval, Humphreys Court Reporting Program is recognized as an NCRA Participating Member and is approved by the Court Reporters Board of California (CRBC). The regulatory oversight of the CRBC requires all Court Reporting students to gain exposure and education about the court reporting profession by spending ten hours of court observation (in a court of record).

Five of the hours must be achieved prior to the 120 speed level. The other five hours of court observation must be achieved prior to the 180 speed level. When the student enters the 180-200 4V class, he or she may begin the additional requirement of 50 hours of internship, which is fulfilled by actually shadowing court and deposition reporters on the job. As a component of the internship, students are required to transcribe a minimum of 20 consecutive pages from both a court proceeding and a deposition proceeding. They must also prepare a summary of each of their observation and interning experiences.

(Continued on page 5)

*(Continued from page 4)*

The following observation summary was written by *Mariah Temple* who is currently in the 120-140 speed level classes. I found it interesting and noteworthy as the court reporter was a 2006 alumna of Humphreys. The exposure and education that the students learn through this on-the-job experience is valuable to their overall career preparation as well as certification preparation. Students can increase this awareness by exceeding the minimum requirement of 50 hours. Mariah's article candidly depicts a day in the life of a court reporter.

## ***Court Observation Summary***

*By Mariah Temple*

*On Tuesday, November 8, 2011, I observed the case of The People of California v. Sally Smith (real name withheld). This case was presided by the Honorable Dawna Frenchie Reeves in Department One of the Stanislaus County Superior Court. The court reporter covering the case was Sean Gumm, CSR, a former student of Humphreys College. The case covered whether the defendant, Ms. Smith, should be remanded in order for her to receive proper treatment for her split personality disorder. A report provided by Conrad Medical recommended that she be remanded, and the Court agreed.*

*Ms. Smith's defense attorney, Mr. Orenburg, argued that the report was based on hearsay and should have no basis on the Court's decision. He argued that he had two credible witnesses who would testify that the defendant was receiving proper treatment, but the Court declined to hear the testimony because it stemmed from unlicensed medical practitioners. I almost expected the bailiff to remove the attorney due to his animated and passionate delivery of his argument. The Judge asked Mr. Orenburg for the code section that allowed him to request a hearing on whether or not the defendant should be remanded. He could not provide it, and the Court left to decide her ruling.*

*During this break, I observed where everything was situated in the courtroom. To the left of the Court's platform was the doorway to the Judge's chambers. In front of her platform to the left sat the court clerk, and to the right, in front of the witness stand, sat Mr. Gumm, the court reporter. In front of the clerk, just a few feet away, sat the defendant and her counsel, and just a few feet across from there sat the counsel for the People. Strawn across the court reporter's desk, I saw the court calendar of cases and previous convictions of each defendant, his realtime feed, and a spill-proof water bottle for the reporter. I also witnessed some playful banter between the counsel for both sides of the case, and one of the counsel for the People even asked if Mr. Orenburg had "had his Wheaties" that morning.*

*Once the Judge returned, it was stated that Ms. Smith would be remanded unless a doctor could come and observe whether her treatment was effective in eliminating her as a threat to society. The defendant left the room in tears and could be heard crying in the holding room throughout the rest of the hearings.*

*In the meantime, while the court waited for the doctor to arrive, the Judge heard a number of cases, most of them to schedule preliminary hearings. I also heard a number of probation hearings, where most defendants were in full hand-and-ankle cuffs. In most of these proceedings, the defendants agreed to go through a drug rehabilitation program and plead guilty in order to be released on probation. These proceedings were hard to hear, because many of the attorneys for other cases sat in the jurors' box and talked. All the while the previously stated defendant continued to cry in the holding area.*

*During the break, I was able to go to the court reporter's desk and see his calendar and realtime feed. Mr. Gumm admitted that his feed was not perfect, but everything was legible enough to be read and understood by the Judge. Mr. Gumm also stated that the Judge loved the fact that his font was large enough for her to read from her platform, and if she observed that the reporter was having trouble, she would request the attorneys to slow down or stop speaking over each other. He introduced me to one of the attorneys and introduced him as his best speaker, and again I witnessed playful banter between the two of them. The attorney asked if he was being sarcastic, but Mr. Gumm stated he was very reasonable and well-spoken. Mr. Gumm said it was important to build a good, working relationship with everyone involved in court. I witnessed much playful banter and occasional sarcasm between each side and the Judge throughout the day.*

*(Continued on page 6)*

*(Continued from page 5)*

*I also learned a funny, yet nerve-wracking, fact about the court reporter's placement in the courtroom. The reporter is placed directly in front of the witness stand to enable the reporter to hear everyone in the courtroom. Mr. Gumm said that when he started working in the court, the bailiff had told him they had a strict "no tolerance" policy on hostages. He was told that if a detainee ever took a hostage that he should hit the floor because they would shoot the detainee immediately. He nervously laughed, and said he hoped that would never happen.*

*The case was soon settled when a doctor arrived and stated that the defendant could be released as long as she was receiving proper medication and treatment. The Judge agreed and released her into the safe and loving arms of her witnesses and friends. The defendant left, still crying, and soon the courtroom was empty. Though the Judge and the attorney had "gotten into it" a bit, they had a good relationship; even the Court admitted that the attorney's tactic would only work this once. Mr. Orenburg stated he was satisfied; bailiff smiled and called the attorney the "Champion of the People."*

*Mr. Gumm was impressed to learn that I created and used many of my own briefs. He put an emphasis on learning briefs for cleaner and better writing. He even shared with me his brief for Mr. Orenburg: O\*ERN/O\*ERN. He encouraged me to practice diligently.*

*The balance between banter and professionalism was interesting and well noted, and I enjoyed all the exciting cases. Mr. Orenburg even asked me to come the next day, but I politely declined because I had classes to attend. Observing the cases was exciting, even if the courtroom's squeaky chairs sometimes horrified me. It was something I would do again. It motivated me to look forward to my future internship.*

---

## **COURT REPORTING STUDENT PARTICIPATES IN "FIRST IMPRESSIONS" PROGRAM**

**By Darla Moen, Court Reporting Student**

Darla Moen is a Court Reporting student currently at the 200-speed level. She recently had a very unique opportunity and agreed to share her experience:

*I was lucky to participate in the "First Impressions" program held recently at the San Joaquin County Superior Courthouse. Judge Barbara Kronlund along with two attorneys worked with a 5<sup>th</sup> grade class from Merryhill School with the goal of educating the class about how the legal system works and the careers associated with working in a court of law.*

*The students were coached by the Judge and attorneys and participated in a mock trial in which they each played an important role. There were students representing each "character" in the mock trial, including a clerk and a bailiff. It was obvious they worked hard to prepare the prosecution's side as well as the defense's.*

*The case, *The Three Pigs vs. The Wolf*, was to be heard in Judge Kronlund's court. As you might imagine, the Wolf was charged with the murder of one pig and the attempted murder of the other two pigs. I was very impressed at how well prepared both sides were. After each side presented its case in chief, the jury found the Wolf innocent.*



*After the trial, Judge Kronlund gave me the opportunity to explain what a reporter's role is in court, and the students were given a chance to ask me questions about court reporting. They were completely fascinated with my machine and how I could read all those jumbled letters. I explained how the letters "SKWR" look like a "J" to me.*

*After about fifteen minutes of questions directed only to me and not to any of the attorneys or the Judge, she interrupted the interchange to show the students her chambers; however, they could hardly wait to get back to my machine. I had taken the trial down on steno paper, so the students could see what the notes look like when printed out. I gave each of them a sample of the steno notes. They couldn't get enough of this technology. They asked if they could try out my machine. I allowed them to as long as they were careful. My machine was a hit!*

*It was a great experience and a lot of fun. I can't wait to do it again!*

FROM THE CRIMINAL JUSTICE DEPARTMENT...

## CRIMINAL JUSTICE PROGRAM IS RAPIDLY GROWING

By Stephen P. Choi, Chair

Currently, the Criminal Justice Program has more than 170 students between the Modesto and Stockton campuses. The program offers an Associate in Arts and a Bachelor of Science degrees with several concentrations; the two most popular are *the law enforcement* and *corrections/probation/parole*.



### Probation Officer Core Course: Probation Academy

Humphreys College will begin its second Probation Academy on January 7, 2012. It is certified by the State of California, Standards and Training in Corrections. The Academy includes 202.5 hours; it is taught over two quarters. The students will meet on Saturdays from 8 a.m. to 5 p.m. and on some Fridays and Sundays. Completion of the Academy and a bachelor degree will make Humphreys College students eligible to become probation officers. Students must still pass a background, psychological, and medical check by the respective hiring agencies.

### Criminal Justice Club

The Criminal Justice Club offered several exceptional workshops in October, November, and December.

- On October 9<sup>th</sup> (Sunday), at the Modesto Campus, and on October 16<sup>th</sup> (Sunday), at the Stockton Campus, a firearms safety class was offered. This is a yearly class that the Club members must take in order to qualify for the firearms range sessions. Thirteen students attended.
- On November 4<sup>th</sup> (Friday) and 19<sup>th</sup> (Saturday) and on December 3<sup>rd</sup> (Saturday), the Club went shooting at Barnwood Arms in Ripon, California. Students were taught the fundamentals in the use, proficiency, and safe-handling of firearms.
- On December 3<sup>rd</sup> (Saturday), the Club held its first ever BBQ/Raffle Fundraiser in conjunction with Humphreys College Law School fraternity, Delta Theta Phi. The Club made over \$1,500. The purpose of the fundraiser is to pay for Club training (firearms and first aid) while preparing the way for our Club members to participate in Regional and National Criminal Justice competitions. The Club would like to thank both Drs. Robert G. Humphreys Sr. and Bob Humphreys Jr. for their generous support in making the fundraiser a success.

### Criminal Justice Program in Negotiations to Host Probation Academy for Stanislaus and San Joaquin County Probation Departments

Humphreys College negotiates with San Joaquin County and Stanislaus County Probation departments to provide the Probation Academy to their new hires. This Academy would operate between 8 a.m. to 5 p.m., Monday through Friday (196.5 hours). The College would hire San Joaquin County Probation officers to instruct its new hires and would do the same for Stanislaus County. The Academy would be held in Stockton and Modesto respectively. Humphreys would save each department money; current hires are sent to Sacramento for training. At Humphreys, the training would be agency specific: each department would instruct its own employees.

(Continued on page 8)

(Continued from page 7)

### Visiting the FBI Academy in Quantico, Virginia



I was invited by the FBI to visit the FBI Academy in Quantico, Virginia, and Washington, D.C. in October. I was given a tour of the FBI National Criminal Lab, the Hostage Rescue Team (HRT) training area, and the Emergency Vehicle Operations Center (EVOC). The entire experience was exceptional; I gained a personal insight in to how the FBI recruits, trains, and operate. I also visited the beautiful and newly dedicated Martin Luther King Memorial.

*There are many new and exiting additions to the Criminal Justice Program at Humphreys College. If you have any questions, please e-mail [stephen.choi@humphreys.edu](mailto:stephen.choi@humphreys.edu) or come by my office.*

FROM THE BUSINESS DEPARTMENT...

### JUST HOW DO YOU NETWORK?

By Jason K. Wolins, Chair

**San Joaquin Chapter  
Student/Faculty Night Banquet  
Thursday, November 17, 2011  
Modesto, CA**



The California Society of Certified Public Accountants (CalCPA) San Joaquin Chapter held its annual student/faculty night banquet in Modesto on November 17.

Business Department Chair Jason Wolins attended with a delegation of five Humphreys College students: Roberta Gonzalez, Kenneth Hylton, Mack Lawson, Shundel Graves, and Tammy Martin.



Humphreys College Business Department alumna Perla Tzintzun-Garibay also attended the banquet as a member of the accounting firm Croce & Company.

Each of the students was assigned to a sponsoring accounting firm to meet and get an indoctrination to the accounting profession. These firms do a lot to support CalCPA's student/faculty night each year both financially and by giving their time. Let's all thank these firms for their help in sponsoring our students:

- ▽ Croce & Company (sponsored Roberta Gonzalez)
- ▽ Grimbleby Coleman CPAs, Inc. (Kenneth Hylton)
- ▽ Moss Adams LLP (Mack Lawson)
- ▽ Pastenieks, Bucheli & Falasco, LLP (Shundel Graves)
- ▽ Schmidt, Bettencourt and Madeiros, LLP (Tammy Martin)

The keynote speaker was Loretta Doon, CPA, Chief Executive Officer of CalCPA. She gave a presentation focusing on how accountants can enter the profession and succeed. Here are some highlights:

(Continued on page 9)

(Continued from page 8)

- ▼ **Network.** Ms. Doon noted what we all hear, that we need to network. But she gave a perspective we do not readily hear: People say to network all the time, but she posed this question—just how do you network? She then noted several things that go into networking:
  - ▶ **Make eye contact.** No further explanation needed! When you're speaking with someone, just look that person "in the eyes."
  - ▶ **"Pull the string."** What in the world does this mean? It means to have good posture and not slouch. Envision there is an imaginary string coming out of the top of your head with someone pulling up on it, like a marionette.
  - ▶ **Be nice.** No rocket science here. People like to be around others they enjoy—the old "honey gets more than vinegar" approach.
  - ▶ **Be interested.** Or I might add, at least *act* like it!
  - ▶ **Be interesting.** Make others be interested in *you*. How do you do this? Read. Be updated on world news.
 

Now, I know this may be a problem since you might not regularly read newspapers or turn on the news. (Or should I say you *probably* do not?) So what is the lesson to be learned? It is time to start!
  - ▶ **Say yes.** What if you are asked to do something, like be present at an event? There is no compensation for it. Quick now. What do you do?
 

Everyone, all together now, the answer is, "*Say yes*!" Networking includes giving your time.
  - ▶ **Ask of someone.** People like to be asked things. Maybe it is the "it makes me feel important" factor. To illustrate, Ms. Doon asked the attendees to join CalCPA. Maybe that got some people's attention who otherwise may not have been inclined to step forward on their own.

Sounds like she is onto something here. These sure sound like good principles to follow.

## FROM THE LAW SCHOOL...

### NEWS AND ANNOUNCEMENTS

#### Swearing-In Ceremony at the Law School

On Friday, December 2, Humphreys' law students who completed the Juris Doctorate Program and who successfully passed the California Bar Examination met at the College's Courtroom for their Swearing-In Ceremony. The event was presided over by the Honorable Franklin M. Stephenson, Judge of the Superior Court of California and a graduate of Humphreys' law program.



Left to Right: the Honorable Franklin M. Stephenson, Stephanie Feilzer, Lee Her, Ryan Hickey, Liz Hull, Robert Aguilar, and Dean Patrick Piggott.

## IN MEMORIAM JOHN C. SCHICK (1946 - 2011)

*Begin each day on a positive note. Tomorrow is promised to no one, so take advantage of this day* (John C. Schick, *Humphreys College Newsletter*, 2008)

On December 6, *John C. Schick*, Humphreys College Laurence Drivon School of Law Professor, died unexpectedly at his home in Stockton; he was 65 years old. He joined Humphreys College as a full-time professor in 2008, after being an adjunct professor for over 30 years and a practicing criminal defense lawyer in the Stockton area for a similar period. In 2010, he became the first Associate Dean of Humphreys' doctoral law program.

John Schick spent his childhood in Ohio and high-school years in Arizona. He earned his Bachelor of Arts degree from UC Davis in 1968 and his Juris Doctorate at UC Davis King Hall Law School in 1972. Thirty-nine years ago, he began his law career with the Solano County Public Defenders Office and soon moved to the San Joaquin County Public Defenders Office, where he worked for five years. Between 1977 and 2008, as a private attorney, he specialized in criminal defense cases; he handled over two dozen homicide trials. Professor Schick is survived by his wife, a son, and two grandchildren.



At Humphreys, Professor Schick taught Contracts, Sales Law (Article 2 of the UCC), Legal Research, Appellate Practice, and Criminal Law and Procedure. In a 2008 interview for this *Newsletter*, he said that "the best thing about Humphreys law program is the small size of its classes. It enables the students to know the professors better and to participate in classroom discussions more than at larger schools. Teaching law has been one of the most rewarding parts of my legal experience. I use the Socratic method," said Professor Schick in an interview. "I ask the students to recite the information in the case and tell us why the case was decided as it was. I think being well prepared for the class is what makes a good instructor."

His role model was Professor James Hogan, one of his instructors at UC Davis Law School. "He was always well prepared and knew how to impart the information we were learning."

When asked what makes a good law student, Professor Schick replied: "Being well prepared for the class is also the essential factor for student success. Law is a rigorous profession and students don't always appreciate how hard it will be until they begin classes.... How to overcome test anxiety? Take a deep breath before you read the exam question, and most importantly outline your answer before you begin. Spend at least 1/3 of your allotted time outlining and thinking about the question before you put words on paper...."

Professor Schick loved to travel and watch baseball. However, his biggest passion was birding. "We no longer call it bird watching, but it is the same thing. I love to take pictures of neat birds whenever I travel." He enjoyed books on sports, law, nature study, and mysteries, both fiction and non-fiction. He was a member of the California Supreme Court Historical Society.

A generous donor and frequent volunteer for UC Davis School of Law, John Schick joined the Alumni Association Board of Directors in 1998 and began service as Alumni Association President in 2010; in that position he appeared in the school's video on the dedication of a new law school building ([www.youtube.com/UCDavisLaw](http://www.youtube.com/UCDavisLaw)).

Professor Schick's work was the subject of a decision handed down by the U.S. Supreme Court in November 2009. After the Ninth Circuit had reversed a death penalty case that he had tried in the 1980s, based on

*(Continued on page 11)*

(Continued from page 10)

allegations that he had not presented enough evidence at the penalty trial, the highest court, in a unanimous opinion, reversed that decision and mentioned John Schick by name over 30 times in the opinion (see *Wong v. Belmontes*, 2009).

Humphreys College hosted a *Celebration of Life* event commemorating John Schick on Saturday, December 10.

~Stanislav Perkner



## CHIEF JUSTICE ATTENDED INNS OF COURT MEETING IN SEPTEMBER

Humphreys College Laurence Drivon School of Law is the only non-ABA law school to host a chapter of the American Inns of Court. The Inns of Court is an organization dedicated to improving lawyer civility and ethical behavior and has numerous chapters nationwide. On September 8, an additional honor came to our local chapter.

The Chief Justice of the California Supreme Court, the Honorable Tani Cantil-Sakauye, visited our Inn and took part in the evening's proceedings. Justice Cantil-Sakauye was nominated to the Court in the summer of 2010 and has been a very active speaker, traveling throughout the state to meet lawyers and citizens and explain the duties of her position.

The Chief Justice was honored by two of the Inn members who sang a song dedicated to her. She was a most gracious guest and shared generously of her experiences. We are very grateful for her presence at the meeting, and we can also add that at our October meeting, the Callahan Inn once again bested the Modesto Inn in the annual legal jeopardy game.

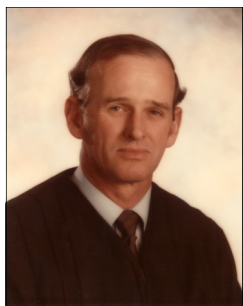
## FROM THE LAW SCHOOL...

## THE 2011 INDUCTEES TO THE LAW SCHOOL HALL OF FAME: ANN CERNEY, JAMES E. CADLE, AND ROBERT C. DALTON

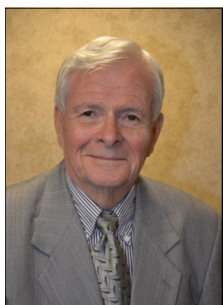


Ann Cerney grew up in a rural area and saw the need to help those less fortunate. She moved to South America with her husband, Reid, and their first child, serving in health clinics. They returned to California. Ann had her sixth child and became a schoolteacher. She graduated from Humphreys School of Law and began practicing law in 1976. With classmates, she became a member of the first and only all-female law firm in the Valley. Her partners were Barbara Fass (later Mayor of Stockton), Rolleen McIlwrath (later a judge) and Judy Yecies. Ann always focused on the underprivileged and unrepresented individuals. She worked in MediCal Law, a unique field and specialized in Social Security Disability and Supplement Security Income Law. She became the go-to person for CRLA for decades. For 16 years she had been the San Joaquin County representative on the CRLA State board of Trustees. In the late 1970s, Ann was elected to the San Joaquin

Delta College Board of Trustees and served for thirteen years. Her advocacy, with others, led to the creation of the child care center for Delta. She began attending planning commission meetings as observer for the AAUW. Always active in Democratic politics, she once ran for Congress and has always advocated her positions with grace and ethics. In 2011, Ann Cerney was named Attorney of the Year by the San Joaquin County Bar Association.



The Honorable James E. Cadle: In 1954 Jim Cadle entered the Marine Corps and was stationed at Camp Pendleton. After his service, he was a police officer for thirteen years in Tracy, California. After his first year in law school (1972-73), he switched his full-time job to be an Investigator with the San Joaquin County Public Defenders Office. In 1976 he graduated from Law School, passed the Bar, and joined the Lake County District Attorney's Office. Shortly thereafter, he received an offer from Riddle, Schick, and Jacobsen and returned to Stockton, joining their criminal defense firm. In 1980 he joined John Brinton as a general partner in the Manteca law firm of McFall, Burnett, Brinton, and Cadle. The practice was entirely civil, and the firm served as the City Attorney's Office for Manteca. On July 12, 1984, he was sworn in as Judge with the Manteca-Ripon-Escalante-Tracy Municipal County. With consolidation, he became a Superior Court Judge and served in Tracy until his retirement in July of 2004.



Robert "Bob" Dalton was born in Colorado. He moved to California and was educated at Bellarmine College Prep School in San Jose. He then finished his undergraduate studies at University of the Pacific. From 1958 to 1964, he was a Probation Officer for San Joaquin County, serving as Head of the Adult Investigation unit. He entered Humphreys College Law School, completed his legal education and was admitted to the California Bar in 1966. Throughout his early adult years and until becoming an attorney, Bob was a professional singer, singing folk music along with John Swingle at such noted establishments as the Purple Onion, Hungry I, and in Lake Tahoe. Together they produced one album. He wrote and published music and continued to assist John Swingle in teaching music at Delta College. He began his practice with Bud Marx and later became a Deputy District Attorney. Upon leaving the DA's office, he practiced law in Stockton for the next 35 years.

He was a senior partner in Piggott, Ford, and Dalton until 2004. Bob was the first graduate of the Law School to return as an Adjunct Professor in 1967 and taught for over 40 years. His first class was Criminal Procedure. He became the second alumni to serve as President of the San Joaquin County Bar Association. Working with the Bar, he was among the first volunteers for the Legal Aid Society. He was in Kiwanis, the Yosemite Club, and served as President of the 20-30 Club. During the tumultuous time of school desegregation, he was elected to the Stockton School Board and served two terms as President. His car was bombed and he received many threats, but he successfully completed the task. In 1977 he received commendations from the State legislature and the County Board of Supervisor and was elected to Who's Who in America.

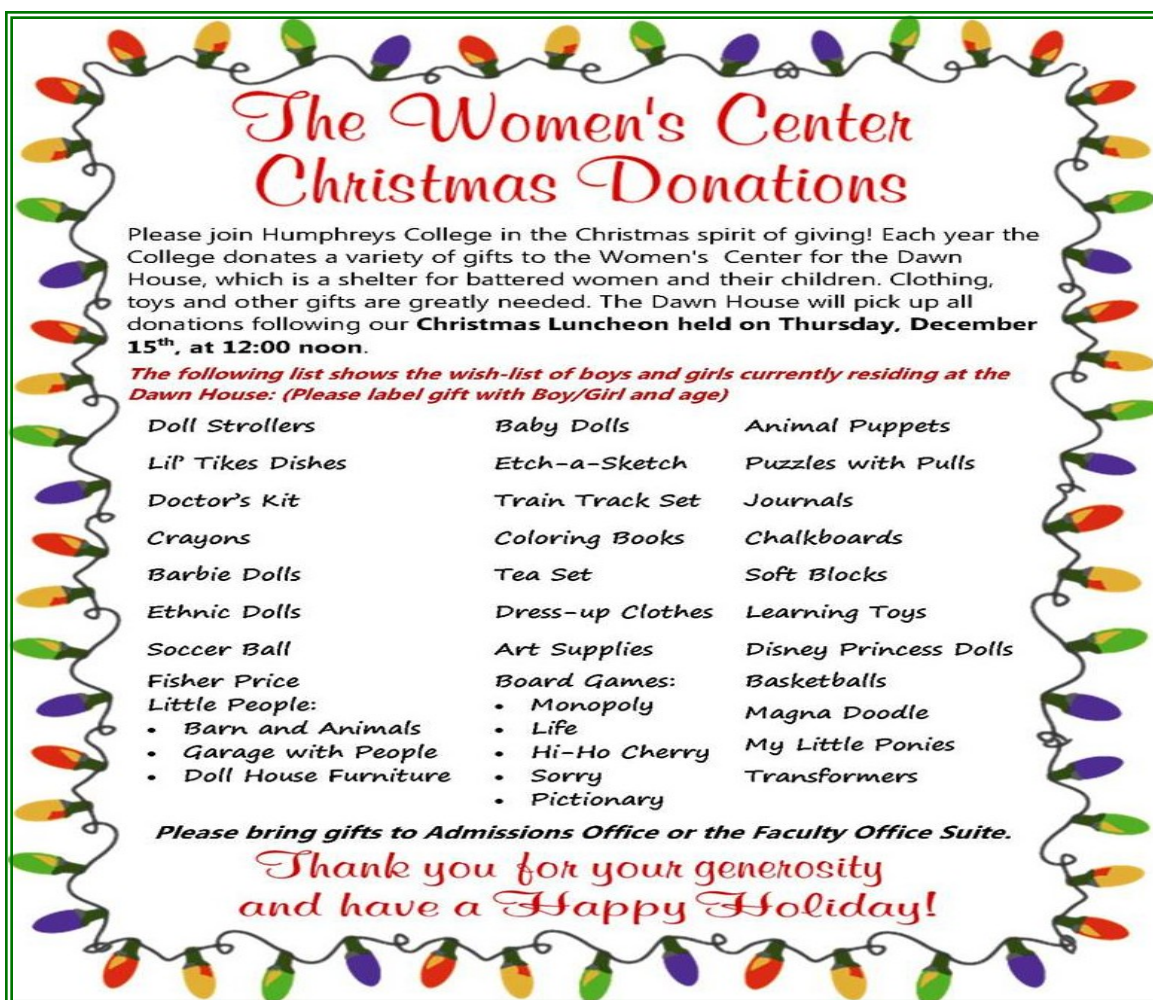
## FROM THE MODESTO CAMPUS ...

## STUDENT VOICES

MACK LAWSON AND MICHELLE FRANCO

In Professor Shauna Van Dewark's *Economics 101* class, we have been learning all quarter to apply the principles of economics to everyday situations. The key to understanding this often misunderstood topic is making the material immediately relatable to the students. In one class this quarter, Professor Van Dewark divided us into several groups and directed us to read a packet that included a sample Federal Budget. As a group, we had to reach a consensus and choose areas of the government that we felt should be cut to balance the Federal Budget over the next five to ten years; \$435 million needed to be cut in order to have the deficit diminished. The students had to choose between many areas such as various aspects of military and defense spending, Social Security benefit reforms, tax reforms raising the taxes on the upper percentile income earners, and overall state spending budgets. The groups went over these topics and debated back and forth, weighing the pros and cons of each item under scrutiny. Out of the six groups that attempted to balance the Federal Budget, all but one succeeded. We were able to understand the process that lawmakers go through when dealing with complex issues such as the Federal Budget deficit and the ramifications of each cut made to a federal program. In class activities such as these, we are able to grasp complex economic theories more clearly and understand how they apply to our lives.

In addition to the Federal Budget activity, we also found news articles from *The Wall Street Journal* and current economic case studies that pertained to the various topics we were learning about. We discussed the articles and cases in class and were able to have a better understanding of current events that are going on in our economy such as the recent Black Friday spending statistics. We also had the opportunity to watch the film *The Inside Job*, a powerful documentary about the financial crises of 2008. By watching it, we feel we gained a better understanding of the financial crisis, our current economic position and how we got here, and what we need to do now.



## The Women's Center Christmas Donations

Please join Humphreys College in the Christmas spirit of giving! Each year the College donates a variety of gifts to the Women's Center for the Dawn House, which is a shelter for battered women and their children. Clothing, toys and other gifts are greatly needed. The Dawn House will pick up all donations following our **Christmas Luncheon held on Thursday, December 15<sup>th</sup>, at 12:00 noon.**

*The following list shows the wish-list of boys and girls currently residing at the Dawn House: (Please label gift with Boy/Girl and age)*

Doll Strollers	Baby Dolls	Animal Puppets
Li'l Tikes Dishes	Etch-a-Sketch	Puzzles with Pulls
Doctor's Kit	Train Track Set	Journals
Crayons	Coloring Books	Chalkboards
Barbie Dolls	Tea Set	Soft Blocks
Ethnic Dolls	Dress-up Clothes	Learning Toys
Soccer Ball	Art Supplies	Disney Princess Dolls
Fisher Price	Board Games:	Basketballs
Little People:	• Monopoly	Magna Doodle
• Barn and Animals	• Life	My Little Ponies
• Garage with People	• Hi-Ho Cherry	Transformers
• Doll House Furniture	• Sorry	
	• Pictionary	

**Please bring gifts to Admissions Office or the Faculty Office Suite.**

**Thank you for your generosity  
and have a Happy Holiday!**

## FROM THE LIBRARY AND LEARNING CENTER...

## HOW TO SUCCEED IN COLLEGE SERIES: FALL 2011

During the Fall Quarter, the Library and Learning Center offered 18 open workshop sessions in **Stockton**.

- ◆ *Santa Lopez-Minatre, Chiyo Miyai-Falk, and Kay Reindl* led the opening New Student Orientation, which is always offered on the second week of instruction.



- ◆ Many of those new students attended the first regular workshop entitled How to Manage Your Time in College and moderated by *Beverly Clark*.
- ◆ The core set of seminars on research and writing of scholarly essays was led by *Stanislav Perkner* (Writing Clinic I-III). Two weeks later, the same instructor addressed related issues of information literacy in his lecture titled Wikipedia versus Britannica.
- ◆ *Linda Rahmoller* and *Richard Hunt* extended the research and writing subject matter in two directions: How to format a college-level paper and how to utilize online databases offered by Humphreys College, especially EBSCO, Pro-Quest, and Wilson-Web.
- ◆ In his semi-regular Cyber-Café workshop series, *Jim DeCosta* advised students How to Impress Their Online Instructors.
- ◆ Two experienced educators, *Lisa Kooren* and *Leslie Walton*, addressed the question How to Become a Better Math Student.



- ◆ *Jess Bonds*, Dean of Institutional Research and Effectiveness, returned with his update on aggregated data about Humphreys' student community in light of various sociological surveys.

- ◆ Towards the end of the quarter, Humphreys' Job Placement Counselor *Chiyo Miyai-Falk* outlined the employment trends of the regional job market.
- ◆ During the closing session, Dean of Instruction *Robert G. Humphreys, Jr.*, and Program Coordinator *Donna Roberts* informed more than 50 students and alumni about an upcoming new program; upon final approval by the State of California, it will provide the training and experience necessary to qualify candidates for the California Preliminary Multiple Subject Teaching Credential.

~~~

**Modesto** hosted four How to Succeed in College seminars.



- ◆ The Campus Director *Lisa Kooren* presented the Humphreys College Catalog. Included in the presentation was information on how to make the dean's list and to utilize the support services the College provides.
- ◆ *Carrie Castillon's* topic was Improving Your Resume—how to create a resume that gets noticed by employers.
- ◆ *Ray Harter* advised workshop participants about Building a College Vocabulary; he offered various tips on improving oral and writing communication skills.
- ◆ In the last presentation of the quarter, *Matt Ward* gave aspiring educators information and advice about the field of education.

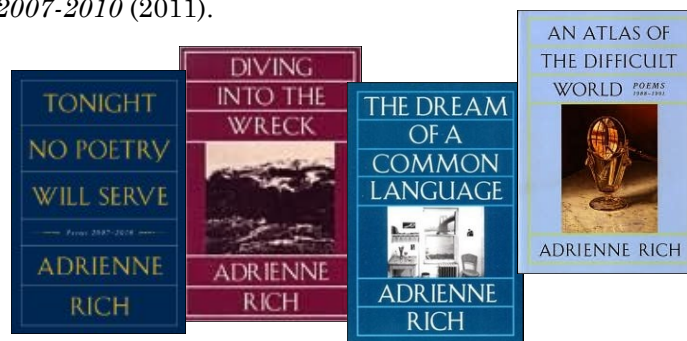


## AUTHOR SPOTLIGHT: ADRIENNE RICH



Although Adrienne Rich did not win the 2011 National Book Award for Poetry (it was won by Nikki Finney for *Head Off & Split*), I had to include her in this quarterly author spotlight. Why? Because her volume of work has dramatically affected contemporary American literature written and read by women. In some ways that statement sounds so trivial, given how far women have come in the last few decades. However, it has not been all that long from my mind's eye that American literature anthologies included only a few female poets and writers. The scarcity of the female writers was often based, according to some critics, on the erroneous belief that their work was not of a high standard or that it was "only" written for women. Even today, some successful female writers like Louise Erdrich and Harper Lee, have been accused of being successful merely because of the editing or assistance from their male companions, such as Michael Dorris and Truman Capote, respectively. But Adrienne Rich boldly articulated her voice and directed it to women, without apology. Ultimately, the literary critics, overall, have praised her work, awarding *Diving into the Wreck* (1973) the National Book Award for Poetry in 1974, and as a finalist for this year's National Book Award for *Tonight no Poetry Will Serve: Poems 2007-2010* (2011).

With a career that has spanned six decades, beginning with her earliest work *A Change of World* (1951), which won the Yale Younger Poets Award, to *Diving into the Wreck* to *The Dream of a Common Language* (1978) to *An Atlas of a Difficult World: Poems, 1988-1991* (1991) to *Telephone Ringing in the Labyrinth: Poems 2004-2006*, she has attempted to trace the journey of women's political and social power through poetry and to engage them in the importance of transforming the world around us.



Most scholars contend that it was the publication of *Diving into the Wreck* that solidified her position as both a poet and activist, as stated in *Masterplots*: "In this work, the poet embraces an individual and a collective consciousness that provides for her transformation." The poet divides the collection into four sections centered around the process of awakening, or coming to consciousness: the discovery, the anger, the courage to survive, and the power to seek change. As Rich states in her essay collection *On Lies, Secrets, and Silences*, the poet must speak for those who "are less conscious of what they are living through." Like John Steinbeck or Philip Levine or William Faulkner or Toni Morrison, the writer has a profound role and responsibility in articulating the human experience honestly and respectfully. Rich does not shrink from this role.

Born in Baltimore, Maryland, in 1929, she excelled academically and earned her degree from Radcliffe University, publishing her first collection *A Change of World*. Although she married Alfred Conrad, a Harvard economics professor, and had three sons in the union, she realized that she was not only a feminist, but a lesbian-feminist. This transformation, or "radicalization," as she has often referred to it, gave form to the political and social vision of her world. Soon after their divorce, her former husband committed suicide. Perhaps because of these events and the intensely female-centered view of her poetry and essays, many critics have labeled her work as anti-male. However, this would represent an uninformed view. It would be better to classify her poetry and essays as woman-centered and her "visionary anger" to be fueled by the desire for positive change and understanding.



Today she resides in the Santa Cruz area with her long-time partner Michelle Cliff and continues to carve a place in American literature for marginalized voices and social issues. Often identified as one of the most influential poets of the second half of the 20<sup>th</sup> Century, her poetry continues to impress both readers and critics alike with its powerful language and urgency to change the world through her poetry; as she explains in *Arts of the Possible* (2001), art is an integral element in our society that honors "both human individuality and the search for a decent, sustainable common life."

~ Cynthia S. Becerra

# Poetry Corner

## Perspective

*The sweetness of the silence broken,  
Annoyance shrouds my brow.  
The childish play, words shrilly spoken  
Are hardly welcome now.*

*Again a wee one's noisome prattle  
My reverie disturbs,  
But smile of pleasure lights my face  
As jabbering reverbs.*

*The difference in reaction stems  
From whence the noise has flown:  
The first from someone else's child,  
The second from my own.*

~ Irene L. Abbey

## My Love

*I cannot forget you,  
Or let you go.  
We must fight for this love,  
This commitment,  
And this life between you and me.  
I cannot forget you,  
So I can't let you go,  
You are my love,  
And my promise I'll keep.*

~ Diana Huato

## Keep the Faith

*As faith is deteriorating inside oneself  
Some things always pulling me back  
As slight whisper for someone who passed on saying keep your head up—  
The fight has just begun  
The Whisper starts to silence itself—  
Thoughts just come to mind  
Fight with whom inside oneself  
As it hit me like a sweet melody  
At war with faith inside me  
So try to get a firm grip on this rope that I call faith  
The harder I pull, it seems to get further and further away  
That whisper appears once again and said, my son, I'll never leave you again*

~Quintrell Jackson

## Undecided

*Rain patters on the roof and windows  
Its rhythm so intense  
As though God himself were knocking there  
Seeking my intent.*

*Will I decide for once, for all –  
My allegiance to Him declare?  
But honesty prevents me still.  
Is He really there?*

~ Irene L. Abbey

## A Sonnet and a Bit

*I need no more than tea in the morning  
And fresh air entering the car window  
To get me going, to avoid the warning  
Of an ailing body, the inevitable slow  
Start-up of a system decades old.  
As I have lived, I've lived on less and less  
And now that the end is near, I'm on a quest  
Daily, for what it is, a decidedly bold  
Question, to which I shamefacedly confess,  
What it is that lives on nothing. Surely  
Everything lives, there can be no such thing  
As nothing; equally surely all that flows  
Does not cease its motion at death. Hourly,  
Even minute by minute, the dead thing  
Changes, even as air to the lungs goes.*

~ Michael Duffett

*Innocence—I am born  
Innocence—I'm lost  
Heart born Fragile—  
At My cost*

*Self I give—  
Willing to a fool—  
Misused—by Ignorance—  
I bid adieu*

*Too soon—too late—  
Misguided by my Fate—  
For baby born Anew—  
I pray—Learn what not to do*

~ Angie Umbarger

## COMMUNITY HIGHLIGHTS

### The Student Bar Association Reports...

The Student Bar Association (SBA) of Humphreys College Laurence Drivon School of Law engages students in various activities. The SBA provides monthly coffee and tea nights (accommodated by sweet treats!); a monthly mixer where students get the chance to mingle and socialize with fellow classmates in a relaxing environment while enjoying appetizers—courtesy of the SBA; and guest-speaker presentations to educate students on the ins and outs of being an attorney.

All SBA members are encouraged to attend its monthly board meetings.

The SBA also offers tutoring services to first and second year SBA members for free! Watch for e-mails on dates and times for tutoring.

In addition to the monthly activities, the SBA holds several annual events for all students. To start off the year, the SBA hosted the Bar for the Law School's annual Hall of Fame Dinner. Accepting donations only, the SBA was able to build a small profit to put into the bank account. Recently, the SBA hosted a Family BBQ and faculty vs. students' softball game at Grupe Park in Stockton. The students' team won for the second year in a row. At present, the SBA is conducting a canned food drive in order to provide the less fortunate with food for the Holidays. Stop by Greg's Place, the library, or the Law School Office to make donations.

Future annual events include an "Easter Funday" family event where students can bring the family out for Easter activities and egg hunting, and the annual Gala (the BIG event), which is held toward the end of each school year. The Gala is a formal dinner for students, faculty, and members of the legal community. This is a fundraiser as well as an educational opportunity—the only event held by the SBA that is not covered by annual dues.

Finally, the SBA is currently selling Humphreys College Laurence Drivon School of Law sweatshirts. The cost is only \$35; contact Zach Drivon to order yours today and stay warm all winter long.

### CONGRATULATIONS TO THESE AWARD-WINNING HUMPHREYS COLLEGE STUDENTS

After much deliberation, the following students have been awarded scholarships for the 2011-2012 school year:

Guntert \$500 – Kaitlin Cruise (this is the 2<sup>nd</sup> year of her four-year award)

John R. Humphreys Jr. , \$500– Rosalva Garduno

Gladys Humphreys \$500- Trina Cervantes

Ardith Harrison \$500 – Herman Slater

Len Sipe \$250- Johnesha Thompson

Bockman \$250- Elisa David

Faculty \$250 each:

Court Reporting: Ann Breitler, Veronica Jernigan

Liberal Studies: April Parks, Tafadzwa Mafurriano

Faculty \$500 each:

Community Studies: De Anna Adams

ECE: Dorissa Lewis

Legal Studies: Roderick Serrano

Business Administration: Carvic Salvador

Accounting: Cristina Hernandez

Criminal Justice: Diane Thomasson

The Stockton Host Lions Club—\$1,500 Scholarship:

Liberal Studies: Cruzita Whiteley



(Continued from page 17)

## New Database Available to Humphreys Students and Faculty

### EBSCO: Criminal Justice Abstracts with Full Text



Criminal Justice Abstracts with Full Text™ is the full-text counterpart of Criminal Justice Abstracts™, formerly a SAGE database. This resource includes bibliographic records and full text covering essential areas related to criminal justice and criminology. The increasing globalization of criminology is reflected in Criminal Justice Abstracts with Full Text's coverage of hundreds of journals from around the world.

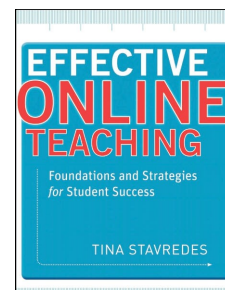
Criminal Justice Abstracts with Full Text contains more than 300,000 records selected from the most important sources within the discipline. This resource includes full text for more than 200 magazines and journals as well full textbooks and monographs.

FROM THE LIBRARY AND LEARNING CENTER ...

## NEW BOOKS IN THE LIBRARY ONLINE AND HYBRID COURSE INSTRUCTION

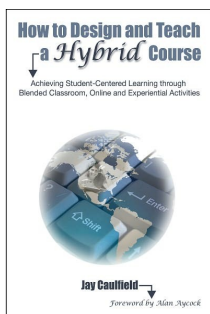
**Tina Stavredes. *Effective Online Teaching: Foundations and Strategies for Student Success*. Jossey-Bass Higher Education Series, 2011**

The author manages the psychology program in the School of Undergraduate Studies at Capella University, where she trains a high-performing team of online faculty. Her book offers an introduction to the pedagogy of teaching online: how cognition and learning theory applies to an online learning environment. Through behaviorist, constructivist, and cognitive approaches, Stavredes covers strategies for incorporating this knowledge into effective learner-centered teaching practice. The book includes strategies on motivation, tailored instruction, interaction, collaboration, monitoring and communication, time and information management, student concerns, and legal and ethical issues. Each chapter contains reflection and discussion questions and, with the use of the accompanying CD, can be used for self-directed learning. It might be helpful for new instructors or those new to online teaching.



~~~

**Jay Caulfield. *How to Design and Teach a Hybrid Course: Achieving Student-Centered Learning through Blended Classroom, Online, and Experiential Activities*. Stylus Publishing, 2011**



Jay Caulfield is an associate dean at Marquette University, where she has led the curriculum design of the college's hybrid graduate degree in leadership studies. Her practical handbook for designing and teaching hybrid or blended courses focuses on outcomes-based practice. Caulfield defines hybrid courses as ones where face time is replaced to varying degrees not only by online learning, but also by experiential learning that takes place in the community or within an organization with or without the presence of a teacher. Hybrid-course instruction places the primary responsibility of learning on the student; the instructor's primary role is to create opportunities and environments that foster independent and collaborative learning.

Starting with a brief review of the relevant theory—such as andragogy, inquiry-based learning, experiential learning, and theories that specifically relate to distance education—Caulfield addresses the practicalities of planning a hybrid course, taking into account class characteristics: size, demographics, subject matter, learning outcomes, and time available. She offers criteria for determining the appropriate mix of face-to-face,

(Continued on page 19)

(Continued from page 18)

online, and experiential components for a course, and guidance on creating social presence online.

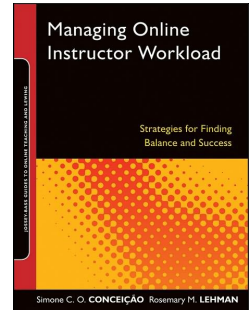
The section on designing and teaching in the hybrid environment covers such key elements as promoting and managing discussion, using small groups, creating opportunities for student feedback, and ensuring that students' learning expectations are met.

The concluding section presents interviews with students and teachers engaged in hybrid instruction.

~~~

**Simone C.O. Conceição and Rosemary M. Lehman. *Managing Online Instructor Workload: Strategies for Finding Balance and Success*. Jossey-Bass Guides to Online Teaching and Learning, 2011**

Simone C. O. Conceição is an associate professor in the School of Education at University of Wisconsin-Milwaukee. She is the editor of *Teaching Strategies in the Online Environment* and coauthor of *Creating a Sense of Presence in Online Teaching*. Rosemary M. Lehman is an author and consultant for *eInterface* with more than 20 years of experience as a learning design and distance education training specialist at University of Wisconsin-Extension. She is coauthor of *Creating a Sense of Presence in Online Teaching*.



Their latest book discusses strategies, advice, illustrative examples, and a four-step process for identifying challenges and rethinking, prioritizing, managing, and balancing one's online instruction workload.

Based on surveys and interviews, the timely and comprehensive insight in this book is essential for online instructors, instructional designers, faculty developers and others involved in online learning. It is the first book to discuss workload management for online instructors. The authors share practical strategies, advice, and examples for how to prioritize, balance, and manage an online teaching workload.

## CHRISTMAS TRADITIONS ...



*My mom started a family tradition of giving new PJ's to everyone on Christmas Eve. She said it was so that we would all look nice in our Christmas morning photos! Well, since my Mom has passed on, it is now up to me to carry on the tradition. As most of you know, my daughters both live in other countries, Pakistan and China, so this presents a problem for me. This year, rather than mailing PJ's to everyone, we're all meeting in Thailand and I will hand-deliver their PJ's!*

~Pam Wood

*Like most young families, we had two places to celebrate the holidays, meaning my parents' and my mother-in-law's homes—in other words, to bring the grandkids—so my husband and I agreed to celebrate Christmas Eve at my mother-in-law's with tamales or pozole and Christmas at my parents' with turkey and stuffing. Today, we still visit my mother-in-law's with our adult children, but my husband and I now host Christmas for the rest of the family.*

~Cynthia Becerra



## CHRISTMAS TRADITIONS ... CONTINUED ...



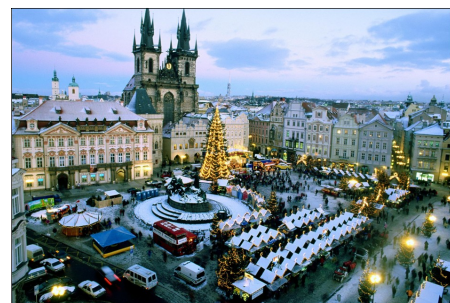
### **Christmas at the Reindls**

*As is the case in most households, Christmas at the Reindls' includes much activity. When the girls were young and involved in song and dance groups, it meant many Christmas productions. Shopping, baking, and decorating were always put aside until the shows were over. Christmas Eve is always spent at church as this gives us a chance to reflect on the Reason for the Season and the true gift of Christmas. It also gives Santa a chance to make his delivery to the Reindl home. With adult children now, we hold true to that tradition. Our gifts are opened after church on Christmas Eve while enjoying our favorite drinks and bites. This year, our newlywed daughter will be with her new in-laws. We may have to start a new tradition with just three of us. Any ideas? Wishing a Merry Christmas to all!*

*~Kay Reindl*

### **Bohemian Christmas**

*I grew up in former Czechoslovakia in the 1950s and 1960s, when Eastern Europe was - temporarily - a Soviet Union's "sphere of influence." The Cold War excesses affected everything, including the ancient end-of-the-year Christian traditions. For example, according to our school teachers, New-Year presents came from the Russian traditional Ded Moroz—Grandfather Frost. Obviously, I did not realize that he was very similar to Santa Claus whom I encountered much later – after moving to California. Under the Soviet rule, Christmas days somehow disappeared. It was an unsuccessful attempt to eradicate any religious traits from our life.*



*At home, however, the gifts the Czech kids would find under the Christmas tree still came from Ježíšek, or Baby Jesus. It was a schizophrenic era. My generation grew up in two worlds: one traditionally Christian, the other belligerently atheistic.*

*Unlike most of the English-speaking countries, where Christmas is celebrated on the 25th, the main event in the Czech lands is Christmas Eve - December 24. My father, raised a Protestant, insisted on fasting; my mother, raised a Roman Catholic, agreed. As a reward for fasting, I was supposed to see a Golden Pig. It never happened; perhaps, I was not fasting thoroughly, munching secretly on delicious Christmas cookies baked by my mother weeks before Christmas.*

*The highest point of the Czech holiday season has always been the evening of the 24th. For centuries, a traditional family dinner consists of fish soup and breaded roasted carp with special potato salad. However, my farming grandparents' dinner used to be much simpler —porridge with mushrooms; in the past, even the poorest could afford such a simple, yet special, meal.*

*The presents are placed secretly under the Christmas tree decorated with glass and chocolate ornaments. Everybody has to wait for a sound of bell announcing that Baby Jesus has just passed by. Excited children usually do not notice that when the bell sounds, one of the adult diners just stepped outside for a moment.*

*My daughter Eva, after she established her own family in Prague, added a new custom: Her husband would buy a live carp, and on the Christmas afternoon, the family would drive to the nearby Moldau River to set the fish free. Then, they would make a brief stop in a cozy tavern to enjoy a glass of warm red wine—to celebrate the lucky critter's freedom.*

*Since the 14th century, the Czech Christmas is accompanied by traditional Bohemian carols and church music. A brief sample is available in the following Radio Prague English Service program: <http://www.radio.cz/en/section/special/the-magic-of-czech-christmas-music...> Enjoy!*

*~Stanislav Perkner*



*Happy Holidays  
to the growing  
Humphreys College  
Family!*



*Humphreys*  
COLLEGE

[www.humphreys.edu](http://www.humphreys.edu)

Main Campus

6650 Inglewood Avenue

Stockton, CA 95207

209.478.0800

Fax 209.478.8721

Branch Campus

3600 Sisk Road, Suite 3-A

Modesto, CA 95356

209.543.9411

Fax 209.543.9413

**Humphreys College Newsletter, December 2011**

Cynthia Becerra, Editor, [cbecerra@humphreys.edu](mailto:cbecerra@humphreys.edu)

Stanislav Perkner, Co-Editor, [sperkner@humphreys.edu](mailto:sperkner@humphreys.edu)

Leslie Walton, Executive Editor, [lwalton@humphreys.edu](mailto:lwalton@humphreys.edu)