



The Communicator

New Year's Greetings and welcome back for a new semester!



We are very proud of our program, and it would not be what it is without many people working very hard to make it the success that it is, so this issue of our newsletter features the first part of an introduction to our associate faculty. Instructors from Levels 1 – 4 are introduced. Also in this issue, Kristi Reyes shares best practices for teaching reading taking the College and Career Readiness (CCR) Standards into consideration. Eli Clarke provides sample ice-breaker activities for creating a welcoming environment. Melissa Lloyd-Jones from MCC's credit ESL program informs us about the kinds of assignments students going into ESL/ACE 49 can expect. Richard Ma, Glorian Sipman, and Alex Doyle-Bauer from the library highlight the research behind the practice of providing various support services to students, and Rebecca Broome from the Writing Center conveys suggestions for using writing consultants in the classroom.

Happy reading and best wishes for a fabulous semester!

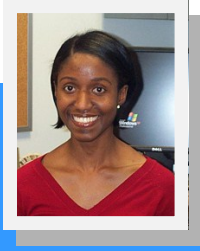
Ruth Gay,

Noncredit ESL Department Chair

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January 2014



CHAIR NEWS

By Ruth Gay, Noncredit ESL Department Chair

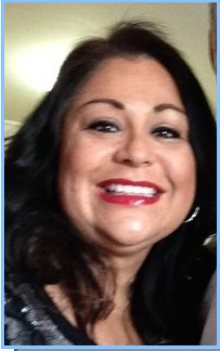
Fall 2013 Persistence and Promotion Rates – Terms I and II

Term I	Promotion %	Persistence %
Morning ESL Classes	22%	88% (15% perfect attendance)
Evening ESL Classes	23%	87% (10% perfect attendance)
Term 2	Promotion %	Persistence %
Morning ESL Classes	52%	84% (10% perfect attendance)
Evening ESL Classes	44%	84% (8% perfect attendance)

The information in the chart above is from our managed enrollment classes that meet four days per week during our eight-week terms. Our specialty course (VESL) had a persistence rate of 69% and our open-enrollment classes, which are made up of the noon classes, the ESL Learning Lab, Citizenship, and our Conversation classes had an average persistence rate of 83%. The open-enrollment classes are not under our managed enrollment system. Students may join those classes at anytime during the term. The persistence rate for our Citizenship course was 90%. Students in this class receive direct instruction and assistance with studying for the USCIS interview and test. This year, 147 students are enrolled in the program. As of December 31, 49 students have become U.S. citizens.

Our Associate Faculty – Part I

Our noncredit ESL program is recognized nationally and often praised for its student-centeredness and innovation. MiraCosta Professor Emeritus Sylvia Ramirez and the full-time faculty are partly responsible for this recognition when they present and represent us at various conferences nationally. A huge part of our program's success should be attributed to our associate faculty though, and I will be introducing you to each of them in this and the following edition of our newsletter. In this issue, I would like to introduce our instructors from Levels 1 – 4.



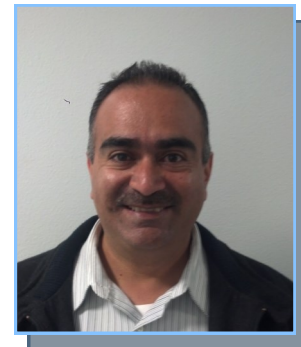
First, let me introduce Julia Cantu. Julia started working at MCC in 1998 and has 16 years of teaching experience. She started her teaching career in elementary education but saw the need for ESL teachers. She started at MCC as an ESL aide and felt a connection to the students with whom she was working. It was at that time that she realized that working with adults was her true passion. She currently teaches Level 3 for us. Her favorite thing about teaching ESL is when her students call and leave perfect messages in English regarding their absence. In addition to teaching, Julia is also involved in the Barrio Empowerment through Education and the Reading Festival committees.

Marcel Castillo is the next instructor I'd like you to meet. He currently teaches our conversation classes. Marcel started working at MCC in 2012 but has over 20 years of ESL teaching experience. He entered this field because it gave him the opportunity to help teach English to people from all over the world. He thinks that teaching ESL is a bit like "being in the United Nations and being part of a global community." His favorite part of his job is coming to understand how hard his students work to learn English because he feels that this understanding helps him to be a more effective teacher. Marcel is an accomplished photographer and volunteered to photograph the CATESOL conference last October.



Ellen Fatseas started teaching in 1979 and has taught at MCC since 1987. Her foreign language study (Greek, French, and Spanish) led her to ESL instruction. She enjoys learning from her very diverse student population and helping them to feel comfortable in the U.S.A. Ellen recently participated in a faculty-mentoring project where she was mentored by a colleague on how to incorporate technology in her beginning level ESL class. Ellen teaches Level 1 and is sensitive to the fact that computer knowledge is a must for all students today.

Jose Gonzalez is the next stellar instructor I would like to introduce to you. He has been teaching at MCC since 2000. He sort of "fell into" teaching ESL and loved it. His favorite part of his job is meeting people from different cultures.

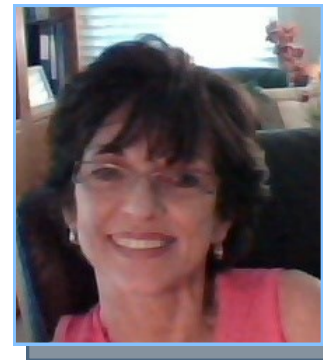


Lynn Hawley is next. She started teaching at MCC in 1988, but has been in the ESL business for 40 years. After college, she joined the Peace Corps and taught English in Korea. This experience ignited her passion for teaching ESL. She says that she teaching ESL for two reasons - “my love for my students and my continued interest in all cultures of the world.” Her favorite thing about her job is the feeling of fulfillment she gets from knowing that she has made a positive impact on her students’ lives.



Margret Kyes (we know her as Maggie) has been with MCC since 1982. She has been an elementary school teacher and a speech and language therapist working with students from kindergarten through high school. Her first experience with ESL instruction was at the high school level. She loved working with those students and went on to teach at the college level from there. She feels that the students are the best part of her job. She appreciates their diverse backgrounds and their eagerness to learn and reach their goals. Maggie is a member of the Carlsbad Village Optimist Club, a national service organization that works to support the youth in the community. She also gets the opportunity to use her Speech and Language Therapy license from time to time to help both children and adults.

Lynn Morgan was hired by MCC in 1985 to teach military wives at Camp Pendleton. She has 37 years of teaching experience. She feels that ESL chose her. She too started out as an elementary school instructor, but when she could not find a teaching position at the elementary level, she was hired by San Diego Community College to teach ESL at Van Camp Cannery in San Diego. Lynn enjoys the look of success on her students’ faces when they “get it.” Currently, she also teaches at various Scripps Hospitals throughout the San Diego area.



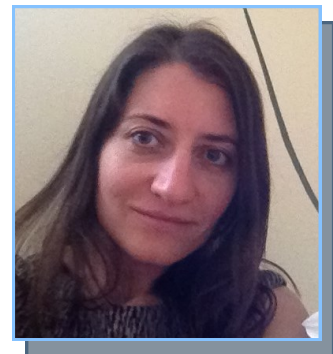
Carla Stoner started working at MCC in 1998 and has 19 years of teaching experience. She got into education from the corporate world so that she could directly affect people’s lives. For her, the students are why she teaches. She also loves learning and improving her craft. This love for professional development is evident in her dedication to a TIMAC (Teaching Integration Mentor Academy) project that she is involved with this year.





Debbie Hanley Szymczyk (we know her just as Debbie Hanley) has been working at MCC since 1988 but has 35 years of teaching experience under her belt. Like Julia, she started out as an elementary school teacher but was “hooked” after experiencing teaching ESL to highly motivated learners in Mexico. She delights in her students’ “light-bulb” moments and “being able to work with people from all socio-economic backgrounds from all over the world.” She currently serves on the Service Learning Advisory Board at MCC. She believes that students can improve their English skills and gain self-confidence through participating in various service-learning projects in the community. Debbie has also taught in the E.L.I. (English Language Institute) program at MCC for the past 21 years. She takes pride in a course titled “Experiencing American Culture,” which she created the E.L.I.

Mariana Trif is one of our newer instructors. She’s been working at MCC in various capacities since 2009, but started teaching with us in 2013. She has five years of teaching experience in her native country of Romania and one year in the U.S.A. She loves sharing her knowledge with and inspiring her students. She also enjoys helping them build self-confidence and celebrating their academic successes. She feels that she is able to keenly understand the challenges her students face because she too is a non-native English speaker. Mariana is another one who gets a thrill from seeing her students succeed, and she also thrives by professionally developing her skill as a teacher.



Lastly, Angela Webster started working at MCC in 1987. She has over 33 years of teaching experience. Working with people from other countries is her passion, and she enjoys seeing her students’ improvement as they attend her class. Angela also represents MCC’s Adult Education to the San Diego Council on Literacy Network.

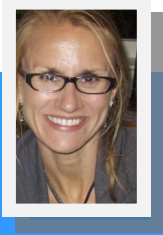
The dedication of each of these instructors is evident in their work with our students and their commitment to their education. As pointed out above, several of our instructors started out in elementary education. After deciding to stay in ESL instruction; however, most of them pursued higher degrees and received their Masters in Teaching English to Speakers of Other Languages (TESOL). We feel lucky to work with such devoted professionals, and I know that our students feel the same way too.

Special Recognition!

Angela Webster is pictured here receiving an award for leadership, dedication, and commitment as a member of the Board of the San Diego Council on Literacy (SDCOL) Network. She served from 2011 - 2013. Jose Cruz, CEO of the SDCOL and member of the Board of Directors, is pictured with her here.



January 2014



ELT BEST PRACTICES

By Kristi Reyes, Noncredit ESL Instructor

Teaching Reading with Authentic Texts and Questions based on CCR Standards

When teaching integrated-skills courses, as our noncredit ESL classes are, it can be useful to start with the reading selections as the springboard for designing listening, speaking, and writing activities. We can foster students' interest in reading by selecting texts with topics that are relevant, current, and thought-provoking, and luckily there is a great number of ESL reading text series that offer such passages with questions on recalling information, determining main ideas, making inferences and drawing conclusions, and understanding key vocabulary from context. However, to keep course content fresh and to provide students with opportunities for exposure to a wide variety of fiction and nonfiction -- with nonfiction being the type of reading our students transitioning to college will need to do most -- we often need to look outside the ESL reading textbook. Again, lucky for us, there are numerous ESL reading Web sites. However, if we find a very suitable yet authentic article from an internet source, newspaper, or magazine, the challenge then is writing our own questions.

Last April the Department of Education's Office of Vocational and Adult Education released the report, [College and Career Readiness \(CCR\) Standards for Adult Education](#), based on a study of the K-12 [Common Core State Standards](#), which have been adopted in California and most other states. The CCR standards are established on "what is desirable for adult students to know to be prepared for the rigors of postsecondary education and training." The report outlines standards in English Language Arts/Literacy instruction for adults, pointing out three key shifts that will better prepare students to transition to higher education:

- Regular practice with complex text and its academic language
- Reading, writing, and speaking grounded in evidence from text, both literary and informational
- Building knowledge through content-rich nonfiction

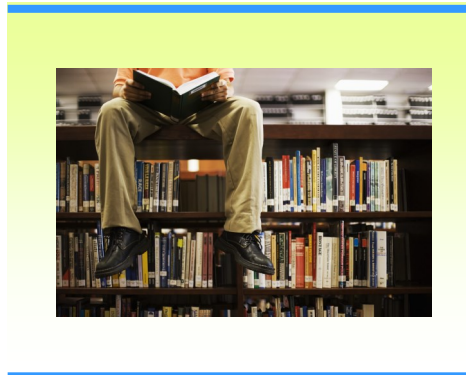
Before the fall terms, when preparing new lessons and using a new textbook, I decided to expand on the opening "grammar awareness" reading activity of the textbook, an article on social networking, by including a video with a listening exercise on internet privacy, opening conversation questions, an infographic on the number of social networking users around the

world and other related data, and an article I had seen in the online adult education newspaper for social justice, [The Change Agent](#), called “Finding Felix” about how social networking reunited a broken family. I decided to wrap up the theme-based activities with a culminating activity – a recommended practice in the Common Core -- a writing assignment in which students would compose a paragraph about the pros and cons of social networking, requiring students to refer to the class texts.

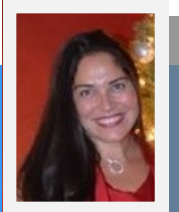
Armed with an integrated-skills lesson based around a theme we would explore in class over the course of a week, I still had the problem of how to formulate reading questions for *The Change Agent* article that would go beyond simple recall of information and delve into higher-order thinking skills, such as synthesis, evaluation, analysis, and deduction. I came across [Achieve the Core’s Text-Dependent Question Resources](#), which proved to be useful, with tips on helping students develop reading skills other than the often-used ESL “feeling” and “experience” types of questions that ask students to reflect on and compare what they read about with their own lives. In other words, when answering a text-dependent question, students must be able to refer explicitly to the text, thus helping them learn about in-text citation of sources and avoiding plagiarism from an early level. The Achieve the Core guide provides descriptions and links to exemplars (though for K-12, there are adaptable models) of typical text-dependent questions that ask students to perform tasks such as analyses of word and phrase choices and arguments, questioning of an author’s purpose, assessment of writing patterns and effects, and making inferences.

To locate authentic informational reading texts for your classes online, start by browsing the following sites, and then make sure that the questions you use or write make students use the text in ways that go beyond simple recall or scanning to locate answers, while important skills, to develop higher-order cognitive skills and more in-depth examination of the text.

[5 Minute English Reading](#)
[Awesome Stories](#)
[BITS Interactive Exercises](#)
[Breaking News English](#)
[California Distance Learning Project](#)
[CNN News](#) for Literacy Students
[EL Civics](#)
[English Language Centre Study Zone](#)
[Famous People Lessons](#)
[Infosquares.com Reading Comprehension](#)
[Life in the USA: The Complete Guide](#)
[News English Lessons](#)
[News for You Online](#)
[Reading Skills for Today’s Adults](#)
[The Learning Edge](#)
[VOA Special English](#)



January 2014



CLASSIC CLASSROOM ACTIVITIES

By Eli Clarke, Noncredit ESL Instructor

Ice Breakers in the ESL Classroom (Part 1)

Imagine yourself moving to China or Mexico to learn a second language. How would you feel the first day of class? That's exactly what our students experience during their first day –or weeks—when they come to us to improve their language skills.

First impressions are important; especially when students enter a fun class full of positive energy and new activities from which they feel they are going to get something valuable for their lives (job, help with children's homework, counseling, furthering education, etc.), as well as with their language skills.

For the first day of class, I always have one or two ice breakers to loosen the students up. When I ask them later in the semester if they appreciated activities like this, they always agree. However, don't just convert your classroom to a party zone. Our students want –and need—formal education as well, such as lecturing, grammar, quizzes, homework, reading, etc.

Here is a list of my top favorite ice breakers that I use the first day or week of the semester:

Using Adjectives to Describe a Person

This is an activity I use on the last day of the first week, or on the first day of the second week to introduce adjectives to later describe a friend in writing. This is a fun way to get the students to brainstorm about a special person in their lives.

I usually ask the most outgoing or former students to help me with the first round of examples.

Give a list of about 15-25 adjectives that describe a person, for example: loving, hardworking, thoughtful, caring, energetic, honest, compassionate, shy, outgoing, etc.

Call 4-5 students to the front of the class and ask them to pick one or two adjectives from the list. The students need to act out the adjective for the rest of the students to guess the word. The performer should only act and should not use words.

I always have chocolate with me, so I usually give a prize to the actors and the winners. I also use nice pens, small lotions, or markers if they prefer to keep their figure.

As a follow up activity, I create sentences with the adjectives acted out, for example:

I consider my younger brother a loving person because he always _____.

My mom is an outgoing person because _____.

The Secret Friend

Students write down information about themselves on separate pieces of paper (one paper for student), for example: family (married, children's names), attended a certain school/university, hobbies, favorite food, work status, etc. Students fold the pieces of paper and place them in a basket. Then I distribute the pieces of paper randomly to each student and ask them to search for the author.

At higher levels, the students can ask questions to each other to find out the author. For lower levels, each student can simply write their name at the bottom of each paper and search for the author by asking "What's your name?"

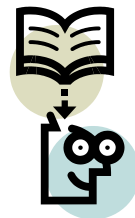
Note: for a lower level class, the students could just write down short sentences copied from the board. For example:

My name is _____.

I am from _____.

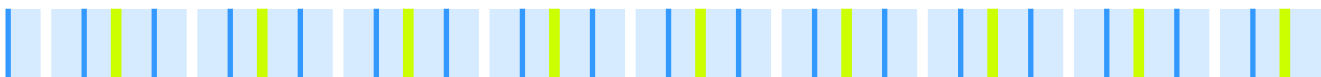
I moved to the USA in _____.

I am married/single/divorced/a widow. (A great way to introduce new vocabulary!)



For intermediate and advanced levels, students can introduce the "new friend" once everyone has found the original author of each paper.

For lower levels, each student can get their original paper back and write a short paragraph with the personal information. A bonus? Type the paragraph in the NEOs (portable keyboards) or use MS. Word.



Find someone who...

The next activity is the one I use every single semester within 45 minutes of my first class.

Students need to go around the classroom asking questions such as “Do you like peanut butter?” “Did you move here less than two years ago?” “Do you like to work out?”

Before I send the students to look for a person who responds YES to a question, I review the vocabulary of the handout (peanut butter, work out, etc.) and I explain how to ask every question.



Let's get to know our classmates

You can only write one name on each line and the person **MUST** answer **YES** to your question.

Please walk around and find the person who...

Write the name here...

Has a sister	_____
Drinks coffee everyday	_____
Takes the bus sometimes	_____
Is from Oaxaca, Mexico	_____
Loves peanut butter	_____
Likes to work out	_____
Owens a bicycle	_____
Likes to cook	_____
Moved to the US less than 2 years ago	_____
Has a pet	_____
Wants to go to college	_____
Has a brother	_____
Likes to go to the beach	_____

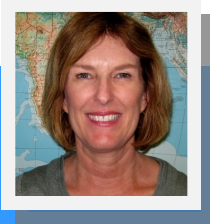


For lower levels, you could write questions like:

Are you from Mexico? Are you single? Are you married? Do you live with your family? Etc.

If you would like to share some of the ice breakers you use in your classroom, please send me an email, and I will include them in our next newsletter. eclarke@miracosta.edu





THE CREDIT CORNER

By Melissa Lloyd-Jones, Credit ESL Instructor

Typical Credit ESL Assignments

Although all of us who teach ESL, whether in the credit or noncredit program, teach English to speakers of other languages, we all know that the particular skills we focus upon and the types of assignments and tasks we help our students to complete vary tremendously, depending on the class and the level. We all have some understanding of what is taught at each level, but if you are like me, you are probably curious about the specific types of assignments students see in each class. I always find it helpful to know where my students have been and where they are headed. Taking that curiosity into account, as the new semester begins, I thought it would be useful to share some of the specific assignments students might encounter in the first of our two credit writing classes, along with some of the assignment goals.

ESL/ACE 49 (Introduction to Academic Writing for Students from Multilingual Backgrounds) is the first of our two-course writing sequence. You may recall that we added the ACE (American College English) designator as an appropriate descriptor for those orally fluent students who have been in the United States for several years but who can still benefit from our writing classes.

Upon transitioning from the Community Learning Center's ESL sequence, most will enter ESL/ACE 49. During the initial weeks of this course, students will receive instruction and practice in paragraph writing. For those students coming from the CLC's ESL program, the first part of the semester in ESL/ACE 49 will be review and reinforcement of concepts they are familiar with, including pre-writing strategies, drafting of topic sentences and relevant support, use of cohesive devices, revision, and proofreading/editing.

The semester also starts off with reading assignments. While some reading selections will be from textbooks, many will be directly from newspapers and magazines – often op-ed pieces or pieces by well-known columnists. These readings will serve as springboards for in-class discussion and writing. For example, one of my favorite paragraph assignments is to have students write in response to a piece by psychologist and UC Riverside professor Sonja Lyubomirsky called "Is It Possible to Become Lastingly Happier?" Students choose one of Lyubomirsky's recommended strategies for becoming a happier person, and they explain why they believe the strategy works. The goals of the assignment are to help students

develop their ability to compose an organized paragraph and to support their topic sentence point with specific examples from their own observation and experience. I give them a sentence starter for their topic sentence to help them connect to Lyubomirsky's text: I agree with psychologist Sonja Lyubomirsky's idea that ... The finished paragraph should then be well-developed with their own ideas. Students always want to know the length I am expecting, and I suggest that to make their paragraph powerful enough to impact the reader, it should be around fifteen sentences. Of course, students need to know that paragraphs can vary greatly in length, depending on a variety of factors, but for our purposes, we encourage them to include plenty of support. By asking for a relatively long paragraph, we push the students to use critical thinking to illustrate and explain their ideas in detail.

Following one or two paragraph assignments, students in ESL/ACE 49 complete at least two major essay assignments outside of class. While the paragraph assignment takes about a week and a half to complete, essay assignments stretch out over a three-week period. Again, each essay assignment is accompanied by two or more readings. Examples of initial essay assignments include describing an especially effective teacher and analyzing the reasons for that instructor's effectiveness, identifying life lessons or values learned from family members, and identifying the benefits of pursuing higher education. Topics for essays toward the end of the semester include analyzing the benefits of the Dream Act, analyzing the effects of stereotyping on individuals, analyzing the causes of waste in our culture, and identifying and explaining insights from a novel or memoir. Two full-length texts that have been used successfully at this level are *The Pact* by Sampson Davis, George Jenkins, Rameck Hunt, and Lisa Frazier Page and *The Magic of Ordinary Days* by Ann Howard Kreel. Primary goals of essay assignments are to help students communicate ideas through a clear essay structure consisting of an introduction, body paragraphs, and a concluding paragraph, to further develop their ability to write focused, well-developed paragraphs, to allow students to hone their sentence-level skills, to help them to understand audience and purpose, and to encourage them to effectively use the writing process to write clearly and thoughtfully. By the end of the semester, ESL/ACE 49 students are writing essays that are three to four pages in length (typed and double-spaced.)

We have seen that students who move from the CLC into ESL/ACE 49 have a solid foundation on which to build their academic writing skills. The transition to credit classes can be challenging, but each assignment is accompanied by careful scaffolding – guided reading questions, vocabulary work, in-class discussion, analysis of writing models, and plenty of instructor feedback. In addition, writing consultants are in our classrooms during all of the hours the classes meet, and most of our students make excellent use of The Writing Center, often having learned this important study skill while they were at the CLC. So while the assignments may sound daunting to students newly entering our program, the odds are that they will be successful in ESL/ACE 49, and before long, they will be finished with the course and one step closer to reaching their educational goals.





LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

The Research Behind the Partnerships

We all know that the Community Learning Center (CLC) consists of Adult Basic Education Skills, Noncredit English as a Second Language, and the Adult High School Diploma Program. Besides the valuable instruction students gain from their teachers in the classroom, the CLC also partners with instructional support services outside of the class: the Library, the Writing Center, the Tutoring and Academic Support Center, and Counseling.

Research indicates that students who are made aware of support services early in their educational careers tend to perform better. According to a study published in the *Community College Review*, this was indeed the case. "Participating in tutoring services during the first term in college was quite useful to students throughout their college careers. Those who chose to use their college's tutoring service during their first term in college had better retention into the second term, second year, and third year, and had higher cumulative GPAs and higher GPAs in non-developmental ERW courses specifically" (Bremer, 2013, p. 175).

According to the conclusions presented in the article *Academic Success: How Library Services Make a Difference*, the academic library services and student success rates are directly correlated. "

Research further shows that tutoring services are not the only valuable service offered in the Community College setting. According to the conclusions presented in the article *Academic Success: How Library Services Make a Difference*, the academic library services and student success rates are directly correlated. "Foremost, the findings and observations from this study validate the notion that academic libraries and library initiatives are viewed by students to directly and positively impact their academic success" (Zhong, 2007, p. 145). These findings are on par with what we already know at MiraCosta College and the Community Learning Center.

Further, “students who regularly participated in writing center instruction persisted at a much higher rate than those who did not within the same population of students, providing justification for encouraging writing center attendance as one means of institutional engagement” (Bell & Frost, 2012, p. 22). When students use our services, they are more likely to succeed in their academic work and continue to meet their higher education goals.

With this research in mind, we encourage NCEESL instructors who have not made use of our instructional support services, especially the library’s, to meet with us at the reference desk, chat, and see what new partnerships we can create to benefit your students.

Alex Doyle-Bauer, Glorian Sipman, & Richard Ma

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THE WRITING CENTER

By Becky Broome, Writing Consultant

Using Your In-Class Writing Consultant 101

If you've never used writing consultants in your classroom, you may be unsure what to do with us. You have plenty to worry about with ensuring your students are successful in their academic endeavors without concerning yourself with another person whose role may seem unclear. Our primary focus is language, whether it is spoken, read, or written. Writing consultants understand that learning the English language is a difficult task and we hope to be able to make your classroom environments a place for safe and comfortable practice. I'd like to take this opportunity to offer suggestions as to how to integrate us into your classroom seamlessly.

1. We Can Work One-To-One

This is where things click for your students. Whether you identify a list of students at the beginning of class or ask us to float around and check-in with everyone who is interested, we can begin helping to build confidence in your students to understand a concept and apply it in their writing.

2. We Can Practice Conversation

We understand that writing is only a small part of learning a new language. We can work with small groups or one-to-one to practice conversing in English on any topic. We have the patience to go as slowly or as fast as the students feel comfortable and will take interest to ensure the student recognizes that he or she is being heard.

3. We Can Help With Reading Strategies

It is one thing to assign your students an article or short story to read; it's an entirely different thing to see them walk away from the reading understanding what they have just read. Writing consultants are good at asking questions to get students thinking critically about what they have read. We can offer reading and note-taking strategies to encourage your students to think beyond a summary.

Regardless of how often we meet with your class, our presence in the classroom benefits everyone involved. Your students know that we understand what their assignments are, and we know the key concepts you've emphasized in your lectures. We are able to keep your students on the right track and refer them to any lecture notes or slides presented in class. If your students are working on PowerPoint presentations, reading a short story in order to write an essay, or practicing everyday conversation, we feel confident that an in-class writing consultant will be a beneficial to your students.

Newsorthy

Noncredit ESL will celebrate its new citizens at the CLC on February 1, 2014!

The annual Citizenship Celebration will take place on Saturday, February 1, from 10 a.m. – 11:30 a.m. at the Community Learning Center. The 49 students who passed the test and have become citizens will be honored in front of their families, teachers, and MiraCosta and Oceanside dignitaries. Special thanks to their instructors and instructional aides: Del Zimmerman, Aubri Almendariz, Shannon Ilas, Eli Clarke, Alicia Woodson, Noheimi Ramirez, and Anais Torrecilla. Special thanks too to the MCC Associated Student Government (ASG) for sponsoring the celebration.



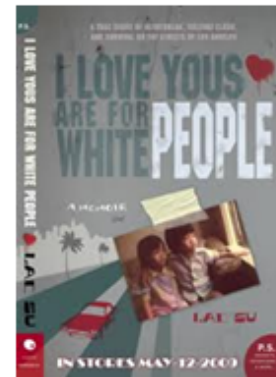
I Love You Are for White People

By: Lac Su

Lac Su will be the visiting author featured in the 2013-2014 Reading Festival!!

“As a young child, Lac Su made a harrowing escape from the Communists in Vietnam. With a price on his father’s head, Lac, with his family, was forced to immigrate in 1979 to seedy West Los Angeles where squalid living conditions and a cultural fabric that refused to thread them in effectively squashed their American Dream. Lac’s search for love and acceptance amid poverty—not to mention the psychological turmoil created by a harsh and unrelenting father—turned his young life into a comedy of errors and led him to a dangerous gang experience that threatened to tear his life apart.”

Taken from: <http://www.harpercollins.com/books/Love-You-White-People-Lac-Su/?isbn=9780061874369>



February 19 &
20, 2014!

In an effort to continue to keep in touch with our students, and also to see their progress after they finish our program, we have decided to create a Facebook account. I will try to post pictures, messages, reminders, and useful websites for our students. If you have any information you would like to share with our community, please feel free to drop me an email!

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