



The Communicator



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Welcome to the Spring semester!

Over the years, Noncredit ESL has experienced numerous changes, but there has been one constant: our faculty have a fervent appreciation for diversity and are culturally competent – two important themes that have been permeating discussions college-wide in recent times but which we ESL teachers regularly demonstrate in our profession. Our love of cultures and languages, along with experiences with people from diverse backgrounds – whether in the ESL classroom or

staff room or from travelling or living abroad – are what have led us to teach in this discipline. As Carol S. Dweck, PhD writes in her popular book on mindset: “A good teacher is one who continues to learn along with the student” (*Mindset: The New Psychology of Success*, p. 201). The beautiful thing about teaching immigrants from countries around the world is that we learn from them, too, continually being exposed to diversity in many forms and building our cultural competency on a daily basis! In this issue of *The Communicator*, read about some of the recent changes affecting our department, our recent First Annual Diversity Day, Ruth Gay’s reflection on the importance of having diversity represented in education, CLC Tutoring Coordinator Jon Fuzell’s explanations of best practices for reaching adult learners, and introductions of new staff and offerings by the Writing Center and Library.

Wishing everyone a wonderful Spring of ongoing learning and professional growth!

-Kristi Reyes, Noncredit ESL Department Chair

Spring 2016



CHAIR NEWS

By Kristi Reyes, Noncredit ESL Department Chair

Fall 2015 Terms I and II Persistence and Promotion

Term I (Aug. to Oct.)	Promotion %	Persistence %
Morning ESL Classes	29%	80%
Evening ESL Classes	38%	72%
Term II (Oct. to Dec.)	Promotion %	Persistence %
Morning ESL Classes	27%	84%
Evening ESL Classes	35%	84%

The information in the table above is from our managed enrollment classes, which meet four days per week during our eight-week terms.

Program Average Term I

34% promoted

76% persistence (morning and evening classes)

83% persistence in open-enrollment noon classes

Program Average Term II

31% promoted

84% persistence (morning and evening classes)

89% persistence in open-enrollment noon classes

Term II is typically a time when it is challenging for students to attend all four days of class due to holidays, conflicting non-school days with their children's schools, and work demands, but our evening program enjoyed a 10% perfect attendance rate in Term II. Our specialty course (VESL) had a persistence rate of 88%, and our noon open-enrollment classes had a persistence rate of 83%. 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. The total students enrolled in Citizenship from Summer 2015 through Fall 2015 was 185 students; however, as explained by Citizenship instructor Del Zimmerman, the wait time for applicants to have an interview has increased from two to six months, so at the end of the Fall semester, only 23 students had been scheduled for and passed the Citizenship exam, while the others stay in the class reviewing while they wait for their interviews.

Congratulations to Permanent Dean, Dr. Schaper

We are happy to welcome Dr. Nikki Schaper, who was previously serving in an interim position, as the dean of Community Education. Thanks to Nikki for her invaluable assistance, guidance, and support in navigating both continuing and new initiatives and regulations for our department, including the federal grant we receive — the Workforce Innovation and Opportunities Act (WIOA) grant, the Adult Education Block Grant (AEBG), and the Noncredit Student Success and Support Program (SSSP).



Dr. Nikki Schaper, Dean

AEBG Community Partnerships: New offsite Classes

With the leadership of Interim AEBG project coordinator Krista Warren, we are embarking on new community partnerships by launching new offsite classes this spring at the Melba Bishop Community Center, Carlsbad Library Learning Center, Encinitas Library, and La Colonia Community Center in Solana Beach. Aubri Almandariz, Avra Bateson, and Leslie Branson are teaching these open-enrollment, semester-long sections of conversation and a beginning level course.

Student Success and Support Program (SSSP) Update

Contributed by Shannon Ilas, Interim Coordinator, Noncredit SSSP

The new Student Success and Support Initiative is bringing a few changes to ESL. First of all, the outreach team has been going out to community events and schools to share information about MiraCosta's noncredit programs. We've already seen a difference in class numbers! Thank you to Del Zimmerman, Anais Torrecilla, Noheimi Ramirez, Cristal Mejicanos, Julia Cantu, and Angela Webster for their tireless efforts! If you would like to help with outreach, be on the look out for an email from me inviting you to choose an event through a program called Sign Up Genius. In addition, the CLC will be getting a testing center in February, where appraisal tests can be taken on demand. In the coming school year, we will also have certificates to offer ESL students who finish levels 1-3 (Beginning), 4-5 (intermediate) and 6-7 (advanced). Curriculum won't change, but the certificates are approved by the chancellor's office and allow the ESL program to receive funding from SSSP.



Arturo Vazquez

Welcome to Student Services Coordinator - WIOA Grant

Welcome to Arturo Vazquez, who will serve as our new interim Student Services Coordinator for the WIOA grant. Arturo received his Master of Arts degree in Higher Education with a focus in Community College Leadership from USD and is completing his doctoral degree in Educational Leadership at SDSU. Previously, Arturo worked at UC San Diego as Program Coordinator for the Political Science department, Outreach Coordinator at Palomar College and Development Coordinator at Bayside Community Center in Central San Diego. Arturo writes, "I am passionate about student success in the community college and I find inspiration in

working with diverse communities. My intention is to continue helping students to achieve their own educational and career goals through innovative programs at the college." In his free time, Arturo enjoys hiking, traveling, yoga, and spending time with his family on both sides of the border.

Welcome to New Noncredit ESL Instructors

Noncredit ESL welcomes three instructors who joined the department as associate faculty in 2015:

Leslie Branson was hired by MCC in the fall of 2015. She comes to us from the Oceanside School District where she taught ESL, EL Civics, and Citizenship for 16 years. Besides teaching, she's had to learn most of what departments that keep an Adult Education ESL program going, such as writing curriculum and grants, testing, professional development, and managing data. She has a Master's degree in Cultural Diversity, which she feels helps to teach and better understand her students from all over the world. Her passion is to help meet the needs of her students while assimilating in a new country with a new language. "I'm so thrilled to be a part of the noncredit program at MCC and to be a part of the outstanding collaboration and passion both instructors and staff have for the students at the CLC! Everyday I'm thankful to come to work with the hope of making a difference in the lives of students!"



Conversation and Offsite Instructor
Leslie Branson



Conversation instructor Julie
Graboi

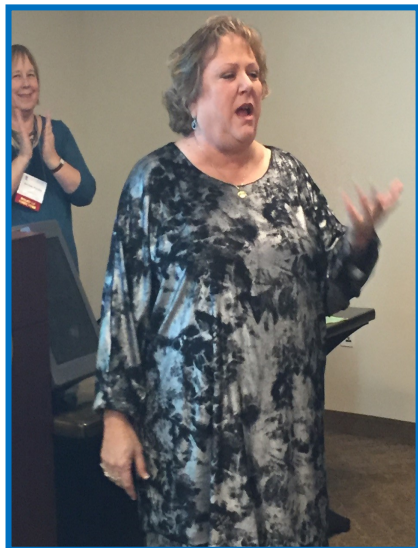
Julie Graboi returns to MiraCosta, where she began her career almost 30 years ago. Besides many years teaching Adult Ed, her career has focused on workplace ESL, academic ESL, and teacher training. "It is so great to be back at MiraCosta in the noncredit program. MiraCosta ESL has always had wonderful students and teachers, but the Community Learning Center has made a huge difference in the quality of education students receive," Julie commented. Among the many changes that Graboi has noticed from when she taught at MiraCosta before is the accelerated pace of instruction, access to incredible teaching resources, and the strong collaboration between instructors and staff. "Everyone has been so helpful and generous to me as a returning teacher, and my students also comment on the excellent support and customer

service that they receive."



Level 4 instructor Carolyn MacLean

Carolyn MacLean began teaching ESL at MiraCosta in the summer of 2015. She loves meeting people from "all walks of life," and especially learning about her students' lives, cultures, and languages. As an instructor, she believes the ESL classroom is not only a place for teaching and learning about the English language and American culture, but also can be a great place for learning to be a global citizen.



Angela Webster accepts her reward at the Adult Level Rap Session of the Annual CATESOL Conference

Congratulations to CATESOL Adult Level Teacher Award Winner Angela Webster

Beginning Level ESL teacher Angela Webster was nominated and chosen as the recipient of the California Teachers of English to Speakers of Other Languages (CATESOL) Norma Shapiro Award 2015. Nominees must be Adult Level ESL teachers who have demonstrated exceptional skill in at least three of the following four areas: classroom teaching, teacher-training/professional development, materials writing, or curriculum development. Angela, an active CATESOL member who frequently serves on committees and volunteers at conferences, was presented the award at the conference in Anaheim in November.

Also at the CATESOL Conference...

Jose Lopez-Mercedes and Kristi Reyes presented on Assessing Student Learning with Interactive Technology Tools at the Annual CATESOL Conference. See the [slideshow presentation](#) online.

The San Diego Regional CATESOL Conference will be held at Miramar College on March 12. See the [conference Web site](#) for more information. Jose will repeat his presentation from the Annual Conference, and first-time presenter Mariana Silva will demonstrate video quiz tools.

EL Civics Tech Plan Updates

The WIOA grant we receive requires an EL Civic Tech Plan, which includes collecting data on students' technology access and use and our instructors' self-assessment of skills and needs. A big thank you to teachers who integrated technology, provided students with opportunities for hands-on learning, and provided documentation in support of our 2015 Tech Plan objectives in the form of testimonials, lesson activities, and exemplars of students' work. See a compilation of and evidence of how we attained our technology goals at [MiraCosta ESL Tech](#).

For this year's tech plan, more than 160 students in Levels 5 - 7 and VESL again took a learner assessment in December and January. If you would like to view the results, [email me](#). Some interesting details include the following:

- 84% of students surveyed indicated that the technology they use most to communicate with their teachers is **email**
- **91%** of students surveyed have a smartphone and 89% text on their smartphones
- The top two purposes for using the internet are **get information/do research** (79%) and **learn in class** (45%)

To compare our students' technology access and uses with other adult ed students in California who took the survey, see the [OTAN Adult Education](#) site, select "Technology and Distance Learning Plan" on the right (no log in necessary) and "Learner Survey Results."

Celebrating Cultural Diversity at the Community Learning Center

Contributed by Mariana Silva, Noncredit ESL Instructor

Increasing multiethnic diversity is an appropriate term to describe the society we live in nowadays and this aspect should urge teachers to treat students in a multitude of ways, to foster the skills that will prepare them to engage in a demographically diverse society. Besides achieving academic success, students should develop skills that will assist them in becoming critical thinkers and agents of change in society.

As ESL instructors, we don't teach only the target language, but also its culture. Actually, the two are an indestructible unit. The intertwined relationship between language and culture is put forth by Gholson and Stumpf (2005) as follows: *"Just as a new language acquisition is important, so too is the development of cultural awareness imperative. With the development of cultural awareness, the understanding of the spoken language deepens. Only when one understands a country's culture is only fully able to participate in that culture."*

A Growing Trend

The Census Bureau projects that by the year 2100, the U.S. minority population will become the majority with non-Hispanic whites making up only 40% of the U.S. population. No doubt students will need to learn how to interact in a diverse environment. Jean Snell, clinical professor of teacher education at the University of Maryland, believes cultural diversity enhances the school experience, too. "There is a richness that comes from students working side by side with others who are not of the same cookie-cutter mold," she notes.

Cultural Diversity at the CLC

In December the CLC organized the event "Celebrating Diversity." Angela Webster had the idea of organizing an event that focused on the diversity of our students' cultures. Angela was joined in her effort by Mariana Silva (from the instructors' side) and Associated Student Government, who turned this into a College Hour event, so insightful presentations were accompanied by delicious food. Multiple ESL instructors stimulated their students' interest in participating by sharing some specific features of their unique cultures.



Some students in Rosie Treptow's Level 6 morning class, pictured here with event organizer Angela Webster, represented Colombia, giving a presentation and dance performance

Other presentations included the following:

- One of Angela Webster's beginning level students shared an audience interactive poem about Iran
- Some Chinese students (from Angela's class) sang a Happy New Year song in Chinese and English
- Maggie Keyes' Level 3 students presented a beautiful Mexican song accompanied by a student playing the guitar
- Mariana Silva's students used PowerPoint presentations and appealing videos to highlight traditions and customs of their cultures. The attendees learned how Christmas is celebrated in Poland through Aneta's presentation. Susan and Tania concentrated on showing an overview of their native cultures, Peruvian and respectively, Panamanian.



Students from Mariana Silva's Level 7 class, who presented about Poland, Peru, and Panama

Both the morning and the evening sessions of the event were a complete success as the entire audience, made up of students and teachers, broadened their knowledge and expanded their cultural horizons. The organizers see this event as the beginning of a rich series of presentations featuring the variety of ethnicities our students represent. This way, students feel not only proud of their unique culture, but they are also willing to embrace cultural diversity.

Ideas on Sharing Cultures

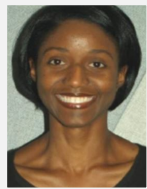
The best way to practice cultural sensitivity in an ESL classroom is to encourage cultural awareness by exploring and sharing each student's unique culture and heritage. This can be done in several ways, such as these:

- Autobiographical writing assignments
- Oral presentations on students' native countries
- Participating in a school talent show to showcase culturally unique skills
- Comparing and contrasting holidays in different countries, perhaps through classroom or school-wide celebrations
- Organizing ESL students to provide peer tutoring to other students studying their native languages
- Discussing current events from a multicultural viewpoint
- Organizing a cultural bazaar to share ESL students' cultures with the larger school community

Resources:

[ESL Articles and Resources](#) on [YourDictionary.com](#) and [GreatSchools.org](#)

Gholson, R. & Stumpf, C-A. (2005). Folklore, Literature, Ethnography, Second-Language Acquisition: Teaching Culture in the ESL Classroom. *TESL Canada Journal*, 22(2).



RUTH'S REFLECTIONS

By Ruth Gay Noncredit ESL Instructor

The Importance of Representation of Ethnic and Racial Diversity in Education

Last March, I was honored to attend our annual Teaching English to Speakers of Other Languages (TESOL) convention in Toronto, Canada. A presentation that some colleagues and I have been sharing at various conferences was accepted, and we were invited to present. The trip was unforgettable for several reasons; however, one of them took me by surprise.

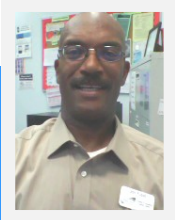
The importance of seeing one's self represented has been on the forefront of our collective mind as a society. Whether it's concerning police officers and their interactions with the public or the Oscars, this notion has touched many lives in some form. This became very real for me at the TESOL convention when I was invited to attend a meeting sponsored by the Black English Language Professionals and Friends (BELPaF) forum. It "exists to enhance the professional growth and development of ESOL professionals of color and to support the needs of ESOL students of color and their teachers."

My surprise came when I entered the room where the meeting was to be held, and for the first time in my professional life, I, an ESOL teacher of color, was in the majority. Before going on, I should point out the fact that until then, I had thought that I was used to being in the minority. Ever since my family immigrated to the US, that had been my reality, whether it was in school or the work place. So, believing that I was accustomed to being one of the only (if not the only) persons of color in my surroundings, I was especially surprised by my response to being at the BELPaF meeting. I found myself becoming very emotional and at the same time extremely frustrated because I could not decipher why I was responding that way. Later, upon further reflection and conversation with friends, I was able to understand that my emotional response was due to the fact that I had been experiencing a sense of belonging at the meeting, and because I had not felt that in a long time, I was forced to take notice of something that had been missing from my life, and I was greatly moved. For the first time as a professional, I was seeing myself represented on a larger scale, and I felt at home. The irony of working in a profession that serves an extremely diverse population but is not known for being diverse was not lost on me. I left the meeting a bit troubled by my emotionality but grateful to have learned of BELPaF's existence and determined to take all of their goals to heart, especially the goal to, "Advocate for more racially and culturally diverse contributions to and representation in ESOL textbooks, materials, and literature."

At the start of each semester at MiraCosta, we have our Flex week, and several of the workshops I attended this semester seemed to validate the above. At a training session for people planning to serve on hiring committees, the presenter highlighted a study titled "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." It suggests possible ways to close the achievement gap between white and underrepresented minority students. In the abstract of the study, the authors write,

We find that the performance gap in terms of class dropout rates, pass rates, and grade performance between white and underrepresented minority students falls by 20-50 percent when taught by an underrepresented minority instructor. We also find these interactions affect longer term outcomes such as subsequent course selection, retention, and degree completion.

Other workshops also emphasized the value and benefits of diversity in an educational setting. I was once more reminded that our students deserve to see themselves represented, especially since this could contribute to their success.



ACADEMIC SUPPORT CENTER

By Jon Fuzell, Community Learning Center Tutoring Coordinator

The Andragogy Theory: Key Principles and Practices for Teaching Adults

For each student the process of learning is unique and personal. Because of this there exists no single all-inclusive teaching method that guarantees success when working with adult learners. However, there are an assortment of academic theories, philosophies, and concepts applied to the education of adults that have existed for decades. Among these important teaching theories in the educational world is the discipline of **Pedagogy** (child-leading), which is the methods, principles, and practices of teaching, especially as an academic subject or theoretical concept. These methods have been in practice for millennium; in fact, the term was first used in ancient Greece, and have been applied for students of all ages. Yet there also exists the concept of **Andragogy** (adult-leading), which pertains to the methods and techniques used to educate adult learners. In other words, it is the art and science of adult education. The term andragogy is almost two centuries old; it was first used by German educator Alexander Kapp as a way to describe the teaching methods of the Greek philosopher Plato. American educator Malcolm Shepard Knowles (1913-1997) used the term to apply to his theories on adult education and how best to connect with, motivate, and educate adult learners, including the AHS and ESL student populations at the MiraCosta College Community Learning Center. Knowles based his andragogic theory on the idea that there are 5 general assumptions that can be made about the characteristics of adult learners that are different than the characteristics of child-learners who benefit from the educational methods of pedagogy.

Knowles 5 Assumptions of Adult Learners

1. **Self-concept** - As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being and more responsible for their own decisions.
2. **Adult Learner (Life) Experience** - As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. **Readiness to Learn** - As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles and learning things that are useful, relevant, and can be used immediately in daily life.
4. **Orientation to Learning** - As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

5. **Motivation to Learn** - As a person matures the motivation to learn is internal, and it is based on the importance, benefit, enjoyment, and self-satisfaction of learning the material balanced with the risks and penalties of NOT learning the material.

He then used these characteristics to help form his suggested principles that he felt needed to be applied to the practices of teaching adult learners.

Knowles 4 Principles of Andragogy

1. **Involved Adult Learner** - Adults need to be involved in the planning and evaluation of their education and instruction.
2. **Adult Learners Experience** - Experience (including mistakes) provides the basis for the learning activities.
3. **Relevance and Impact to Learners' Lives** - Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. **Problem-centered** - Adult learning is problem-centered rather concept-oriented.

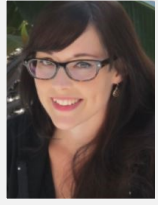
Finally, Malcolm Knowles provided basic concepts on how to apply his andragogy principles in the sphere of adult learning.

Knowles' Application of Andragogy in the Classroom

1. There is a need to explain the reason specific things are being taught (ex. The importance of learning to right a paragraph correctly).
2. Instruction should be task-oriented instead of memorization-learning activities should be in the context of tasks to be performed by the students.
3. Instruction must take into account the wide range of the different backgrounds of the adult learners in the class. Learning materials and activities should allow for different levels/types of previous adult experiences.
4. In theory, since adults are self-directed, instruction should allow for learners to discover knowledge for themselves without depending on other people while also providing guidance and support when mistakes are made.

It must be reiterated that each student has needs unique to them and certain academic theories may not work for them, and Knowles' ideas are no exception. For example, his concepts are more difficult to apply to the student who is lacking not only confidence, independence, and self-motivation, but also the resources required to be the self-directed adult student envisioned by Knowles; on the other hand, these are qualities that we wish all of our students to possess. Nevertheless, the theories of Malcolm Knowles offer a valuable perspective on the adult learner's thinking processes and how best to successfully educate them.





THE WRITING CENTER

By Stephanie Taylor, Instructional Writing Center Assistant, MiraCosta College Writing Center
Introducing Jeff, Community Learning Center Writing Coach...

S: *Jeff, how long have you been working at the MiraCosta College Writing Center? What is your previous experience working in education and/or writing?*

J: I have worked at the Writing Center since September of 2015, for approximately three and a half months. Previously, I worked as a Writing Consultant at the CSU San Marcos Writing Center and a Teaching Intern for the Introduction to Phonology course at CSUSM. I was also an AVID Tutor at San Marcos Middle School for several years.



Jeff Schoneman, CLC Writing Coach

S: *Why do you like working at the CLC?*

J: I enjoy working with the diversity of people at the CLC, learning about their unique cultures, backgrounds, and perspectives. I also appreciate the CLC's strong sense of community.

S: *As a writing coach, what are some specific strategies you use to help students become better writers?*

J: First and foremost, I ask questions. Questions help me orient myself to the assignment and to discover the student's particular goals. Questions also push the student to create his or her own answers/solutions. Additionally, I prefer to focus on just a few issues at time, so that the student gets used to the idea that writing is a process and usually requires not just one feedback session, but many. Finally, I always point out some positive aspects of the student's writing to support the student's motivation and self-efficacy.

S: *Have you had a memorable experience at the CLC that you would like to share?*

J: In several of the NCESL courses to which I was assigned, the students created paragraphs and PowerPoint presentations about various aspects of their cultures and backgrounds. Learning about these various cultures and backgrounds and being a resource for students as they crafted their writing was very meaningful.

Update: The Writing Center is changing its model at the CLC!

The Current (Transitional) System:

As in the two previous terms, the writing coach (Jeff) will be assigned to individual classes on particular days at particular times. Now, however, he can be more flexible about when he is physically present in the classroom. This presence can be tailored to the instructor's syllabus and/or lesson plans. When he is not physically present in the classroom, he will still be available in the Academic Support Center for the students of the particular class to which he is assigned; they can be sent to him during this time for feedback and support.

The Future System:

Our future goal is to create a system of open availability where the resident writing coach provides feedback and support to individual students on an as-needed basis. In this future system, classroom visits (by the writing coach) would still exist but they would be scheduled via an online booking system which the instructor could access with a single mouse click. These visits might offer a range of services, including (but not limited to) round-robin feedback sessions, in-class workshops, small group facilitation, beginning-of-term orientations, etc.

The Academic Support Center Will Soon Have a New Home

The CLC Academic Support Center will soon be moved to Building C (behind Arby's), which is under renovation. Students will be able visit the Writing Center, tutors, and the library in the building that used to be classrooms 136 and 137. The building will also serve as the CLC's new testing center, where we will be able to accommodate new students who have missed our registration sessions, when our placement tests normally occur, with on-demand testing.



In December and January, crews were hard at work renovating Building C at the CLC, which will serve as a new and improved one-stop student support center



LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

CLC Library News: Extra Hours to Serve Students and Staff Addition

Thanks to a Basic Skills initiative grant and a successful Program Review request, the Library Department was able to secure funding to increase our library hours at the Community Learning Center! From 10 hours when we first started at the CLC over eight years ago, librarians are now staffed 24.5 hours per week. We are now able to have a presence Mondays through Thursdays, both in the mornings and evenings. We have devoted a few hours beyond this time frame to accommodate classes that have a different meeting time. As always, please let us know if we can come to your class for library orientations related to research, PlayAways/audiobooks, or feel free to contact any CLC librarian to tailor classroom visits to address your needs.

Hours:

Mondays: 9 am - 12:30 pm (Richard), 6-8:30 pm (Alexandra)

Tuesdays: 9 am - 12:00 noon (Glorian), 6-8:30 pm (Virginia)

Wednesdays: 9 am - 12:30 pm (Richard), 6-8:30 pm (Judy)

Thursdays: 9 am - 12:00 pm (Alexandra), 6-8:30 pm (Corinne)

Lastly, we'd also like to take this time to introduce our newest CLC addition, Associate Librarian Corinne Pitcher:

I am a MiraCosta graduate (from the 90s) and like many of my students -- I was a returning-adult-student! Married to the Navy with frequent relocations, I managed to raise three boys while my husband frequently deployed overseas. I wondered what my life would be like without juggling classes, homework, family and the rest of life's responsibilities! I eventually finished my college degree and became a "Librarian Assistant" for Camp Pendleton. I worked at the most remote library branch, the Seaside Library past San Onofre, and thoroughly enjoyed helping military members and their families. The experience prompted me to return to college to become a "full-fledged" librarian. I earned a Master of Library & Information of Science (MLIS) through San Jose State University and have enjoyed my Librarian duties for the last 10 years.

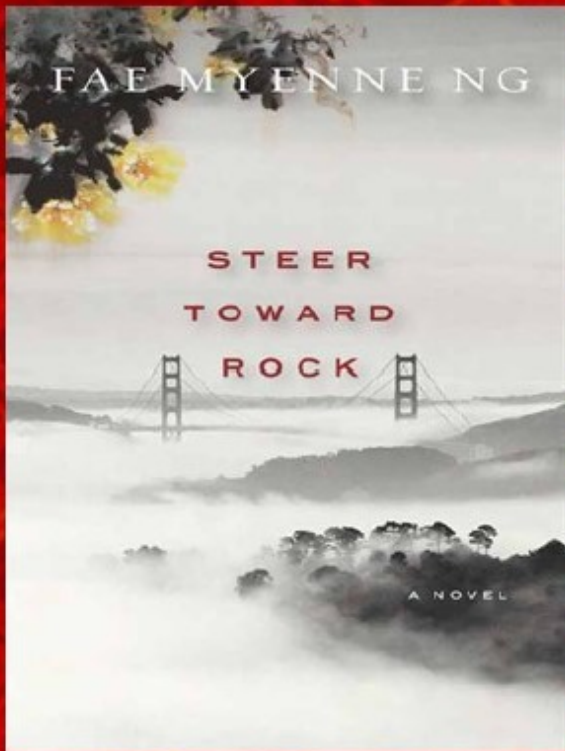


CLC Associate Librarian Corinne Pitcher





CLC ANNUAL READING FESTIVAL FEATURING FAE MYENNE NG



"The woman I loved wasn't in love with me; the woman I married wasn't a wife to me. Ilin Cheung was my wife on paper. In deed, she belonged to Yi-Tung Szeto. In debt, I also belonged to him. He was my father, paper too."

Steer Toward Rock is the story of a man who chooses love over the law, illuminating a part of U.S. history few are aware of, but one that has had echoing effects for generations.

FEBRUARY 24 & 25, 2016