

# ESL Newsletter

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**Black Hawk  
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# ESL NEWSLETTER

A publication from Fall Semester 2010 English as a Second Language Students

## Difference between Life in my Country and Life in the United States

By: *Hadiatou Sow*

I remember waking up in the morning and being welcomed by the delicious air. Like scores of members of my community, birds and squirrels used to keep me company. I would wander to tilt my body here and there as my hand shredded the wind like wings of an airplane. As a teenager, accompanied by the depths of time, I used to enjoy living in a big family where everybody cares about others. Oh God, life is different here. The differences were remarkable the first day I stepped out of the airplane in New York City. The noises, the crowds, the way people attempted to get my attention. On that first day, I could identify lots of unfamiliar aspects between the life I used to live and the life that I wasn't prepared for.



Education is extremely important for me. As a foreign student in the U.S, I have experienced the diversity in lifestyles and noticed strong dissimilarities. In this country, students have the choice to work while going to school. The educational system is divided into sections. Therefore, it

allows everybody to be educated. People just have to manage their time in order to get things done. For example, one of my friends mentioned to me one day that she is able to come to school two times a week for her classes, which allows her to take care of her children and work full-time while she is attending school. What is also remarkable is Americans can choose their majors or courses. They are responsible for their decisions. Moreover, they can drop classes if circumstances occur. There is also financial aid and scholarships available to those who qualify for them.



In my country, students sacrifice their entire lives to succeed in school. Everyone has to make a choice between studying and working because one doesn't have time to do both. For instance, when I was in high school, I used to go to school early in the morning at 7:30 am and come back at 7 pm. This didn't allow me to have time to get my homework done for the next day. It was hard for me to stay at school for the whole day, even on Saturdays. Furthermore, in Guinea, students don't have the option to choose their courses. The courses are decided based on the student's grades.



Sometimes, students take classes that they don't even need. To be specific, my junior year in high school was so tough. I was forced to take eleven classes. I didn't like it at all because there were some classes that I wasn't good at. But, I had to study so hard to pass all of my classes. I had no choice. In addition, students are awarded university scholarships on a competitive basis. There are lots of private high schools, but universities are public. Students don't have to pay anything to finish their education if they go to public schools.



In addition to education, culture in my country and the United States is also completely different. In Guinean culture, people must respect and practice certain virtues, or they will lose honor in their family. To be specific, if a teenager girl got pregnant, she would be dishonored by her family and avoided by her friends and family also. Most people live in an extended family. Families often consist of parents, children, relatives, and sometimes neighbors. Men are always the head of the household, and that allows them to exercise absolute authority over their wives, sisters, and daughters. Children are expected to follow their parents' advice even if they are over 18. Women wield control on a day-to-day level in family compounds and market stalls, raising children, earning an income, and allocating household resources. In addition, marriage is considered a union of two families, not the personal choice of two individuals. Also, family names often inspire jokes and camaraderie; they can also serve as the basis for assumptions about the status and class of their bearers.

On the other hand, American culture is based on individualism, freedom, privacy, and competitiveness. American children are taught to be responsible for their own actions at an early age. For example, if children reach age 18, they are considered

adults and must make their own decisions regarding their lives. Teenagers often don't respect their parents and do whatever they want to do. Even though some people live in an extended family, they respect one another's privacy. For example, if parents can afford it, each child will have his or her own bedroom, so the children can have their own privacy. Also, teachers don't talk about students' grades unless students give them the authorization to do so. In American families, both the mother and the father raise the children and take care of the family income. People decide whomever they want to marry and parents have no say.



As a teenager living in the United States, I overcame lots of difficulties. I finally understood the vibrant sense of good life among people in my country when I came here. My country offered me fresh air, positioned me among people, and candled the light of my summer days. Now, I am far from my country; therefore, I work very hard to integrate to an American school and society and not be overwhelmed by culture shock.



## **Student Ambassador Program: Promotion of the Future Leaders.**

*By: Adama Ouattara*

Students are engaged in different activities in school and among them is the Student Ambassador Program. This program is present in many universities including here at Black Hawk College. In fact, the Student Ambassador Program is a new program at BHC. This program has been here at BHC for two years. Basically,

there is no specific number of students who are elected each year. For this year, there is a total of 22 Student Ambassadors, and they all work together as a team. However, even if there is no quota for the Student



Ambassador Program, it does have some criteria and qualifications. In fact, as mentioned in the Article II of their constitution, the “Student

Ambassadors are expected to represent the college as student leaders and peer mentors”; therefore, the applicants should be involved or interested in extra-curricular activities, community service, or volunteer work. Another criterion is that the student should have some leadership skills and a clear and vivid intention of being a students ambassador. Any student who thinks that he or she has some of these skills can fill out the application form and submit it to the Black Hawk Advising Center. Also, an adviser can recommend a student that he or she thinks has these skills and will be a great ambassador for the college.

The student ambassadors work as volunteers for the school, which means they are not getting paid or getting scholarships from the college. This program is designed to utilize a select group of knowledgeable, motivated, and enthusiastic students who assist with college recruitment and public relations activities. So, the student ambassadors are involved in many community works; basically, they are supposed to provide fifteen hours of community service either on campus or off campus. Stephanie Allers, a faculty member at BHC, is the new adviser of that program. She is the one who reviews the applications sent by the students, and she sets an interview time with them to determine whether they could be a student ambassador or not. She is involved with the ambassadors in a lot of community work like helping with different festivals and celebrations. Their involvement is not only

limited to postsecondary school, but they also help with some high school activities. “We do a lot of community work,” said Stephanie, to emphasize how much getting involved in the community is crucial for the Student Ambassador Program crew. This program helps students to be leaders by introducing a partnership of learning through awareness, understanding, and appreciation of the community. Stephanie Allers, the advisor for this program said that the Student Ambassador Program helps students get some leadership skills, expand their networking, and receive some good recommendations to add to their resume. Involvement in this program allows students to get an even better chance of being accepted when applying to another university.



The Student Ambassador Crew is made up of different cultures; it is not only for American students, but also for students who originate from all over the world. When discussing cultural diversity Stephanie said, “I think this is a great program for the ESL students.” The English as Second Language (ESL) program is for international students who need to improve their English



before taking some advanced academic classes. In fact, according to her, they get to learn some new things and learn more about the American culture. The Ambassadors are easily recognizable on

campus by their yellow T-shirts. “I want people to be able to approach the ambassadors and ask questions,” said Stephanie. In fact, wearing these yellow t-shirts help the other students identify them on campus and even off campus. This program allows students to develop their

leadership skills by helping them interact with others through a positive college experience; therefore, students should not



hesitate to take advantage of this program.



### The Life of a Togolese Woman

*By: Anani Simkomba*

Although women in every culture have some specific traits related to different cultural values, a typical Togolese woman is culturally important to me. Some people may wonder why a typical Togolese woman is valuable among women from other countries. As for me, I found some specific characteristics that make the value of a Togolese woman; this includes the woman's attitude toward marriage, clothing, and responsibilities at home and at work.

First, in my country, Togo, we value a woman, who performs her household chores, such as being a good cook, being good at cleaning her house, and taking care



of her children. She knows how to cook some particular foods like "akoume," chopped spinach soup, okra soup, and others. She is also able to respect

and value her husband and set a dinner table for her husband and her in-laws. This particular woman is fertile because her ability to give birth to children gives her much respect from her in-laws' family and makes her family proud of her. She doesn't babysit her children but takes care of them and educates them to show that she can be a mother of a growing family. In addition, a Togolese woman is not an avenue for every

man to sexually abuse because she is a precious creature from God. She is not



considered a good woman if she steps out late or stays alone as a single woman and allows men to make love to her. One day, my mother told me, "My son, you are now becoming an adult person and if you want to get married, find a woman like one of your culture who doesn't change men like she changes her clothes." Not surprisingly, I met a friend, who once told me, "I am a typical Togolese woman who has self-respect for my own body, and I do not allow any man to use me for fun or for money." And, I realized from her words that Togolese women have a lot of self-respect as well as respect for their husbands.

Second, clothing is one of the particular traits of a Togolese woman, which makes her different from other women.

While comparing both religious and



traditional women in Togo, their clothing looks alike. A Togolese woman dresses modestly and decently. Specifically, she dresses fully in all seasons with long skirts, pieces of cloth, and well-woven shirts such as Lokpo clothes during

some traditional ceremonies like burials, naming ceremonies, and traditional weddings. She also wears some European-made cloths like Wax Hollandaise, Super Wax, Phoenix, and

some Senegalese made clothes like Basin Tinted for festivals. Moreover, a Togolese woman shows her value by covering her head completely with a veil



as a symbol of respect for her husband. In contrast, a good Togolese woman never wears pants, bikinis, miniskirts, or shorts to

expose her body to all kinds of men. In brief, clothing style shows the value of a real Togolese woman.

Finally, although women remain physically unequal to men, they have attained some legal equality in terms of academic education and work abilities. For this reason, a typical Togolese woman is the woman that has some responsibilities at home and in some particular cases, at work. In Togo, a woman performs some manual labor in towns and in villages. She does some machine work such as weaving and seam reinforcing.



In addition, she has some abilities in controlling small markets in terms of selling fabrics, agricultural products, fish, and retailing some finished products. Outside the home, a Togolese woman has little place in political life and less in government programs though there is a ministry allocated to women and family affairs. Only a few women, descended from ruling tribal families, successful businesswomen, or women politicians have privileges equal to those of men, more won than granted. At home, a woman is the one who cooks, but always eats after men and before children; she has to serve to her husband and wait for him to finish eating before she can eat. In short, the life of a woman in a Togolese place of work or home is defined by the society responsibilities.



In conclusion, a Togolese woman is easily recognized and well-considered because of her cultural values, her form of

dress, and her particular responsibilities at work and at home, for which she makes the difference among her peers in the U.S. And if one could preserve anything in the life of a Togolese woman, it is her value of being different from other women throughout the world. Hence, people ask questions about whether she might change when she is out of her country in the future, but I personally doubt it.



## Mexican Immigrants Children Are Losing Their Culture

By: Efrain Jimenez

Many Mexican immigrants' children are losing their culture, their holidays, their



language and the traditional food and forgetting where their parents came from. They are not learning or using their parents native language; new immigrants choose to separate their new "American" children from the practice of their parents' language. The parents are forced to conform because of the American "calendar of holidays." People from other cultures who are married into the family don't want their children to speak their native language because they are uncomfortable hearing Spanish around Americans. Mexican foods are not always served to Mexican-American grandchildren. The children are not accustomed to the food. They find it spicy, and they prefer bland American food.

I am from Mexico. I have four children: Janette, 31 years old, who has two children; Ariel 11 years old and Ares 10; Denise 25, who has a child, Evan 15 months old; Jeannie who is 24 and still single, and so is Efrain Jr. who is 20 years old and still single. All were born in the U.S.A. They do not understand many Spanish words. Although they understand Spanish,



they struggle to respond in Spanish. Ariel and Ares, my two grandkids, do not understand Spanish at all. My daughters and my grandkids do not celebrate the Mexican holidays. They do not know the Mexican traditions, the regional food, and they don't celebrate the holidays.

How did this situation occur? I will tell you a little about my life story, so you will see. I was raised in Mexico with the tradition that the wife should take care of the children, clean the house, do laundry, and cook. Mexican women do not work out of the house. The husband is the one who puts the food on the table. I thought that my wife would do housework and watch the babies. I married a traditional Mexican woman and moved to Chicago, IL in 1978. Our first daughter was born in 1979. Many Hispanic people babysat for her during Janette's first years of her life: family and friends who only spoke Spanish. When Janette was about one year old, my wife said that she wanted to make her own money, to live better, as the other wives were doing here. At first, I did not want her to work, but I looked around, and I realized that most wives here were working, so I agreed to let her work. The next step was to find a babysitter for our daughter, Janette.



The first babysitters were family members, but for one reason or another, they couldn't continue to babysit. So we had to find somebody outside the family who could speak Spanish to babysit

Janette.

I remember it was very hard and painful for me leaving my daughter at 5:00 a.m. with someone not related to the family. Janette was crying, crying, and crying when we left her because she did not want to stay with the new babysitter. When we picked her up from the babysitter, we still noticed her swollen eyes. She had been crying for a long time. We changed babysitters many times, but our daughter did not want to stay with them. When we tried to leave her, she clung to us very hard. Even now, I feel pain in my throat, and my eyes get watery every

time that I remember that. I don't want this pain for anybody.

By the time, Janette was 3 or 4 years old, we moved to Downers Grove, IL, to the northwest suburbs of Chicago. We couldn't find any Spanish speaking-babysitters, so we got all the information required to enroll her in a daycare



center. The daycare center didn't have any Spanish-speaking workers. We enrolled her anyway. Weeks later, the daycare center called us for a parent conference. They said that Janette didn't understand them or any of her classmates. They said that we needed to talk to her in English. We tried our best, but it was not enough. Months passed and Janette started learning English very fast. One day, she wanted us to play the same games that she was learning in the daycare center, but we couldn't play the games. She felt frustrated and so did we. A few days later, she wanted us to sing songs with her that she was learning in the daycare center. Again, we got frustrated with her. We celebrated all the American holidays: New Years, Martin Luther King Jr., Valentine's, Ash Wednesday, St. Patrick's, Good Friday, Easter, Mother's Day, Memorial Day, Father's Day, Fourth of July, Columbus Day, Halloween, Thanksgiving Day, and Christmas Day. Some of them are celebrated in Mexico, but they are celebrated in different ways. For, example, Mother's Day is always the 10<sup>th</sup> of May and almost everybody takes the day off to be with their mother. The sons, daughters, and grandchildren bring the mariachi band to their mom's house early in the morning, singing "Las Mañanitas". Everyone sings in harmony. Another day that Mexicans celebrate differently is St. Valentine's Day. It is always the 14<sup>th</sup> of February, and the boyfriends and many husbands bring the mariachi bands early in the morning to sing close to the bedroom window or door where the girlfriends or wives are sleeping.

Another holiday that is celebrated differently is "New Year's" Eve. Almost

every block in town has a music band: mariachi, rock and roll, country, romantic, northern, ballad, trio, sound track, and regional. People have a variety of music to choose from, and they can go from one place



to another all night long until the new year arrives.

My oldest daughter, Janette, has children: Ariel who is 11 years old and Ares who is 10. Neither of them speaks or understands Spanish, although their mother does. They don't eat Mexican dishes. I remember when one day they visited me. I cooked very delicious baby- back pork ribs in mild green sauce. They didn't like the dish because it was too spicy. I asked what they wanted to eat, and they said, "Hamburgers, hot dogs or ham sandwiches." I made hamburgers for them. .

My son in-law, who is American born, told my daughter that he doesn't want her to talk to the kids in Spanish. His excuse was that he didn't want his kids to speak Spanish because since he didn't understand Spanish, he would have no idea if they would be talking about him behind his back. Now my grandchildren don't like to go to family parties because often everyone speaks Spanish, and they don't have a clue what they are saying. The saddest part is that my mother in-law and father in-law don't speak or understand English. It is a shame that their grand children can't speak to their grandparents.



In conclusion, many Mexican immigrants' families are losing part of their culture while they are learning the new culture. My daughters, son, and my grandchildren little by little are losing their native culture. It is painful, but it is the price that immigrants are paying when they are looking for a better life for their families. It happened to me and if one is not married

and doesn't have children, one will remember my words when the time arrives and your children and grandchildren will have nothing from their parents, culture.



## 10 Steps for ESL Students on Ways to becoming a Successful College Student in the U.S.

*By: Rafiatou Gado*

We all know that education is



important. However, not everyone knows how to survive in college. There are many different steps a person can take to become an excellent

college student.

I have followed several steps to become a successful college student. First, I think positively. Attitude is important to success. I stop negative talk and change it to positive talk. If I see myself thinking, "I can never write a decent paper," I stop and say to myself, "I can do better than that and next time I will." Then, I think over how I can plan to do it.

Second, I attend class on time. It is difficult for me sometimes to pull myself out of bed to go to class in the morning. However, it is for my own good. I attend class regularly, and I write down some information that may be on tests and quizzes. Many teachers give special information about certain things that will be on their tests, and if I am not there I will miss them, so I always make sure to attend class on time.

Third, I do my homework. Many people fail classes because they don't do their homework. Doing homework is a very important part of my classes. Not only does it count as a percentage of my grade, but it also helps me understand the courses. This way I can ask questions about what I don't

understand. I also participate in class discussion, and I do well on pop quizzes. Without doing my homework, I cannot answer these questions.

Fourth, I study for all tests ahead of time. Many students decide to study at the last minute, such as the day before. If I study ahead of time, I won't be confused the night before. I use several strategies to study my lessons. First, I use some flashcards to study my vocabulary sheets. For instance, I write the word on one side and on the other side, I write the definition. I learn the words by playing games with the flashcards. I read the word and give its definition, or I give the definition and guess the word. Second, I use memory games. For example, I memorize the word and its definition. Then I cover the word or its definition, and I try to recall it. Third, I use some test taking websites to review my lessons. Specifically, I go [www.towson.edu/ows](http://www.towson.edu/ows) and [www.chompchomp.com](http://www.chompchomp.com). These websites give me a lot of exercises, and I can choose one that interests me and work on it. After finishing, it gives me the score. Also, I get more sleep, which is necessary in getting a good grade. By leaving your studying until the last minute, your grade will be affected. It is impossible to learn all the material in one day.

Fifth, I build a good schedule. Many students often get frustrated because they do not know how to manage their time with the schedule of their class. The schedule allows me to fulfill my daily, weekly, and monthly goals. I use a calendar to do weekly goal setting and planning which allows me to keep track of day-to-day activities while giving me the larger perspective of what is coming up during the week. For example, I take a piece of paper and draw a chart. I include the hours and the days. Then, I fill in my class schedules



first and after my activities. If you don't want to draw a chart, you can buy a planner at your nearest store or bookstore.

Sixth, I sit in the front of the class. This is an easy way to make sure that I pay attention. If I sit in the back, I may be tempted to do other things, such as talking with my peers, or texting on my cell phone. However, if I sit in the front where my professor will see me, I will be less likely to do these things. Sitting in front, also, makes it easier to ask questions and answer them. The professor is more likely to see your hand up if you are in the front than if you sit in the back. During a conversation with one of my friends, she stated that, "I always like to sit in front of the class because I want to follow the teacher and not be distracted."

Seventh, I take good notes because I am a good listener. Many professors do not write everything they say on the board. I really listen well to take good notes. I make sure to listen to the things my professor says and also what he or she writes on the board. I make an outline for taking notes. For instance, I write the topic first; then, I write the thesis and the supporting details. These things are usually the most important subjects. I concentrate all the time when I am in class. If I take good notes, this really helps me when I am studying. Also, it helps me learn more of the material because writing things down helps me remember it. According to Mr. Coleman Harris, a counselor at BHC, during the Bridges Program, "A successful college student must be a good listener."

Eighth, I read test questions carefully. Sometimes questions seem to be asking one thing but are actually asking another. I use different strategies for different tests. When I have a reading test, I read the question carefully to know exactly what they are asking. I make sure to look for statements such as "all of the following", "except", and "are not." If I miss these words, my answers will surely be wrong. Also, if I am taking a multiple choice test, and I don't know which answer to pick, I use the process of elimination. This means I cross off the answers I know are wrong, and

pick out of the ones I think are right. For an essay test, I read the sample of different essays that we study in class. I try to look for the author's main idea or thesis and supporting details.

Ninth, I meet with my professors outside of my regularly scheduled class. By taking the time to meet my professors, I can build a relationship with them that will be beneficial to me if I ever need extra help in that subject. I always go to them if I don't understand some part of my courses, or if I need help doing my homework. It also gives them the opportunity to know me.



Tenth, I establish a study group. This is very helpful in learning material. Since my professor may not always be around to answer my questions, the people in my study group may be able to help me. It helps me understand some ideas that are unclear to me. It is also a way to meet people in your classes.

To sum up, these are some steps to becoming a successful college student. If you follow them, I guarantee that you will receive the degree you are trying to achieve. It will take you some time to do so, but you will be happy in the end.



## WHY SHOULD WE BE INVOLVED IN CAMPUS ACTIVITIES?

*By: Yao Tapoayi*

When students are asked about how many student activities they participate in per semester, they don't have an adequate



answer. In order to give each student a glimpse of how helpful it can be for a

student to be involved in campus activities, I interviewed Tiffany Hamilton, the Student Engagement Coordinator at BHC.

Tiffany Hamilton has been working in



this specific position at BHC for almost a year after working in many other educational positions. When I asked her about the purpose of coordinating student engagement, she said,

"It is important for a student to have an opportunity to get involved in activities on campus, whether through leadership opportunities or volunteering or any kind of organization on campus." I can see from Tiffany's response how important it is for a student to participate in campus activities.

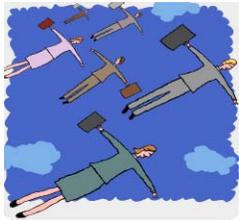
Another question I asked her was that I wanted to know the reason why she decided to become a Student Engagement Coordinator. She said that she started after graduating from high school while working during college to help students become more familiar with their environment, and she loved it. She has noticed that a successful student is an involved student. The more a student is involved, the more he or she is connected to his or her environment. Through this experience, she finally decided to make this kind of job her cause.

The third question we discussed was that I wanted to know the most demanding aspect of her job. Mrs.



Tiffany Hamilton said that at least every aspect of her job is demanding in the sense that she has to keep track of everything, and there are a lot of activities that are going on. She also added that the main thing is to have good time management skills. While talking about how many activities they do per semester, she said that students participate in at least one activity per week depending on what they have on their schedules.

Another thing we discussed is the most rewarding aspect of her job. To that question, she said that the most rewarding aspect is to see students growing up, succeeding, and having the ability to lead effectively. We also talked about the goal for increasing student engagement on campus. Tiffany responded by saying that the basic goal is to unite students together to share



their experiences and to learn from each other. She also added that doing this will help students to express themselves more easily when public speaking because some of them will be leading a group or will be doing things that involve self-confidence.

My final question was that I wanted to know what students could do to become more involved at BHC. She responded to that question by saying that the only thing a student can do to become more involved at BHC is to get more and more involved through participating in any kind of organization on campus or by volunteering. She also mentioned that those experiences that students receive by participating in campus activities are very good experiences that one can add to his or her resume and be ready to talk about during a job interview.

All in all, Tiffany Hamilton has shared with us how crucial it is for a college student to be involved. She said, "A successful student is an involved student," and I think this is one of the big lessons we should learn from her. In short, let's consider as students, this interview as a note from Tiffany Hamilton to encourage us to participate more in campus activities.



## The Ways Immigrants Adjust Themselves to a New Culture

By: Adjo Eklou

Is it always easy to learn another culture, which is totally different from our own culture? As immigrants, we all faced problems related to the new culture. However, it's really important to know how to adapt ourselves to this new culture. There are many problems that immigrants face and different ways to resolve them.

Foreign people face many problems



while learning a new culture. Some languages are like stones, so heavy to learn. At the beginning, people from other cultures

have a lot of problems understanding Americans when they are talking. When I came here for the first time, I couldn't understand even "Hi" because I didn't know what it meant. Also, I had a lot of problems understanding my professors when I came here for the first time. I thought I could never succeed in those conditions.

I never spoke in class to avoid people laughing at me. I spent my free time in my room crying and thinking about my friends in my country. Because I couldn't speak English, I didn't have any friends with whom I could have fun and share my problems.

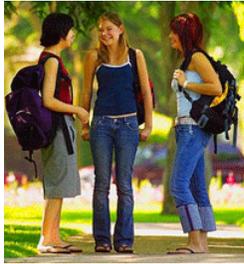
Furthermore, as a foreign student I also have an accent problem which makes my speech hard to understand. Even



though I speak a little bit of English still I have a problem with my accent. I have to repeat two or three times before people can understand what I mean. Most of the time when I speak, they ask me to repeat what I just said, and I feel really bad about that. I can understand how immigrants really feel when Americans misunderstand their speech because of their accents. One of my friends from Togo told me, "I felt really

uncomfortable when the professors misunderstood my speaking in class in front of other students." In addition, one day, I went to Walmart to pay for items. I was looking for some materials, so I asked for help because I couldn't find the place for what I was looking for. Because the person I asked for help didn't understand what I was saying, she just told me sorry and left. This day, I felt so low and different from others.

According to these problems that I had as immigrant, I found that it would be good and helpful if I could resolve them. I said to myself that friendship with people who speak English can be one of the solutions to adjust myself to a new culture. Having a



conversation with other people will help me to learn the new culture quickly. So far, so good. I have begun to establish friendships with some of my classmates especially with people who came

from different cultures.

Also, I asked one of my friends how I can speak good English like him. He told me that I should try to speak only English at home with my siblings and watch a lot of American news and movies. Furthermore, I found that perseverance also can help immigrants to adjust themselves to the new culture, so I keep trying no matter how badly I speak and ignore the way people always look at me when I make errors.

These mistakes will help me to improve my English. Immigrants should always be patient and never avoid having a conversation with



Americans or speaking in public because it's really helpful. Also, I tried to improve my accent by watching some pronunciation movies that I borrowed from the library. After finishing my first semester

at Black Hawk College, I was a little more free and comfortable while speaking in front of people because we did a lot of speeches in that class. A student told me in our conversation, "Even though people laughed when I made a mistake, I never stopped speaking and asking questions to my professors." Speaking good English is living in a paradise.

To sum up, I can say that learning another culture is not easy, but it's



possible. As immigrants, we face different kind of problems adjusting ourselves to a new culture. However, it's possible if we just add a little effort to our willpower. Learning another culture is like adding more to our knowledge, so we need to be patient and perseverant because only "practice makes perfect".



## CHALLENGES AND SUCCESSES OF LIFE IN THE USA

*By: Kofi Dza*

Have you ever thought about how to meet challenges and succeed in your life? As an immigrant in the USA, I have to

challenge myself by working hard.

Like most of immigrants in the land of Uncle Sam, I'm working



and going to school at the same time. I'm trying to do my best to challenge myself and fight for my goals, so I'll be successful in the future. Personally, I can assure everyone that you can't be successful if you don't challenge yourself. Ambition, determination,

courage, and perseverance are the keys of finding success in life.

I am from Togo, and I have been in the United States for about five years. Since I came to the United States, my first ambition was to challenge myself in order to become successful in



this land full of opportunities. It was not easy at the beginning because it was difficult for me to manage school schedules and job schedules; I started my classes (Level 4) in 2005 at the Outreach Center with a teacher named Julie. I was going to school in the morning and working in the afternoon. I had to wake up early every morning, do my exercises, and go to school. Life was difficult because I didn't have transportation to go to school. Sometimes if I didn't wake up earlier, I would miss the bus by mistake, and had to walk to school even when it was very cold. My determination to become somebody and the dream of one day quitting those painful jobs at Tyson was my first decision.

Another example is, Kossi Agbenyo, who is another immigrant and who has the same problems and similar opinion about the United States. He said, "Since I came to the United States, my biggest problem is how to handle school and attend work at the same time; I don't have time to sleep, to play football, or to go out with my friends." Another friend of mine living in Texas said, "Managing my schedule, finishing my homework, and enjoying time with my family is the most difficult part of working and attending school."

Time is money in the USA; after all the advice I received from other people, I learned that in order to succeed in the United States, you need to organize your schedule and your daily



priorities. It is important not to rush on anything. With courage and perseverance, we will reach our goals of finding a better job and having a better life in the future.

Life in the United States is very difficult compared to life in our countries. We face many challenges, and becoming successful is not as easy as we may think. My advice for our new immigrants of the United States is, "Don't rush anything." Anyone who wants to be successful and reach his/her goals needs to manage his/her time efficiently; these immigrants will go far in life.

*RRR*

### English an Essential Language in Vietnam

*By: Christy Van*

Thirty years ago, nobody visualized English as an essential language in Vietnam.

Last Thursday, September 23, 2010, while I was revising my essay paper, my father-in-law was talking on the phone with his old friend from our country, Vietnam. My dad (I consider him as my dad) said, "Do not worry too much, he will be all right." The conversation was going until midnight.



After he hung up the phone, he came up to me and said, "Being able to speak English is very essential in our country now. Young people can't find a good job if they don't speak English."

While watching the news on the Saigon Broadcasting Television Network, I saw that there are many young Vietnamese who go abroad and study in foreign countries. Mostly, they hope to speak English well.

"I know a man, who was unemployed here twenty years ago, now he is a billionaire in Vietnam," my dad said deliberately.

I couldn't believe my ears. My father-in-law really gave me interesting news.

Many questions came to my mind: How did the man become a billionaire? What did he do?

Understanding my thoughts, my father-in-law gave me a brief answer; "He teaches English, and he now owns several English schools in Vietnam."

It is hard for me to imagine. Part of me admires a billionaire professor while another part of me feels sorry for those who don't know how to speak English.

English is an essential second language in Vietnam. According to my



father-in-law, "most parents advise their young children to take English classes when they are in fifth

grade in the community schools, where the parents only pay a small tuition fee. Young adults who have already graduated, and haven't had a chance to study English before, are at a disadvantage because they have to pay for English private classes if they want to keep their current jobs."

An additional reason for the need to learn English is in my country jobs are more often offered to qualified candidates when they have English knowledge. In Vietnam, a small country but very high in population, young candidates who have learned English, will have more chances of being hired compared to other young candidates who have never learned English. For example, the interviewers, who are responsible to value the best candidate for a company, will look at the language sections of the applicants and give more consideration to

someone who has learned English. In Vietnam, there are more than enough applications at every job fair. Every year there are thousands of job applications submitted. Why would the interviewers choose the one that doesn't have enough



quality to satisfy their needs? The answer is that they wouldn't. The interviewers will always accept the more qualified candidate.

In Vietnam, most of the stable jobs as of now relate to verbal English communication. Young children who are able to speak English fluently have more advantages to find good jobs. For instance, young individuals who can communicate well in English might be promoted to higher positions in the foreign company, as these young will be given a privileged benefit such as great health insurance and a good salary. Without spoken English, a skillful individual might only be offered low-benefit employment such as a laborer, for which he or she could receive a minimum wage as well as a little to no medical benefits. In other words, speaking English helps young Vietnamese people have more opportunities to find better jobs.

Another part of the need to speak English is that verbal English is used to communicate with foreign societies. For example, first, spoken English is widely used among



Vietnamese employees and foreign employers when they normally exchange information about work, ideas, or outcomes.etc. Secondly, speaking English, Vietnamese business officials can provide required information or important documents comprehensively to the foreigners and vice versa. Third, verbalizing the English language helps native Vietnamese be able to understand foreign visitor's words completely. In short, speaking English nowadays is a popular form of communication between Vietnamese and foreign visitors.

Since English is an important and necessary part of the Vietnamese day-to-day lifestyle, the tuition fee for learning English in Vietnam is very high compared to the salary that people earn from work. Luan, my cousin-in-law, emailed me recently, "The tuition for English class

ranges between 140 dollars to 400 dollars for every three-month session. The student comes to class three days a week and learns English one and half hours a day. Obviously, what English schools charge depends on how well-known the school is, how experienced the teachers are, and who the teacher is (whether they are foreign or not).” In comparison, Luan wrote, “One individual, who is highly skilled and speaks



English fluently, begins with 200 US dollars per month salary with a foreign company,

while working for a native company, a person might start with 100 dollars per month wage.” In short, the cost of learning English language is huge compared to other expenses in my country.

Three decades after the war, English seems an essential language in Vietnam. Young children and young adults who have taken the time and made the effort to learn English have a huge advantage, both financially and culturally, over those people who haven't learned.

In the future, I wish every Vietnamese person could have the opportunity to learn English well so he /she could have a better job, better life, and better knowledge of the world.



## Colombia: the Risk is Wanting to Stay

*By: David Sanchez*

Every time I meet someone in the United States, no matter which country they are from, if they have heard something about Colombia, it is related to drugs and



war. I cannot blame them because since I arrived here, all the news I have heard about my country is related to these topics. What I want to do now is tell the truth

about my country. We have been at war for the last forty years. We are still fighting against all the drug issues, but it is not the same as fifteen years ago. My country has changed for the better. Because I want to encourage you to visit Colombia, what I want to do is to show you how my country has changed. I want you to see how the unbelievable can happen; a beach with temperatures over 80 °F just 26 miles from a snow-capped mountain; cities with colonial buildings; forests surrounded by thousands of beautiful animals and plants; most importantly people who would like to share all their happiness with you.

Now, maybe you are wondering what the relation is between all these places and the drug and war problems; simply, the illegal drug crops are in the mountains and forests. The people who process these drugs have lived in the forests for the last forty years. They have been involved in a war against the government in which they kill and kidnap peasants. However, I will give you an update about war and drugs in my country.

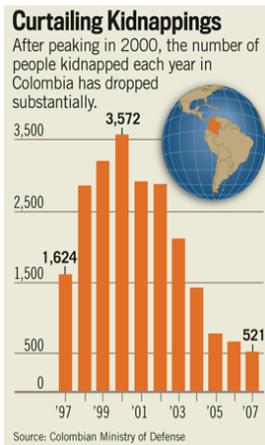
First, talking about war is synonymous with kidnapping people in my country. Since large sums of money are required to release the kidnapped person, this money is used to sponsor illegal groups. This is the biggest issue in my



country. It was not a long time ago that countries like United States of America warned its citizens when they wanted to visit Colombia. My uncle, originally from the U.S, but married to a Colombian woman, remembers that time: “I was trying to travel to Colombia. I liked the country. I went there with the Peace Corps before the real war started. It was a beautiful place. I got along with everybody, and I had fun, but the next time I wanted to go, the government told me I was going to die there, or I was going to be kidnapped.” What the U.S. government said was not so far from reality. By 1998, according to a recognized Non-Governmental Organization in Colombia,

“Fondelibertad”, the number of kidnapped people was 2868. By 2000, this number was raised to 3588. Among the kidnapped were 48 foreigners by 1998, and 41 by 2000. Without a doubt, this is an amazing number. At that time, it was one of the highest kidnapping statistics from the world. In contrast, the same Non-Governmental Organization reported a number of 687 people kidnapped in 2006 and an encouraging number of 213 people kidnapped in 2009. When it comes to kidnapped foreign citizens, by 2006, the number was five. By 2009, this number was two. So a great decline in kidnappings can be seen in recent years.

This positive trend can be attributed to a couple of reasons: U.S. help and



Colombian government programs. The U.S. has helped with money and military training. The most important help given by the U.S.

government has been a \$3.4 million program. The program has trained more than 600 military personnel on strategies of rescuing hostages. The results of this program has been dramatic; none of the rescue operations has failed. In addition to the U.S. help, the Colombian government has also fought against kidnapping. First, the number of police forces has increased to 500,000 members. This means there are more police officers in the cities and on the highways; consequently, it is safer to travel through the country without the danger of being kidnapped. Second, one of the most effective programs during the last few years has been the “Cooperants Network”. The idea of this program is to pay money to people who inform about criminal acts, mostly in rural areas. As a result of this, several kidnappings and terrorist acts have been avoided. As you can see, collaborative work, between the U.S. and the Colombian

government, has been the key to success in the war against kidnapping.

Secondly, the solutions for the drug problem are also following a good trend, but not as good as the kidnapping issue. Dealing with this problem, the U.S. government and the Colombian government have worked together; in fact, every program used to decrease drug production is sponsored by the U.S. government.

Specifically, this problem has been faced in two ways: the eradication of drug plants, and support to the peasants. First, the eradication programs are composed of two procedures:



aerial fumigation and manual eradication. Aerial fumigation is a procedure in which a plane spreads chemical products over illegal plant fields. Nevertheless, this strategy is not as efficient as the government wants, and also spreading chemical products creates an environmental problem. On the other hand, manual eradication is effective. This procedure has helped the government to decrease fields of illegal plants faster than other methods. But, this procedure necessitates having a person inside these fields, and some of these fields are controlled by illegal armed groups. Sometimes when workers are sent to manually eradicate the crops, they are shot and killed by the illegal armed groups. The second main tool, used to fight against the drug problem, is a constant support for the peasants. Giving economic support and education to peasants, the government has tried to solve the drug problem. First, the government has tried to sponsor agricultural projects. The purpose of this sponsorship is to encourage peasants to find other money sources. Additionally, the peasants and their families have been getting help from public universities. These universities give them the opportunity to study majors related to the agricultural process; thus, farms can improve their production process, and they

can earn as much money as they could do with illegal plants.

To conclude, I would like to invite you to see the other face of my country. In this article, I have tried to show how the problems, which you have probably heard about Colombia, are not as big as they used to be. Now, I invite you to search for some



information about tourist places in Colombia; you will find a diversity of places, foods, and even

cultures that will make you feel interested in my country. Since I have told you that everything is better now, you do not have an excuse not to come. Finally, please remember, as one beautiful advertisement on the U.S. TV. says, "Colombia, the risk is wanting to stay".

## Difference between a Nun and a Sister

*By: Mohammad Tazin*

Sixty-five percent of the world doesn't know the difference between a nun and a sister. I was one of the sixty-five percent of people. I began to recognize the difference between a nun and a sister when I started to do some research about them. I selected this topic because I was interested in learning more about their lifestyle. I used to think that nuns and sisters were the same people, but some people call them by different names. A nice lady helped me learn about the beliefs of the Benedictine Sisters and the difference between sisters and nuns. Through my article, readers will learn how the lady became a sister, the difference between a nun and a sister, and the ways of becoming a sister.

A nun is a unique person in Christianity who dedicates her life to



God. She lives in a monastery or convent, prays and has some ministry within the place where she lives. She is cloistered.

She takes vows of obedience, poverty and chastity like the Sisters, but she is cloistered. That means she stays within the monastery where she lives. She has some ministry within the confines of the monastery. Some cloistered sisters, especially in Europe have schools on the grounds where the cloistered nuns teach. Other nuns in the community either do sewing of vestments, make the bread used at



the sacrifice of the Mass, or do artwork or write books. There is a community of nuns in the area, the Carmelites, who have a monastery in Eldridge, Ia.

Another category of religious women are sisters. They are not cloistered, and their ministries are outside the place where they live. They live in a community, have vows, and pray the Divine Office (Prayer of the Church). Their ministry usually takes them outside their community serving the church and the world during the day; in the evening, they return to their community for Vespers, their evening prayer.



I met with a sister to do this paper. Her name was Sister Catharine. She grew up in a large family, where she is the 3<sup>rd</sup> oldest out of ten siblings. She went to a Catholic girls' high school. She chose to be a religious Christian because she felt God was calling her. There are many options of ministry (or works) for religious women such as nursing, teaching, etc. Sister Catharine chose to be a woman who is called a Benedictine because she follows Saint Benedict, who was a monk in the 6<sup>th</sup>

century. He wrote a rule whose main ideal is "Ora et Laboro," which means "pray and work".

After finishing her high school, she went to college to major in biology. Then, she got a graduate degree in theology. She got another master's degree in psychology, and she is also a therapist. She studied another year at Chicago Theological Union receiving a certificate that is called Biblical Spirituality.

The Benedictines promise three vows: obedience, conversion of life, and stability. (These vows are a bit different from the traditional vows of obedience, poverty and chastity.) For Benedictine Sisters the vows mean they will obey God; conversion of life means they will do better today than yesterday, in other words they are always converting towards God. This vow of stability includes they will keep a stable heart for loving God. Vows of celibacy and poverty as included in the vow of conversion of life. Vows of celibacy mean they won't marry, and vows of poverty mean they don't own anything as their own property. All things are owned by the community. Whenever they need to use anything, they ask the community in the name of a sister who is in charge of all material goods of the monastery. I was surprised to know and learn about how they live without any personal property. This is a great sacrifice for God. The Benedictines also pray the Divine Office of the Church, gathering together three times a day to sing the Psalms.



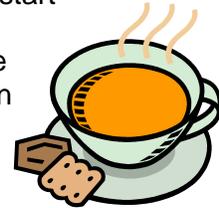
There are some other kinds of sisters besides monastic sisters. They are called apostolic sisters. Monastic sisters believe that they live under one God, one community, and pray three times in a day. Apostolic sisters have different types of beliefs; they work and live in an individual dwelling not in a community. They may only pray together in the evening, or if they live alone, they pray alone. They take vows as all other religious women.

Religious women are well-educated. The degrees they get depend on their

aptitude and on the needs of the church. As an example, Sister Catharine and her superior decided she would be good as a biology teacher. Later she received degrees in theology and biblical studies.

If any girl wants to be a sister after her high school graduation, the community prefers that she live in a society for four years first, so she can know about the world. They don't have to start staying in the monastery.

They can stay for a couple of weeks at home, and can stay in monastery for a couple of weeks. After this probation period, when she feels comfortable staying in the monastery, she can start staying there.



Sisters live simply, eating simply, dressing simply, and have simple needs. They have some fast days as the Church does, but they may choose to fast on other days. Sisters try to have a simple life; this helps them concentrate on God. They love one another, and enjoy simple recreation opportunities.

In this small world, there are lots of different people. If I had not interviewed Sister Catherine, I might not have learned interesting information about the differences between sisters and nuns, their spiritual beliefs, and their life style. I found it very enlightening, and I hope that you as a reader are somewhat enlightened about the difference between a sister and nun and between apostolic sisters and monastic Sisters.



## Challenges that Immigrant College Students Face

*By: Leatitia Byukusenge*

An immigrant is a person who comes to a country where they were not born in order to settle there. These immigrants came in different categories; some come as refugees, others as international students, and others as lottery visa holders. However,

they are all titled as immigrants and face similar challenges, particularly college students. Usually most immigrants leave their families behind. Not only that, they have been going to a school, which does not teach English, and the majority are poor. As result, they face the following challenges: financial problems, cultural problems, language barriers, missing families, and lack of family support. These challenges can cause them do poorly academically; consequently, they may fail to accomplish their goals.

First of all, immigrant college students face challenges of language barriers. Most immigrant students came from non-English speaking counties, where they have been going to school before coming to United States. When they come to the United States, they must continue with their



studies. Of course, they are enrolled into college, but they don't do well because during a lecture they don't understand the material. They also don't ask questions since they are not able to speak English. For example, when I just moved to the US, I started taking ESL classes at BHC. Because I didn't understand English, it was hard for me to understand my teacher when she was teaching. Most of the time, the teacher would ask the whole class to do exercises and to print certain articles out to bring to class the following day; I just didn't understand. The following day everyone would have it done except for me. This happened several times, which was the reason I didn't do well in that course. Besides that, language barriers limit immigrant college students from getting ideas and information that they need from Americans in order to succeed. For instance, in our ESL class, we were given an assignment, which required us to interview Americans; we didn't get enough

information because we missed out on some of their points. They couldn't understand our questions either. All these misunderstandings were the result of not speaking and understanding English.

Secondly, immigrant students face cultural problems, which affect their academic, personal, and social growth.



Immigrants come from different countries and have different cultures and beliefs as well as their own personal and social lives. In some cultures, students are not able to talk to their teachers privately about their homework, but only during class. In contrast, students in the United States are free to ask any questions regarding their academic work, as long as it is during the teacher's office hours or by appointment. For example, during previous classes that we took, the immigrant classmates and I would have problems with our homework, based on our culture of not approaching the teacher, we couldn't ask. This affected our grades until we learned that it was okay to talk to our teachers. There are some immigrant students who don't take this opportunity of learning and realizing that it is okay to talk to their teachers. Therefore, they keep on following their culture and end up failing. In addition, American culture is different from other cultures. In some cultures, college students can easily establish friendships even if they have only met someone for the first time and without knowing each other's background. However, in American culture, college students need to know someone in public before creating a friendship with them. For example, I have been at BHC for almost two years, but I don't even have a single American friend; not that I'm not interested, but because of these differences in our cultures.

The third challenge that immigrant college students face is financial problems. Some of these students are not allowed to work. Others, who are allowed to work, are not employed because they have no working experience. Others cannot find jobs due to the bad economy; they are ineligible to apply for loans or scholarships which would ease their financial problems. All



these factors often make them unable to pay their school fees, leading them to drop out of the class they are taking. With these challenges, they can't accomplish their goals. For instance, I had a friend from Eastern Europe who was an international student at Arizona State University; her visa status made her ineligible to apply for a loan or a scholarship and restricted her to work a maximum of 20 hours per week at an on-campus job. With only one semester left to complete her doctorate degree, she ultimately had to withdraw from school and had to move back home. Because of these hardships, she wasn't able to accomplish her goal. Another example is of a friend of mine from Togo who was attending the same class as me. This guy was working at Tyson; most of people working there complained that it is a hard work, especially for students. He decided to quit the job since it was hard for him to work and go to school at the same time. After quitting, he was not eligible for his scholarship and any other government assistance; as result, he was not able to pay his school fees. He ended up dropping this course in the middle of the semester. It is always hard and impossible to accomplish a goal when one is having financial problems.

Lastly, immigrant college students face challenges in terms of missing their families, which help to provide social and emotional support. Immigrant students move to the United States and leave their families behind. Some students leave their children, husbands, parents, and



siblings. We all know that families have a huge impact on the individual. Their love, care, and company is very crucial. For example, I have a friend who left her husband and children in Africa and to attend college in the United States. She always fails to do her homework. Whenever she comes from school, she sits down instead of doing her homework. She can't stop worrying and wondering if her kids have gone to school, eaten, or whether they are safe. She feels like her education is not important without the presence of her children and the support of her husband. A person in such a situation can never meet his goals. For example, I moved to the United States and left my husband in Africa; therefore, it is hard for me to concentrate on my homework when all I can think about is getting him here to the United States. For instance, at night when I'm doing my homework, he calls me; we start talking, and then I will fall asleep right there without finishing my homework. This is something that happens almost every day, and I cannot avoid it because it can affect our relationship. If he were here, I wouldn't have such problem, and I would get more done.



In conclusion, immigrant college students go through many challenges, which affect their planned goals. These challenges include language barriers, cultural problems, financial problems, and missing support and guidance from their families. Some of these challenges will always be present for immigrant college students unless the government eases restrictions, but others will be resolved as these students work hard and adopt American culture.



## Widowhood Practices in My Culture

By: *Komi Edji*

Africa, in general, and my country, Togo, in particular attaches a very strong importance to customs and ancestral beliefs. Most of these practices have been passed down from one generation to the next and are so well protected that even the adoption of Western culture couldn't erase them. A widowhood practice is one of the customs that my tribe is very attached to. Though both men and women in this situation observe the rituals, the focus is more on the female. The period of widowhood for women in my country is not only a period of grief and sorrow, but in most cases an opportunity of judgment and to practice the culture for the young ones to see.



Widowhood refers to the situation of a person whose spouse has died and has not remarried. Women in this situation are called widows and the men are referred to as widowers. When the man loses his spouse, he is encouraged to be strong and swallow the pain. His body is not marked in any significant way except to have his head shaved. He also wears black clothes for a period of six months, which is the period of mourning. The widower's movements are not restricted and monitored like that of the widows, whose movement are monitored by other old widows

When a woman loses her husband, her body is often turned into an object, which is subjected to all kinds of rituals in addition to the pain, and suffering she is enduring inside. If I may say, that is the most difficult phase of their life. First, in Africa every death is suspicious, so in some situations the woman must prove that she has not killed the husband. This is done by asking the woman (widow) to sleep with the corpse until the burial, which takes place three days after the death. And if the family of the late husband is not satisfied, the

widow may be asked to drink the water used to bath the corpse. If the widow has killed the husband, she will also die in a few hours after drinking the water, but if she is innocent nothing happens to her.

After the burial, many rites await the widow. After the burial,



the widow is confined to a room where for one year she mourns her husband. She is always with older widows who monitor her, so that she won't harm herself or draw close to any man. Her head and her pubic area are shaved. Her body is also marked and a mixture of herbs and charcoal is smeared on it. She is bound to stay indoors from dawn to dusk. Except for an emergency, she will not travel to any far place. Even if she does, she must not do so alone. She will not participate in any public celebrations and ceremonies during the period that she is mourning, and must not shake hands with anybody. During that period too, the widow doesn't talk but communicates through the sign language, she sits on the bare floor, wears black clothes, eats with her left hand in an old or broken calabash (earthen pot) or she is fed by another older widow. She walks bare footed throughout the mourning

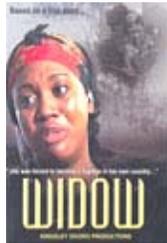


period. To show her grief and sorrow, the widow undergoes a regular wailing for a period of seven days. For the first seven days, the widow is taken out at dawn

around 4am to 5am to cry and shout the name of the husband. Another aspect of the rite is, the widow must bath once a day at very late hour when almost everybody in the household is asleep. The most important thing is that the people around the widow must watch closely all movement of the widow, for it is a taboo that she should be seen close to any man. The purpose of this is to be sure that the woman is not pregnant before the husband died. And also

according to the ancestral belief, if the woman has an intimacy during her mourning period, it may bring a curse not only on her but also on the entire family. After going through the ordeal for one year, the woman must have a spiritual cleansing. It is a bath taken by the widow at midnight in the presence of a group of older widows after which most of the items used by her are burnt to ashes, especially the black clothes she used. The calabash in which she ate is also thrown away.

The fate of the widow is decided at the end of the mourning period. In most cases, the widow is compelled to marry either a brother or a cousin of her deceased husband, in order to continue the lineage of their brother, the late husband of the widow.



Another purpose for which the widow is asked to marry someone from the late husband family is, that whatever heritage is left by the deceased could be kept in the family. In case the widow rejects the idea, she is denied any portion of the possessions the husband has left behind and the children are taken from her if they are still young.

These obsolete practices, to which the Africa women are subjected, in the name of culture and customs, do not honor our mothers, sisters and wives. It is important that a community shouldn't forget its roots, but the welfare of its people should be held in high esteem. I believe that some of the practices are no more relevant and beneficial to our generation. It is good that now because of education and Christianity; most of the culture practices have been changed. .

In summary, though it is good for us to value our customs practices, it will be better if we focus on the things that relieve the bereaved from the pain. Unlike the Western part of the world, where widowhood tends to disappear because most



marriage don't last till the death of the partners, Africa still holds firmly to most culture practices that pertain to widowhood. The rites performed by the widow is more traumatizing than the death itself, and a majority of women come out of their widowhood very wounded. The scars left by the pains from the loss of a loved one seem to be for lifetime, and some women don't even want to marry any more. Even some young ones hate opting for marrying from my community for the fear of going through all these rites if their husband dies.



## WE OWE IT TO OURSELVES AND TO OUR ENVIRONMENT

*By: Akpedje Dansou*

Have you ever thought about preserving your environment in any way? Many people go green by changing their daily lifestyle if only for the idea of saving the environment and living healthier. For example, in my case, I have analyzed life in U.S. so far, and I have figured out that everything comes from hard work; therefore, every penny must be saved. I decided to go green to help me and my family save money, to help the environment, and to live a healthier lifestyle. Going green is a very simple thing that does not require more time, more money, or making any difficult sacrifices. Going green is very simple. We can go green by reducing, reusing, and recycling items that we use.



One thing that amazed me about going green is that by trying to save money, you also receive the benefit of good health, and you can save the environment at the same time. The principle is that by reusing, reducing and recycling items, one can prevent the resources of the Earth from being uselessly exploited. This makes me think that going green is a very helpful change. It is obvious that everything that we

use or consume comes from the Earth. In the same way, every good or bad use of items can be a good or a bad action toward the Earth. For that reason, we can choose to do something good to thank the Earth, which has been helpful to us so far. As much as we cherish our health like a treasure, we must do the same thing toward the Earth.

Going green should not be reserved to one part of the world as becoming powerful is. In contrast, to be fair toward the Earth



and everybody, going green can be practiced by anyone who chooses to do so. It can simply be applied during our daily life. The only thing that going green requires is

engagement. For example, I decided to go green after I came to US. When I was in my country, I didn't consider doing such a thing until I figured out that every single person can affect the planet by every action. Most of the time, I go green in my daily life and my family applies this principle also.

One simple way of going green is reducing. This consists of paying more attention to how resources like energy, water, gas and food are consumed. For instance, one can start by reducing the use of different things. For example, when I go shopping, I don't take a lot of plastic bags. Another way for me to go green is that when I'm doing the laundry or washing the dishes, I reduce the quantity of the detergent as much as possible and turn off the water when I'm not using it. Very often, I tell my siblings to turn off the television or the



computer and any other electronics items when nobody is using them. If it is possible, turn down the thermostat and use the weather outside to get fresh air. It is also necessary to turn off the bulbs so they last longer. This has also helped us save on our electricity bills. In addition, when I'm going

to print out pages, I make sure I don't print useless things because I don't want to waste the papers and the ink to kill too many trees.

Another way of going green is reusing items. It might be helpful to use household items as long as possible. For example, people can try buying items that are durable. Also, some containers can be for another use after the content is finished. Usually, I use some shopping bags to keep things. For example, for some items that are expensive, I try to look for them in eco friendly stores before going to regular store in case I didn't find them. Visiting garage sales is a good way of finding items at a low price. In addition, I find no problem using shopping coupons. All these means are some simple ways to go green and save money.



Finally, going green can be effective by recycling items. Nowadays, it is possible to recycle different items. For example, we can recycle paper, plastic, and aluminum. Far more, we can also recycle electronic items that are out of use. For example, we recycle our used items that are not in bad condition because at the time we don't need them anymore, someone might need them. In addition, I like to recycle cans, plastics, and my used papers. Another nice way of recycling is making a donation of used items whether to stores like Goodwill, The Salvation Army, or to non-profit organizations.



Not only can someone go green by doing the things listed above, one can also go green by choosing to eat organic foods that are not grown with fertilizers. An important point to make is that going green does not necessarily require becoming a vegetarian. One can reduce the consumption of meats and other junk foods as he or she wants and try veggies. Organic foods are grown naturally and contain

different healthy elements for the body. In addition, organic foods taste better compared to other kinds of food. By switching to eating appropriate organic foods, for example, one can preserve his health and save money on hospital bills. Organic food can be bought from farmers at a farmers market, or at some regular supermarkets.



As long as we live depending on our environment, we should try our best to take care of it. By saving it, we are likely to save money and live healthier. Obviously, going green is an efficient and simple manner of doing so. When one makes the decision, going green is always a piece of a cake for him. After knowing about some simple ways of going green, I'm sure that you will apply this knowledge in your daily life, and it will surely be beneficial to our environment. Therefore, let's take the challenge to go green to save the planet.



## Universities in Senegal vs. Universities in the United States

*By: Khadidiatou Cisse*

Coming to the United States is a good opportunity for most immigrant students. The United States university offers a lot that we don't have in our home countries. For my case, I can say that if I were still in my



country, Senegal, I wouldn't have been able to choose a major that I like. I know that I would be a history, geography, or philosophy major.

The United States universities and others universities around the world are different. If we compare the U.S. universities and those in Senegal, we can see lot of differences. The first point is the universities in Senegal are free, but in the United States, a student needs to pay a lot of

money. In Senegal, you don't need to pay to be a student in a university. After you have your high school diploma, the only thing you need to pay is the fees for the registration. You have to pay only if you go to a private university, which offers lot of benefits in education. Compared to Senegalese universities, United States universities are expensive. To go to a university here, you need a lot of money. That is why during the senior year in high school, students start applying for financial aid, scholarships or loans. That money will help to pay the school fees and have a little money back.

In Senegal, you cannot choose the major you want. If you are good in history, and you want to major in science, you don't have a chance to go to the university because the administration looks at the grades that you had since



the middle school to put you in a department. The level of class is the same for all the students in the same year and major. For example, all the freshman students who are majoring in French have to take the same level of classes. There is no change in your major except if you quit that school and go to a private university, where you have to pay lot of money to get in. You cannot transfer your grade to that school. There is no dropping class, and if you don't pass the exam at the end of the school year, you will not pass all of your classes. At the beginning of the next school year, you have to retake the same classes again. If you don't pass the exam, the administrators expel you from school.



You cannot take the same level more than two times. On the other hand, things are different in the United States. You have lot of freedom choosing your major in

the U.S. The grades that you had in high school don't determine the major that you are going to choose. It is up to you. If you are good in mathematics, yet you want to major in English, it is acceptable to change your major whenever you want. Every student can take the class he wants. For example, in my math class there are different students with different majors, not only math.



In the United States, students have all the materials they need at school. They have computers everywhere in the school. The labs have all the equipment they need, and it helps the students to have lots of practice. In Senegal, there is a lack of resources because of underdevelopment. Our universities face lots of problems. In the United States, I never heard that a university is on strike, but in Senegalese universities, the students are on strike many times during the school year. If the government doesn't give the students their scholarship for a month, the students strike. Sometimes when they need materials in their labs and they don't get it, they are off campus because there is no school for those 24 hours or for a whole week. In addition to that, for example, in University Cheikh Anta Diop of Dakar, students have lots of problems of space. There are thousands and thousands of students in that university, and it was not built for that number. With the coming of 160 Haitian students to that university, that problem will increase.



Because I am now in the university in the United States, I have the freedom to choose the major that I like. Therefore, I am

now a math major instead of a history, geography, or philosophy major. Living in the United States has made a change in my life. Now, I have to take that chance to work hard in the university and finish up with a diploma that will help me to get a good job.



## KNOWING DIFFERENT CULTURES

By: Youngmi Kim

We are living in a global world. If you look at the world, you will see many people who have different cultures than you have. So many people move from other countries to the United States. You can easily see different skin colors, appearances, and fashions around you. Moreover, each family has different rules, cultures and education levels. Are you interested in having friends from another culture or knowing their culture? A famous book, *A Pleasant Conversation* (J.S Lee) says, "When you recognize various cultures, you will have a pleasant conversation." In order to build relationships with people of another culture, it is better to know the other one's culture – such as their manners, behaviors, and the way of thinking - to understand them well.



When you are sensitive to another person's culture, you can break down the barriers of misunderstanding. In other words, if you persist in using your own cultural behaviors to interact with them, it is easy for you to make a mistake and hurt their feelings. For example, one of my husband's friends at Palmer College usually wore bright colored shirts, such as pink and yellow, which American people call "girlish" colors. It was not awkward and odd at all in his country, where there was no particular boundary of colors for males and females. One day, the rumor stated that he was gay, because he always wore bright colored shirts. When I saw him, I thought he was

really fashionable. Actually, he had a beautiful wife and was not a gay at all; however, some American students persisted in using their own cultural norms to judge him. The rumor harmed his reputation, so it was hard for him to make friends at the college for a while. He felt that some students disdained him and his culture.

Knowing another person's culture can show your respect to them; in other words, they feel that you respect them and their country. This is so important in a global world.

One of the positive effects of knowing another culture is to make a happy incident with friends of another culture. For instance, after being in the United States a month, my birthday came. In Korea, which is my country, it is



traditional to eat seaweed soup on one's birthday. My two roommates asked my Korean friends about the traditional birthday celebration and bought a bowl of seaweed soup for me. They did not have any idea about seaweed soup because they had never seen it before, so they went all over the city to find seaweed soup. I was so touched by their concerns and love. I received many presents on my birthday; however, I will never forget their gift. Although the two American girls had never seen the soup before, they found it for their only Korean friend.

So, how can you know about another culture? There are some ways to help you to know and build relationships with people of another culture. Ask them basic questions. Asking is a good way to start having conversations, and it is not difficult. You might say, "I am a very shy person and do not have any ideas to ask them" or "I am afraid of asking questions, for I do not want to hurt them"; however, basic questions are not complicated. "What is your favorite food?", "What is your favorite pastime?" or "Which countries have you visited?" Those

questions are easy to ask, and you will know their favorite things, so that you can guess what they like to do. For instance, if you meet a person whom you would like to know, you can ask him or her basic questions. With the answers to these questions, you can find a common area on which you can build a friendship. Here is a practical tip; do not ask them silly questions, such as, "Is there chocolate in your country?" or "Is there television in your country?" This is rude. For instance, some people asked me, "Is the Korean War done?" The Korean War was from 1950 to 1953; it happened and was done fifty-seven years ago. Then, they asked me the other question, "Did you have a hard time in the war?" I was at a loss for words. I have never seen the war, and I have a big television in my house, and every Korean has his or her own television. Koreans do not live in poor conditions anymore. I practice the same advice when I meet non-Koreans. I asked my friend from one of the African countries, "Are there really giraffes and lions?" She seemed



annoyed to answer this question and said, "I have never seen those animals around my hometown, and I live in the city just like a big city as you know." Some misconceptions of another country make silly questions, so be careful!

Say "Thank you" and "Sorry" to them. You do not know you hurt their feelings in some way as I mentioned in some examples. For instance, in Korea, there is a strong culture respecting older people, so Koreans cannot make fun of them or be rude. One of my friends, who had a different culture, played with me; actually I was older than she. Suddenly, she hit my head while laughing aloud and made fun of me. At that point, even though I loved her so much as a friend, I was displeased with that. She saw the expression on my face; I explained what

I felt and my culture. She apologized to me about her mistake, and I apologized to her for misunderstanding her culture. Through her apology to me, she turned a very hurtful situation into one that is now a funny memory. For the second example, my friend



came to the United States for the first time, and being in the bathroom with same sex is normal in his culture. One of

his roommates was in the bathroom washing his hands, and he came in. His roommate freaked out and started yelling at him to get out of the bathroom. He just went out and thought his roommate hated him. A few days later, my friend realized his roommate thought he was gay. My friend had to explain about his culture, and they apologized to each other for the misunderstanding.

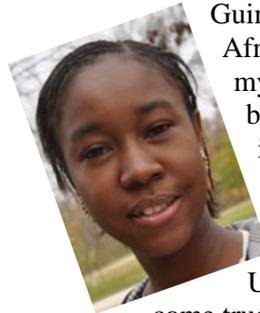
We have grown in different cultures; even each family has a different perspective, rules, and education. Everyone should learn other people's cultures to build friendships with people of other cultures. We do not have to judge people from other



cultures. Here is a good expression "Put yourself in another's shoes." When we recognize and respect other people's cultures, building relationships will better than before.

# AUTHORS!

My name is **Hadiatou Sow**. I am from Guinea, which is in West Africa. I am the youngest in my family, and I have three brothers. I have been living in the United States for a year and half. I speak four languages in addition to English. I moved to the U.S. to make my dreams



come true. I would like to be a doctor. Therefore, I will sacrifice my whole life to complete this goal. Besides going to school, I like being with my family, hanging out with my friends, playing soccer, and running. I hope I will be able to achieve my dreams, help my parents, and everybody else as well.

My name is **Adama Ouattara**, and I am from the Ivory Coast. I am 21, and I am majoring in business administration. I came up here last January in 2010, so I have been here in the U.S for almost 10 months. Before living in Moline, I was down south at Mississippi

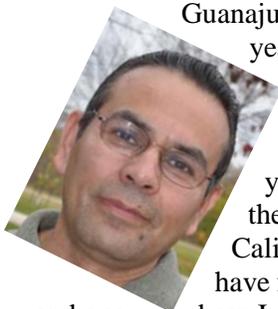


State University. I moved up here to Moline at the beginning of June 2010. I am the youngest of my family, and I have four siblings: two sisters, and two brothers. I am a single man without children, and I am not working; I am just going to school right now. Besides English, I speak French fluently because it is my first language, and I also speak some German. When I am not going to school or working on an assignment, I like to play soccer, hang out with friends, or play video games. Concerning my educational goals, I am planning to get my Master's in Business Administration and then work as a financial manager.

I am **Anani Simkomba**, known in Togo, my home country, as Simon. I was originally born in a small village located in the southwest of Togo as the fourth son of my parents. I have five siblings, to be exact, three brothers and two beautiful sisters whom I miss a lot. I came to the U.S in 2009 by a lottery visa, and I live in Moline. I was an English teacher at Complex Scholar “THE WINNER”, a junior high school in Lome, the capital of Togo as a part-time job while I was taking some English classes at the University of Lome. I speak a variety of languages such as Kabye, Ewe, Mina, French and some English, all of which I learned from my community and at school. I have some abilities in language learning, which I used to learn reading and writing in Ewe by myself. I am now an ESL student at Black Hawk College, and I like spending my free time with my computer and watching action movies. I have a full-time job, but my dream is to be a specialist in logistics and warehousing in 2012 and then complete my Master’s in Business at North Illinois University. I am sociable and helpful to people, and I don’t hate those who make me mad, but I just ignore them forever. The most important philosophy I trust in life is: *“God grant me the serenity to accept the things I cannot change, courage to change things I can, and wisdom to know the difference.”*



My name is **Efrain Jimenez**; I came from Guanajuato, Mexico. I am fifty years old; I moved to the United States in 1978. I have been living in the United States for thirty-two years. I have ten siblings; they are living in Stockton, California. I am married and have four children, three girls and one boy; I also have three grandsons. I



work for United Food & Commercial Workers International Union Local 1546 in Chicago, IL. I am fluent in Spanish and English. My area of interest is federal and state labor laws, which I am familiar with. In my free time, I like to play

golf and go fishing. My plans for the future are to finish the ESL (English Second Languages) program, continue academic labor laws, and also to get my translator’s certificate.

I am **Komlan O Atsou**. As a twenty-four year- old man, I’m a native of Togo, a country located in West Africa. My lovely parents named me Komlan Oniandon Atsou. I have three siblings whom I left two years ago since I came to the U.S. My dream is to become a doctor, for I’m intrigued by human anatomy. I’m fond of music, soccer, basketball and fitness. My philosophy of life is that one can do anything in life if he or she truly wants to.

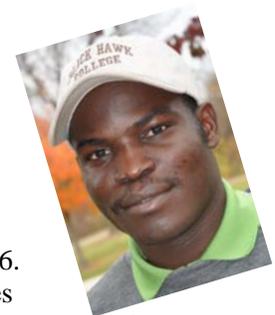


My name is **Rafiatou Gado**. I am from Togo, West Africa. I moved to the USA in 2009. I have been living in USA for almost two years. I have one sister and two brothers. I don’t have any children, and I don’t work. I speak Ewe, French, and Hausa. My major or area of academic interest is medicine. My hobbies are



reading, bowling, and music. I enjoy watching TV, taking a stroll, and hanging out and chatting with friends. I am planning to be a nurse down the road.

My name is **Yao Tapoayi**, and I am from Togo, a small country in West Africa. I was born in Togo, and I grew up there until the day I decided to change my environment. I am a young gentleman of 26. I moved to the United States in December 2008, and I have been living in the Quad Cities for almost two years. I have three siblings, one older brother and two beautiful sisters. My older sister is living in the Ivory Cost with her husband, and they have two kids. My younger sister is living back home



with her husband too. Unfortunately, I am not married yet, and I am looking forward to it. I am a full-time student majoring in mathematics and computer science as a minor. I tutor math as a part-time job at Black Hawk College. I speak three languages: French, our official home language, Ewe, one of my hometown tribe language, and English. During my free time, I like listening to music, especially gospel music. I also like watching TV, movies, or reading the Bible since I am a Christian. For the future, I want to obtain my master's degree in mathematics and possibly my Ph.D as well. I want to be a professor in mathematics and maybe get involved in some areas of research such as medicine.

My name is **Adjo Mawulawoe Eklou**, and I'm from Togo. I'm 21 years old, and I'm the third daughter in my family.



I was born in Elavagnon, a small city not far from Atakpame, where I grew up and began my studies. After moving to Lome, I continued my studies at College Protestant, and I graduated from Promo-Sophia High School in 2009. My strong desire is to become a medical assistant after my studies, so that I can help save lives around the world. I moved to the United States in 2009, and I have been here for a year. I'm living with my lovely parents and my four beautiful sisters. I like sports, reading, travelling, and shopping. During my free time, I like to hang out with friends and have fun.

My name is **Kofi Dza**. I'm originally from TOGO, and I have been living in the Quad Cities for five years. I'm married, and I have two kids. My favorite hobbies include reading, listening to gospel music, and watching movies. I used to work at Tyson, but now I'm working at McLaughlin Body Company as a trucker. My goal is to have a good education and obtain a degree in the medical field.

My name is **Christy Van**. I am from Vietnam, and my first language is Vietnamese. I have been living in the United State since July of 1990. I have been a full-time student at Black Hawk since January of 2010. Loving sports, I am learning tennis, weight training and Kuk Sool (Korean Martial Arts). In addition, I enjoy biking, reading, and cooking. I am married and have one nine-year-old son. I am thinking about becoming a computer programmer in the future.

I am **Christy Van**. I am from Vietnam, and my first language is Vietnamese. I have been living in the United State since July of 1990. I have been a full-time student at Black Hawk since January of 2010. Loving sports, I am learning tennis, weight training and Kuk Sool (Korean Martial Arts). In addition, I enjoy biking, reading, and cooking. I am married and have one nine-year-old son. I am thinking about becoming a computer programmer in the future.



My name is **Jose David Sanchez**. I'm originally from a paradise called Colombia. I lived with my mom, dad, and sister in Bogota, the capital city of Colombia. I'm 22 years-old, and I just have finished my studies in electrical engineering in my country.



My passion, and at the same time my dream, is to travel to different countries. I have just begun with my experience here in the United States, but this is just the beginning.

I'm **Mohammad Zubaer Alam Tazin**, but I go by Tazin. I grew up in Bangladesh, which is a small country in Southeast Asia. English is my second language. My first language is Bengali. This is my second year in the U.S. I was a foreign exchange student last year as a senior at Moline High School. My major at Black Hawk is engineering. I want to be an aerospace engineer. I like to engage myself all the time. I'm an active member of ISA, ALAS, Soccer Club, and Clean Sphere. Besides school, I'm a boy scout and alumni of the US State Department. I like to play soccer, cricket, tennis, and hockey. I work in the tutoring center as a math tutor at BHC. I'm looking forward to having an awesome life at Black Hawk College.

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My name is **Leatitia Byukusenge**. I am from Rwanda, which is located in West Africa. I am the third-born child in a family of five, which are two girls and three boys. I have been living in the United States since 2009. During my free time, I watch movies and read the Bible. I am planning to major in nursing, which is my favorite course. I believe that my dreams will come true.



My name is **Komi Edji**; I am from Togo (West Africa). I have been in America for almost a year. I work at Farmland Food Inc. and live at Fox Pointe. My hobbies are reading books and watching African movies. I am an introvert; hence, I socialize a little, but I have a few good friends. I like a quiet environment that is why I spent most of my free time indoors. I speak French, English, Ewe, which is my mother tongue, and Akan, which is my neighboring country's dialect. Everything in my life and about my life is anchored in God; I am a Christian. I am planning to major in electronics and telecommunications at Western Illinois University. My dream is to set up a foundation that will shelter and provide education for the orphans and the needy.



My name is **Akouwavi Akpedje Dansou**. I was born in 1991, in Lome the capital of Togo (West Africa). I first left Togo and lived in Ghana for three years before coming to U.S. in 2009. I come from a family of four children and I'm the eldest. I have been in the US for a year. I came to live with the rest of my family right after I got my high school diploma in Togo. I enjoy hanging out with friends, baking cakes and cookies, reading funny stories and listening to music during my free time. I'm learning English through the ESL program to help myself interact



with other English speakers without problems. In addition, due to the fact that I would like to be successful and have my freedom in the future, I have planned to go to school and have a good job career. I will not retire until I accomplish my dreams.

My name is **Khadidiatou**, and I'm 19 years old. I am from Dakar,



Senegal. I have been in the United States since 2008. I am not married, and I don't have any children. I speak three languages: Wolof, French, and English. I'm majoring in mathematics, and I want to add computer science as a second major when I transfer to a four-year university. I am thinking of transferring to Southern Illinois University, or University of Illinois in Chicago, or the University of Illinois in Champaign.

My name is **Youngmi Kim**, and I am from South Korea, which is between Japan and China. I love playing the piano and singing. I am living with my husband. I came to the United States two years ago to study the Bible and nursing, and then I went back to Korea after a year and half. I got married this year in my home country and moved to the United States with my husband. My husband is studying chiropractic at Palmer. I want to be a nurse, so that I can help sick people all around world with my husband.



The ESL newsletter is written by the students in Advanced Writing each semester. The Advanced Writing class would like to thank Sheryl Gragg, support staff for the Humanities, Languages, and Journalism department for her hard work, vision, and skillful job creating the layout for this newsletter. This newsletter would also not be possible without the support and guidance of Anne Bollati, ESL Coordinator. Additionally, we want to express our gratitude to all of the individuals who so graciously gave of their time and expertise to meet for interviews for news articles, as well as, Mike Winter for our lovely group and individual photos.

*Jenni Wessel-Fields, Assistant Professor*

# ESL

## English as a Second Language Program

### PROGRAM DESCRIPTION:

The ESL program is a seven-level program designed for non-native speakers and international students who need English skills to participate in American society, to enroll in vocational or academic programs at the college level, to enter or advance in the workplace, or to earn citizenship. Students will attain and refine language and study skills as well as deepen their knowledge of U.S. culture through a series of specially designed courses that include sentence structure, reading, writing, speaking, listening, pronunciation, and conversation. Students have access to computer, video, and lab equipment through the Independent Learning Center. Individual and group tutoring is available for any student needing help. Students have access to all college services and may participate in college clubs and attend all extra-curricular activities

### TESTING:

Before class registration, all first-time students will be given the Michigan Test of English Language Proficiency. This test is composed of three segments:

1. Michigan Test of Aural Comprehension (listening)
2. Michigan Test of English Language Proficiency (grammar, vocabulary, reading)
3. Writing Sample (short composition)

#### Placement Scores are as follows:

* Below 60	Levels 1—5 (Beginning)
60—69	Level 6 (Intermediate)
70—80	Level 7 (Advanced)

\* If students receive a score below 60, they will be given the ESLOA/CELSA test and a short oral interview to refine placement

### PROGRAM PROFILE:

#### New Arrivals – Level 4

Offered at various satellite locations:  
Black Hawk College Outreach Center  
Florescente Center (Moline)  
First Lutheran Church (Moline)  
(Other locations as determined)

#### Level 5

Offered at the Illinois Employment and Training Center, Moline

New Arrivals – Level 5 follow the schedule for Adult Education classes. Students have several opportunities to register. Call the Outreach Center for specific registration dates.

**Levels 6 & 7:** Offered at Black Hawk College

Levels 6 and 7 follow the academic schedule. Students enroll in classes for 16 weeks. Please refer to the college calendar for specific start dates.

### INTERMEDIATE ESL:

Students who enter this level have decided to begin academic or vocational programs. All reading, writing, speaking, listening, and sentence structure activities are taught in the context of a variety of academic disciplines. Students study the simple sentence from a linguistic perspective, write paragraphs using all rhetorical modes, write college essays, give five-to-ten minute oral presentations, use library resources, listen to academic lectures and take notes.

All courses are web-enhanced. Students attend classes two days a week (1 hour 40 minutes per class) and also complete one credit hour of online instruction for each class\*.

\* All classes labeled "A" are the online component associated with the face-to-face class.

#### Courses

All of these courses are offered at Black Hawk College Quad-Cities Campus.

ESL 062/ESL 062A	Intermediate Grammar
ESL 064/ESL 064A	Intermediate Reading
ESL 066/ESL 066A	Intermediate Writing
ESL 067*	Listening/Speaking I
ESL 070/ESL 070A	Communication Skills

\* This class is not web-enhanced and is offered only in the evening program and during the summer program.

### ADVANCED ESL:

Students in this level advance their language skills and knowledge of the academic culture so that they can enter academic classes or vocational programs. They study complex sentence structure, write documented academic essays and research papers, read a variety of texts from many disciplines, read a novel, listen to lectures and take notes, and give ten-to-fifteen minute speeches. Students at the advanced level participate in a number of special projects. They create an ESL newsletter that is distributed campus-wide, listen to lectures given by Black Hawk College professors, and interview professionals in their chosen fields.

All courses are web-enhanced. Students attend classes two days a week (1 hour 40 minutes per class) and also complete one credit hour of online instruction for each class\*.

\* All classes labeled "A" are the online component associated with the face-to-face class.

#### Courses

All of these courses are offered at Black Hawk College, Quad-Cities Campus.

ESL 074/074A	Advanced Reading
ESL 076/076A	Advanced Writing
** COMM 105/ESL 072/ESL 072A	Advanced Grammar
** COMM 100/ESL 078/ESL 078A	Advanced Oral Skills

\*\* Students receive 3 transferable credits for each of these courses.