

The World of ATLAS



ATLAS Innovations 2012 Conference

The ATLAS Project is accepting applications now

The conference will be held on August 14-15, 2012, at Imperial Valley College.

This conference is designed to answer two questions:

How can we best serve our students today?

How do we prepare for the students of tomorrow?

ATLAS is all about sharing Great IDEAS!!!!



Our August focus will be on learning Blackboard.

First Day-- the Basics-- and then on to sharing exciting innovations.

IVC has changed from Etudes to Blackboard for their online class server.

But Blackboard is not just for online classes.

Blackboard will be available to every instructor and for every class.

Attendees will receive a stipend for attending the conference, and there will be subsequent opportunities for additional rewards. Please be aware that attendees at the conference will be expected to work with mentors during the Fall 2012 and Spring 2013 semesters to develop new and innovative teaching approaches. If you are interested in being part of this exciting endeavor, please complete the application at <https://www.surveymonkey.com/s/H9LPMD7>

The ATLAS Spotlight

Olivia Samaniego



I started what I have come to call a Career Project in my English 101 classes in Fall 2011; I have continued it this semester, and will continue to use the project in the future.

At the beginning of the semester, I ask my students to choose a career based on one of the following:

1. it is the career they are currently pursuing;
2. it is their possible, but not definite, career choice;
3. if they still don't have a career in mind, they are to choose something that they are interested in researching. (I've used "career" too much, and now it doesn't look or sound like a word.) This project is stretched throughout nearly the entire semester, so the pieces are drafted at different times and

worked with in separate workshops throughout the semester. They become final documents when the entire piece is ready to be turned in.

The first piece of writing they do is a "What I Know" paper. This is just a basic information piece that explains what their impressions are of the job they are interested in. I want them to think about what it means to be in that position and everything that could entail. I ask them to explain job duties and work environment; additionally, as a writing instructor, my focus is on the writing portion of the job, so I ask that they also explain what kind of writing they believe they will do.

They then write a résumé and a cover letter, but I ask them to write it for themselves at their current status. I emphasize that these are "living documents," and they will continue to modify them as they progress through their education and profession, and they may very well apply for a summer or part-time job that requires one or both documents, so it won't hurt to have it now. In addition to the résumé and cover letter, I tell the students that they will also need to ask someone for a letter of recommendation. (Some of you may have been asked to write a letter of rec; this is probably what it was for.)

The next step is to interview someone who is in the job they are researching. I expect them to make an appointment (with confirmation from the person they are interviewing) and spend at least 45 minutes to an hour--if not longer--talking about the job and duties. They have to show me a set of at least 20

questions, and the only questions I require are about the writing skills used on the job. The remaining questions are up to the student. After the interview, they are to write about the interview in narrative format, explaining what they discussed.

The final portion of the project is a research paper, and they have the opportunity to research any topic within their career field that interests them. For example, a student who is planning to be a nurse can choose to research a disease or condition, the history of nursing, a particular technology, a type of nursing, etc. A student planning to be a teacher could research the process of becoming a teacher, a teaching style/method, standardized testing, a particular issue, etc. The purpose of the research paper is just to get them into something about the career.

Once all these pieces are completed, I ask them to put it all together into one complete document. I have them write an introduction, which is basically a table of contents, but in expository style. They also include a conclusion, and I ask them to tell me their feelings about the whole project and process, including what they liked/didn't like, benefits, confusions, and problems.

My primary purpose for this project is to help my students gain a better understanding of the writing skills they need for their career. I tell them they will not be writing essays after college (even I don't do that, and I'm an English instructor), but they need to realize that the skills they learn through writing the essays will transfer to the job world. Whether they like writing or not, it will not go away, and I hope to give them an idea of what it means to write well in the business arena.

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Bruce retires to Eureka!!



To Retire or not to Retire,
--that is the Question.
"Michelle and I have decided to retire but the decision was not an easy one to make."



Before Bruce and Michelle Seivertson leave IVC for their retirement paradise--here is their "Top Ten List" of what has become special to them during their IVC tenure.

1. AV: The people, their assistance, and their great selection of equipment.
2. Brownies: Actually we make them but sharing them with the campus has been fun.
3. Career fulfillment: Teaching at a CCC has long been a career objective.
4. Dips in the pool under the supervision of Toni.

5. Experience of learning about an interesting cultural locale.

6. Field trips to the planetarium.

7. Growing the geography program.

8. Helping students achieve their goals.

9. Inspiration from working with ATLAS, thanks Sidne for suggesting we do this list.

10. Joy of serving IVC in so many capacities.

So why retire? Well there are good reasons to do that as well and rather than just be a "Top Ten List" we could go through the entire alphabet. Such a list would start with A (atmospheric conditions including never having recorded a temperature over 87 degrees) to Z (the art and science of zymurgy). In between are things like B (Botanical Garden); C (Clarke Museum); D (dairy products from the Lolita Cheese Factor); E (exercising along



the waterfront); F (fishing for salmon); G (grabbing fresh blueberries off our bushes); H (Humboldt Bay oysters); I (investigating a different area); and on and on.

So the decision is made but they have not yet left. Anyone want to help pack the truck?

Thanks Bruce and Michelle for sharing your great ideas with ATLAS this past year!!!!