



ANTELOPE VALLEY COLLEGE

Journal

NAME

CLASS | SEMESTER | YEAR

INSTRUCTOR

*No method nor discipline can supersede
the necessity of being forever on the alert.
What is a course of history, or philosophy, or poetry,
or the most admirable routine of life,
compared with the discipline of looking always
at what is to be seen?
Will you be a reader, a student merely, or a seer?*

—HENRY DAVID THOREAU—

Dear AVC student,

Outside of the information provided at the front of your journal here, there are three “go-to” persons for getting information about the AVConnect program:

- Your classroom instructor
- Santi Tafarella (an English instructor on campus)
- Agnes Jose-Eguaras (a program director on campus)

Santi Tafarella’s voicemail is 722-6300, ext. 6793. Agnes Jose-Eguaras’s voicemail is 722-6300, ext. 6357. Please feel free to call either of us and ask about anything regarding AVConnect and how the program can assist you in your broader campus participation. Along with your classroom instructor, they are available to answer your questions.

SEVEN COMMONLY ASKED QUESTIONS

Question #1:

What, exactly, is the AVConnect program?

AVConnect is designed to support you in your academic and personal goals, and help you discover the services and activities available outside of your classroom. AVConnect is a one-stop campus resource for getting information on college events and activities, as well as campus services—from education advising and instructional support to counseling and student services.

Question #2:

What kinds of things on campus will AVConnect help me with?

Here’s a partial list: counseling; education advising; testing; learning assistance; tutoring; library assistance; learning center assistance; peer, career, and leadership mentoring; field trips; I-Quest awards; making use of SMARTHINKING; scholarships; student success workshops; and other activities (including films, sports events, campus lectures etc.).

Question #3:

What campus phone numbers can I call to get information on these services?

- Education advisement: 722-6300, ext. 6724 (contact person: Tamira Palmetto Despain)
- Counseling: 722-6300, ext. 6338
- General and peer tutoring: 722-6300, ext. 6233
- Instructor tutoring for English: 722-6300, ext. 6793 (contact person: Santi Tafarella)
- Learning Center Main Desk: 722-6300, ext. 6458
- Academic Skill Center and Early Alert Program: 722-6300, ext. 6461
- Computer lab and media check-out: 722-6300, ext. 6458
- Math Center: 722-6300, ext. 6232
- Reading Center: 722-6300, ext. 6229
- Writing Center: 722-6300, ext. 6228
- ESL Center: 722-6300, ext. 6228
- Office for Students with Disabilities: 722-6300, ext. 6360

Question #4:

Aside from speaking with counselors and people in the Learning Center, where else can I go for help and guidance at AVC?

Below are nine additional phone numbers that you might need this semester:

- Library: 722-6300, ext. 6533
- Instructional Multimedia Center (IMC): 722-6300, ext. 6451
- Career Center: 722-6300, ext. 6340
- Job Placement: 722-6300, ext. 6358
- Marauder Bookstore: 722-6300, ext. 6545
- Transfer Center: 722-6300, ext. 6343
- Financial Aid and Scholarships: 722-6300, ext. 6337
- Admissions and Records: 722-6300, ext. 6504
- Student Development and College Activities: 722-6300, ext. 6354

You can also contact the offices devoted to your areas of study:

- Business and Computer Studies: 722-6300, ext. 6370
- Health Sciences: 722-6300, ext. 6402
- Language Arts: 722-6300, ext. 6463
- Math, Science, and Engineering: 722-6300, ext. 6415
- Physical Education and Athletics: 722-6300, ext. 6440
- Social and Behavioral Sciences: 722-6300, ext. 6440
- Technical Education: 722-6300, ext. 6327
- Visual and Performing Arts: 722-6300, ext. 6385
- Corporate and Community Services: 722-6300, ext. 6584

Question #5:

My instructor is requiring me to journal about my participation in campus services and activities. To fulfill this ongoing assignment before the end of the semester, what are some things that I can do, Monday–Friday?

Here are some things that you can do now:

- You can visit the Learning Center (ext. 6458).
- You can make a general tutorial appointment (ext. 6233), a math tutorial appointment (ext. 6232), a reading tutorial appointment (ext. 6229), or a writing tutorial appointment (ext. 6228).
- You can make a career counseling appointment (ext. 6724).
- You can make an education advisement appointment. (ext. 6724: ask for Tamira Palmetto Despain).
- You can seek out academic skills testing for proper placement in future classes (ext. 6458).
- You can seek tutorial assistance in writing and reading from an English professor on campus (ext. 6793: ask for Santi Tafarella).
- You can make use of the SMARTHINKING writing tutorial program (ext. 6228).

Question #6:

Is there an AVConnect calendar of semester activities that I can journal on as well?

Yes, there is. You can journal on college sports events that you attend, as well as campus sponsored films, lectures, poetry readings, and other activities. The AVConnect calendar that lists many of these events should have been given to you at the beginning of the semester. If you did not receive one, or lost yours, you can go online for an updated version at AVC's Web site. You can also get a fresh copy of the AVConnect calendar from Santi Tafarella (ext. 6793). The AVConnect calendar is also posted around campus.

Question #7:

If I have additional questions about AVConnect, the journaling that should accompany my attendance at activities, or how to make use of this journal, who should I contact?

Your best bet is to discuss the use of this journal with your instructor, but you can also contact Santi Tafarella (ext. 6793) or Agnes Jose-Eguaras (ext. 6357).

Good luck on your college goals,
Santi Tafarella and Agnes Jose-Eguaras

WHAT IS THIS JOURNAL FOR?

Student:

In some courses that you take at Antelope Valley College, the instructor may ask you to journal on your participation in out-of-class campus activities (your attendance at a tutorial writing session at the Learning Center, a sports event held on campus, a poetry reading, a campus art gallery show, a guest lecture, etc.). This journal is designed to be a place for you to write about such activities. In some courses, you may be expected to turn this journal in, completed, before your final class work is evaluated for credit. You should, therefore, consult your instructor, and your class syllabus, for specifics on how to use this journal for your course, and the number of journal entries that you are expected to have.

In general, the instructor is likely to ask you to do the following:

- Write down the title of the event or activity that you participated in, and the date and time attended.
- Get a signature from a college staff member—a professor, assistant, or other college employee—affirming your attendance.
- Journal for 1 to 2 pages on your experience of the event or activity.
- Journal on one activity per week (or every other week) through the duration of the semester.

But again, be sure that you check with your instructor on how he or she wants you to use this journal.

JOURNALING TOPIC SUGGESTIONS

After an event or activity, if you don't have any ideas for writing about it in your journal, here are some topic suggestions for making a paragraph or more:

- Describe the smells, sounds, sights, and thoughts that you recall having during the experience.
- Discuss whether the experience was valuable to you or not, and why it was valuable (or not).
- Turn the experience into a story (as if you were telling a friend what you did).
- Write out the things that you learned from the experience.
- Write in your journal what was good (or bad) about the event or activity, and how the event or activity might have been made better.
- Write about what thoughts and ideas were stimulated in you from the experience.
- Discuss how this event or activity relates to your personal goals for success in college.
- Compare the experience you are currently attempting to write about to a previous experience: which activity or event was better? Why?
- Theorize about the experience. In other words, reflect on the experience's larger meaning. Did it, for example, cause you to reflect on what beauty is, or love?

IF YOU GET STUCK

Here are some transitional phrases that you might consider using to help build your paragraphs, kick start your ideas, and keep your thoughts going:

For example, ... In other words, ... I mean, think about it. ... I think this because ... By comparison, ... By contrast, ... My theory is ... Common sense suggests that ... For another example, ... What was good ... What was bad ... By my definition, ... What I thought ... What I now know ... What was valuable here ... The reason I say this is ... I discovered ... Here's what this is really about ... In fact, ... On the other hand ... To be clear, I'm saying that ... Again, ... In my experience, ... The cause of this ... What I experienced was ... I would qualify this a bit by also saying ... In my evaluation ... One effect of this is ... What I learned ... Another thing I learned ... In my opinion, ... I now know ... In short, ...

SAMPLE JOURNAL PARAGRAPHS USING TRANSITIONAL PHRASES

This was the first time that I had attended a poetry reading, and so I wasn't sure what to expect. The event was held in the cafeteria, and when I got there I was surprised at how many people were in attendance. **Frankly, the cause of this** high attendance was unclear to me. I suppose that some of the students came because professors made them, but it also seemed that a lot of people, both students and professors, were truly excited about being there. **Again**, I must confess that I found this strange. **I mean, think about it.** If you had a choice between going with a date to a movie, a concert, or a poetry reading, which would you freely choose? **Common sense suggested** to me that not many people would actually want to be at a poetry reading on a Friday night, but my common sense was obviously wrong about this. **In fact**, there were more people than chairs set up, and some people stood along the walls. **One effect** of the crowd's collective energy and anticipation was to actually make me curious (and even a bit excited as well). Had I missed out on something? **In other words**, had I gone through life blind to the pleasures of Friday night poetry readings? Like it or not, I was about to find out. **I thought**, "This better be good."

The first person to come to the stage was a professor. He tapped on the microphone and the room went quiet. He then slowly removed his reading glasses from his left shirt pocket and put them on. He did this without speaking. **In fact**, it seemed like he was trying to be especially quiet and slow in his movements. **My theory is** that he was being cunning, like a cat, heightening our anticipation. Then he reached into his pants pocket, took out a tightly folded piece of paper, and started to gently open it out. He said in a whisper, "This is a poem by E.E. Cummings," and began to read very slowly, very softly. I listened carefully and felt myself coming under the spell of the poet's beautiful words. Somehow, the words of the poem, the voice of the reader, and the light hum of the cafeteria's air conditioning went together. I can't really even say that I understood the poem, but its last lines have haunted me for a couple of days: "Nobody, not even the rain, has such small hands." I have no idea what that means, but my heart jumps a beat when I think of it. **I now know** why people would come to a poetry reading on a Friday night.

Journal #1

CAMPUS EVENT OR ACTIVITY

DATE/TIME OF EVENT OR ACTIVITY

LOCATION



Journal #2

CAMPUS EVENT OR ACTIVITY

DATE/TIME OF EVENT OR ACTIVITY

LOCATION

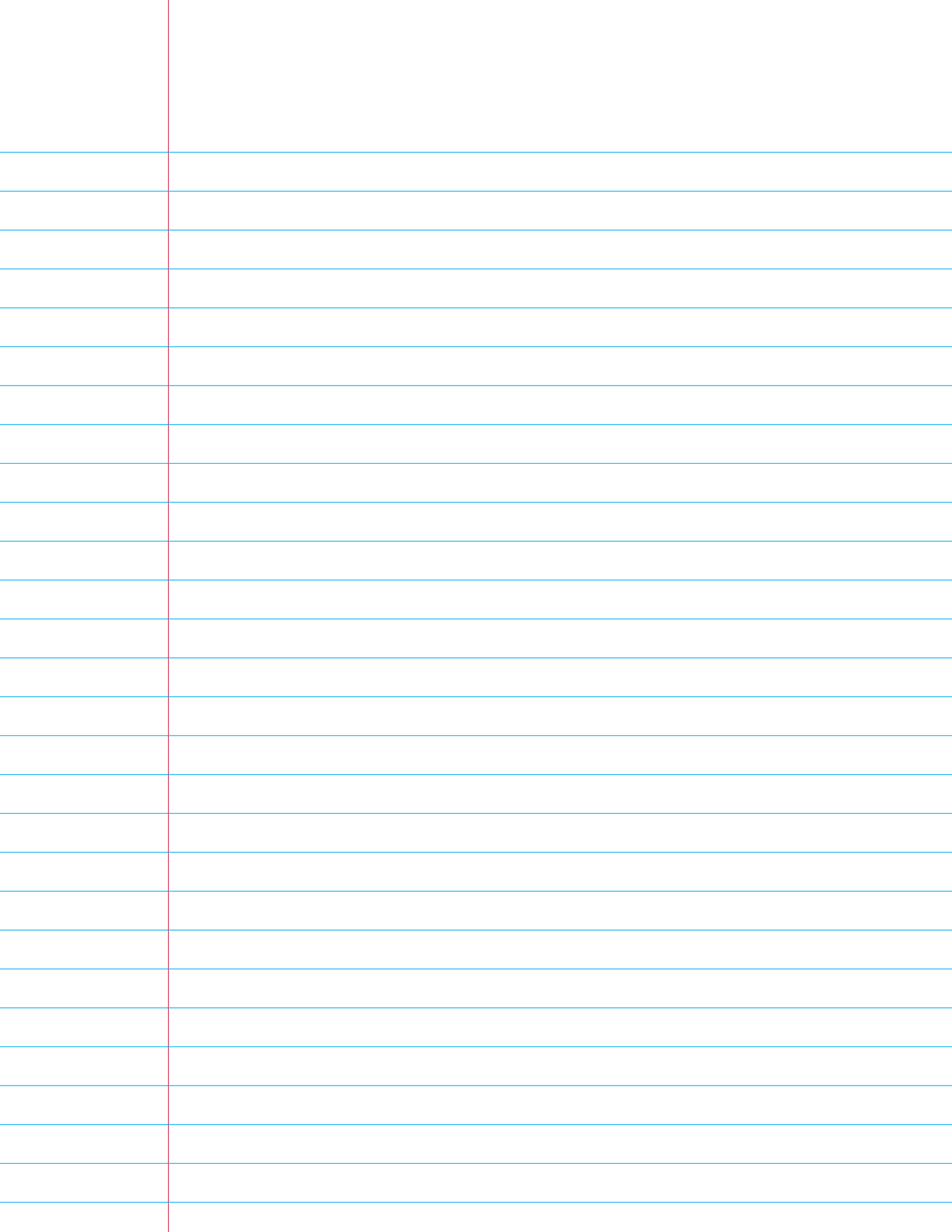


Journal #3

CAMPUS EVENT OR ACTIVITY

DATE/TIME OF EVENT OR ACTIVITY

LOCATION

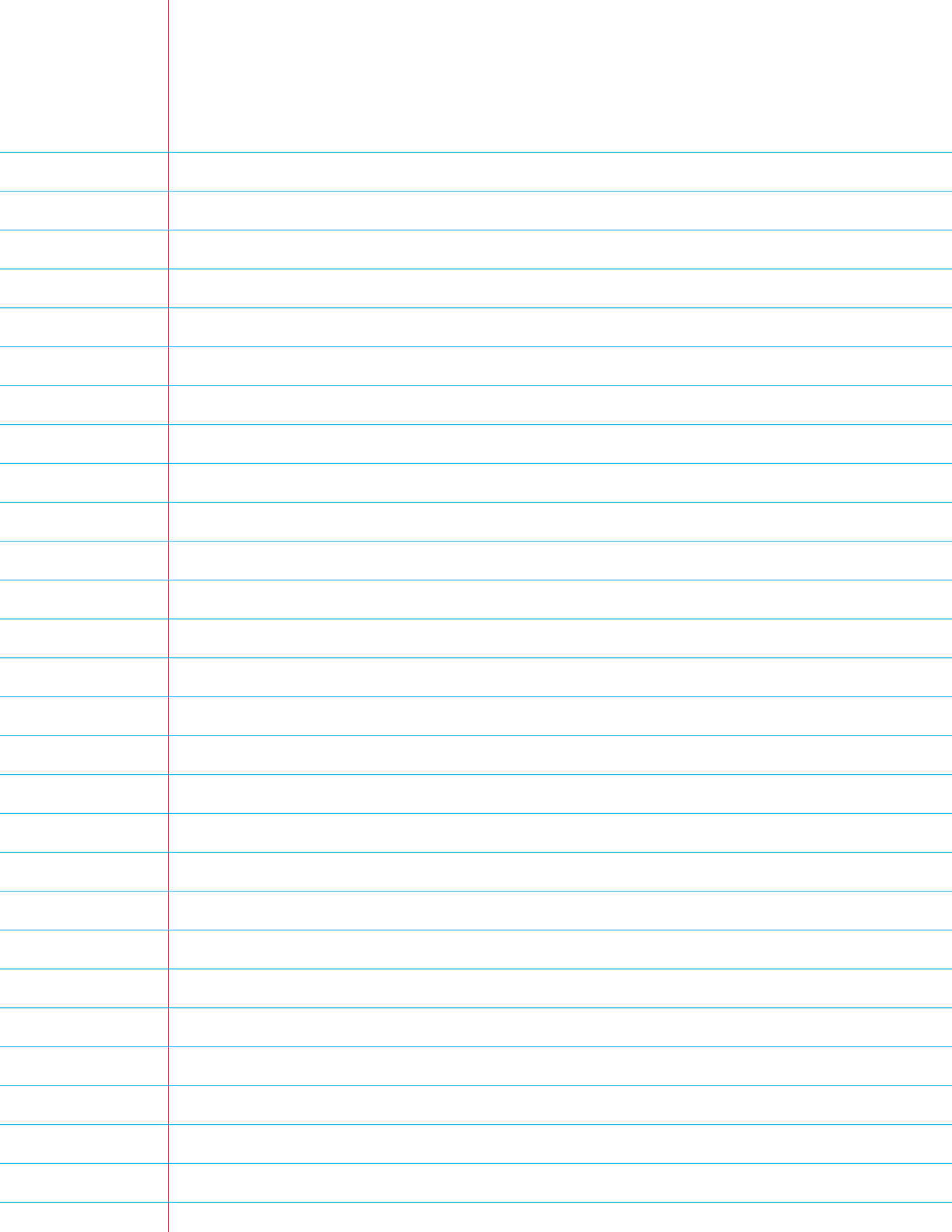


Journal #4

CAMPUS EVENT OR ACTIVITY

DATE/TIME OF EVENT OR ACTIVITY

LOCATION



Journal #5

CAMPUS EVENT OR ACTIVITY

DATE/TIME OF EVENT OR ACTIVITY

LOCATION



Journal #6

CAMPUS EVENT OR ACTIVITY

DATE/TIME OF EVENT OR ACTIVITY

LOCATION

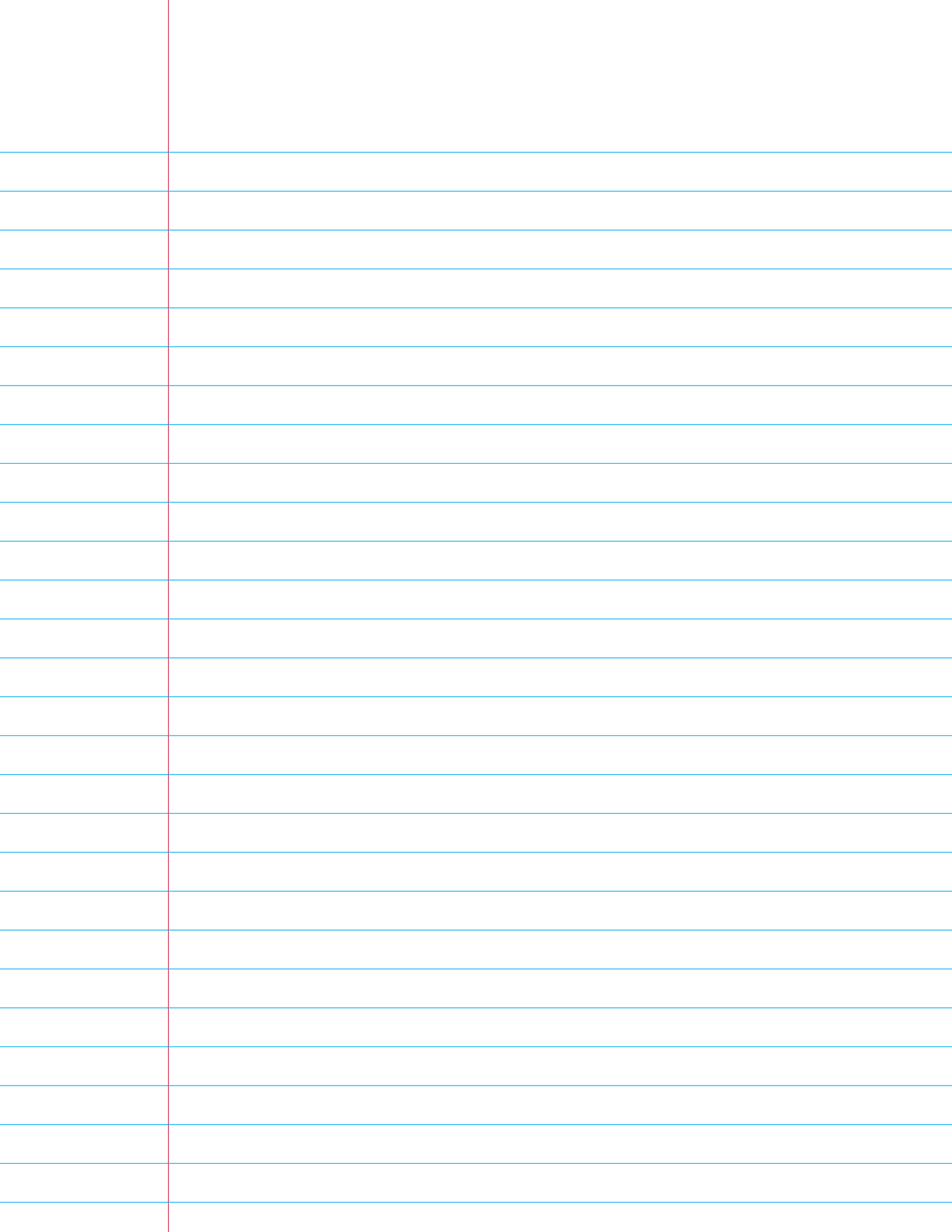


Journal #7

CAMPUS EVENT OR ACTIVITY

DATE/TIME OF EVENT OR ACTIVITY

LOCATION

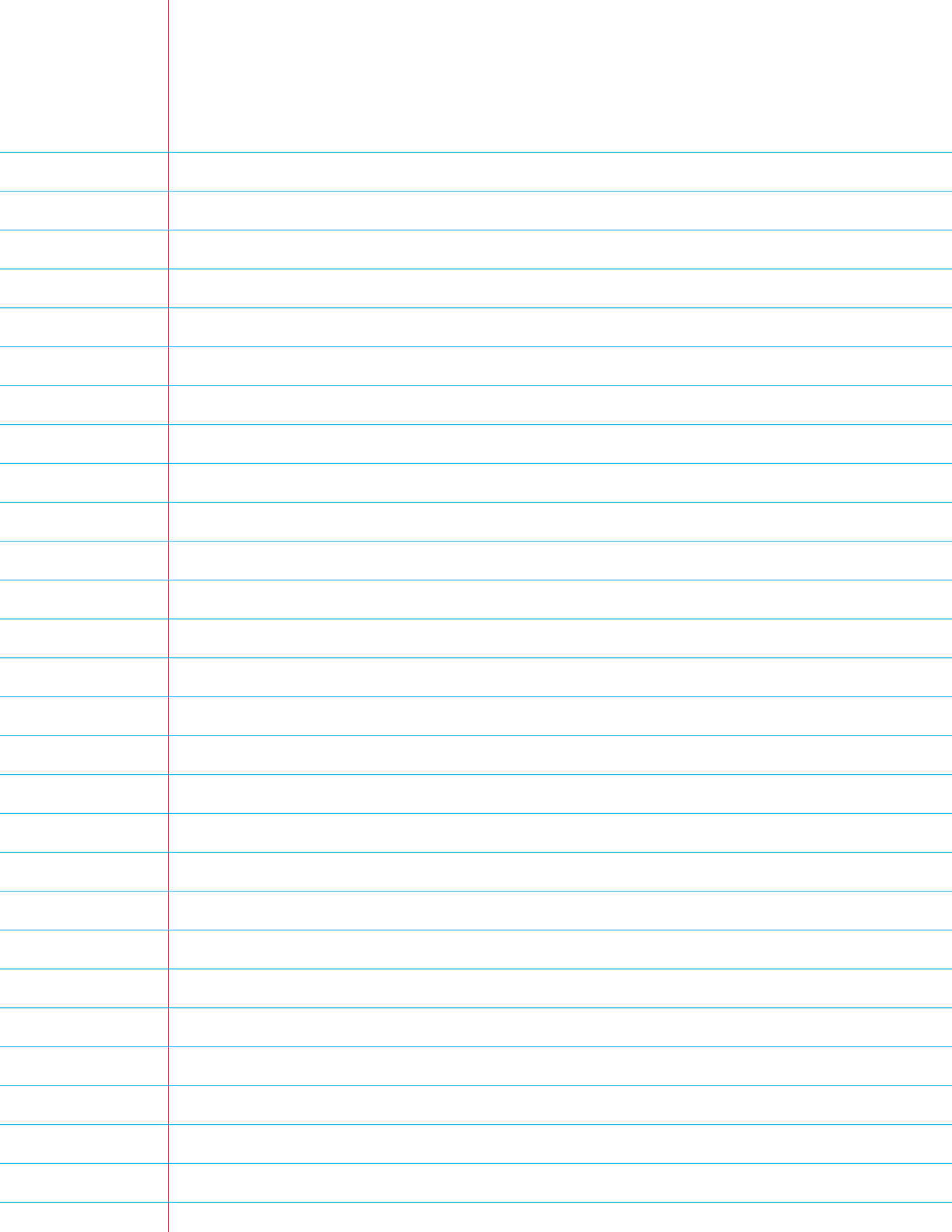


Journal #8

CAMPUS EVENT OR ACTIVITY

DATE/TIME OF EVENT OR ACTIVITY

LOCATION



Notes

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Notes

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END OF SEMESTER EXIT SURVEY

After participating in this instructor assigned journal-keeping activity ...

1. Do you feel that you know more about your college, and how it works? Yes No
2. Did you make new connections with people on campus who you didn't know before? Yes No
3. Did you discover that one or more of the events or activities that you participated in made a positive difference to you? Yes No
Please explain your response.

4. Did you discover any new insights about college and your life direction? Yes No
5. Did you discover where things are on campus? Yes No
6. Did you take another person with you to an event or activity on campus, or did you tend to go alone? Took another person. Went alone.
7. If you have anything additional that you want to say about the journal-keeping activity (positive or negative), please write your comments on the lines provided below.

DISCLOSURE AND PERMISSIONS PAGE

The college uses data to improve services to students on campus.

This data typically comes in two forms:

- (1) quantitative data
- (2) qualitative data

Quantitative data is anything that can be added up (such as the number of students who responded “Yes” or “No” to a survey question). Qualitative data might be something that a student writes in an informal manner, such as this: “I found my visit to the campus’s art gallery really stimulating.”

The journal that you have kept this semester will be turned in, at the end of the semester, to your instructor, who may forward it to other instructors on campus for data purposes. May the college use your journal for quantitative and qualitative data purposes? If you say yes, it means that your journal may be quoted in a report or grant writing proposal, or read by college instructors or administrators. Your name, however, will not be attached to any quotes made in such reports or proposals. You will be anonymous. If you say no, it means that your journal, at the end of the semester, will not be used for data purposes.

Does the college have your permission to use your journal for data purposes? Please circle and sign the one that applies.

Yes _____

Signature

No _____

Signature

AVConnect Program Goals

