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**FACULTY
ADVISOR**

Adelaide Mitchell

Comic Book Movie Fatigue?

By Seth Craig

Summer time is just around the corner folks, and who can forget the signs. The sun will be shining, the birds chirping, and everyone will be heading to an ice cold movie theatre to escape that lovely triple digit heat. Movie studios release some of their biggest films during the summer season, and over the past decade, a specific kind of film has been the center of attention. Comic book films are being released more frequently, and the hype from fans has been larger in scope than in recent years.

Movie studios now more than ever are seeing these films as a sure fire way to make money at the box office, and that does not mean the studio's philosophy is a disservice to comic book fans. As the popularity of comic book movies has grown, studios are moving away from a singular approach to these films and are now creating cinematic universes for these characters and their story arcs to interact in. The increased number of these films has not only changed the story

telling aspect but also how studios present the material to the public. Giving teasers of these movies at events such as Comic-Con has created an exciting and anticipatory environment for fans who have always envisioned their favorite



heroes on the big screen. With the fan service these films create, not everyone is as ecstatic.

A number of critics have voiced their distaste regarding the immense presence of comic book movies in the film industry as becoming tiresome. These critics feel that the sheer number of these films is creating an environment where studios are afraid of taking creative risks and will only fund films that are guaranteed to make large profits. This argument

against comic book films does carry some weight. For example, both Warner Bros and Marvel Studios together have a combined 20 films planned for release till 2020. With the amount of superhero films being produced, the formula is never a guaranteed success. Last year's *Fantastic Four* film was met with lukewarm reception from both fans and critics alike. The movie ended up bombing at the box office due to this reception. Even fans do not always go crazy for any comic book title, too much faith in the formula can lead to disaster.

Critics vs. Fans, who will win? The truth is that there is no clear winner in this battle. Fans and critics view these films from different perspectives and both have legitimate points about whether comic book films are good for the film industry. Tastes change over time, and perhaps in another decade comic book films will become irrelevant, or they may become more influential than ever before.

Earliest Memories and Imaginary Friends

By Michaela Arellano



Michaela is an Engineering major who tutors math and physics.

“When considering a professor’s rating as the determiner for whether they should enroll in the class, students must understand that ratings are sometimes polarized.”

Adelaide Mitchell is an English coordinator at the Clovis Tutorial Center.



The other day, my uncle and I were talking about our earliest memories. Mine was an obscured scene, a collection of images, like the swaying, green branches of a willow tree and a frosting Pikachu on top of a cake. Not very interesting or thoughtful, merely glimpses from my past. His, however, was far more intriguing. He started off

by asking, “Do you remember having imaginary friends?” I know I had some based on stories I’ve heard from my parents, but what he was asking was more along the lines of whether or not I actually remember having interactions with my imaginary friends. Unfortunately, I don’t. However, he does. He talked about a vivid

memory he has; one where he can recall running to catch a ball being thrown by someone who wasn’t really there. He remembers stretching his arms out for it, jumping and catching the ball as he fell onto his bed, only to snap out of it, and realize that there was no ball. It got me thinking: What other colorful memories are out there?

A Coordinator’s Look at *RateMyProfessor*

By Adelaide Mitchell

It is probably unnecessary to explain the *RateMyProfessor* phenomenon to current college students, but for the few who may not know, *RateMyProfessor* is a website sponsored by MTV which allows students to score professors in the following four areas: helpfulness, clarity, easiness, and physical appearance/“hotness” (the final one sends a little shudder down my spine). Students have the ability to remain anonymous in their scoring and, as anyone who has visited the site knows, the anonymity can result in some colorful and unbridled remarks. That being said, the anonymity is an important feature because it allows students to freely recount their experiences without fear of social or academic repercussions.

So aside from

taking umbrage at the “hotness” rating, I submit that *RateMyProfessor* has merit, as long as students use and approach it in the right way. When considering a professor’s rating as the determiner for whether they should enroll in the class, students must understand that ratings are sometimes polarized. As with any collection of data that relies on volunteer participation, only the most enthusiastic and most disgruntled parties will expend the time and energy to participate—which leaves the fattest part of the bell curve without any representation (are you wildly impressed with my reference to math?) And so students cannot place trust in one single review—either glowing or scathing—to represent an average student experience.

Most students who use the site are savvy enough to distinguish between an isolated rant and a pattern of similar comments. One of our veteran tutors, Eliana Sosa, finds the site to be helpful but is

wary of one particular type of negative review:

“Unfortunately, some students will attribute getting a bad grade in a class to having a bad professor and therefore will rate a professor poorly. I’ve noticed that much of the time the poor grade is not due to the professor but actually due to lack of effort on the student’s behalf. Negative reviews must always be taken with a grain of salt.” Eliana’s fellow tutor, Joey Isquierdo, warns users to pay attention to the date and location of each rating because instructors may teach at more than one college or vastly change an approach to a course over time. Both tutors’ remarks echo what CCC instructor, Galin Dent, reminded me: millennials are remarkably literate in the interactive features of online forums such as product reviews or the comment sections of *YouTube* videos. This generation of students can look at ratings or reviews and immediately recognize and evaluate the author’s purpose

A Coordinator's Look at *RateMyProfessor* (cont.)

and rhetorical angle, which means that students view the *RateMyProfessor* ratings through a critical and discerning lens.

When *RateMyProfessor* works well, students write thoughtful comments with fair-minded remarks tailored to students poised to enroll in the class. These students will often provide a balanced critique and they will give specific tips for success in the class: "make sure to buy the book before the first day of class" or "attend class regularly because of pop quizzes."

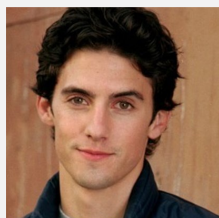
As an instructor, I admit that I rarely visit my own *RateMyProfessor* ratings save for the maybe twice-yearly check to ensure that there are no harmful or defamatory statements posted about me. This periodic check-in stems from a colleague's discovery that someone left a comment calling her "racist," and she flagged the review for removal (it was promptly removed). My colleague's experience with the flagging feature of the site offers reassurance that the site's admin does in fact

monitor the flags and is willing to remove inappropriate material.

In short, so long as users' intents are noble and their words are fair, I see no reason to discourage the use of *RateMyProfessor*. Users, continue to flag inappropriate ratings and approach your comments with fairness and specificity. After all, as an English instructor, if I teach my students nothing else, I hope I impart the importance of learning how to navigate one's discourse community effectively.

Joining the Conversation

Gilmore Girls: JORY or LORY?



Jess Mariano
Written by Jade Loper

JORY

Upon the announcement of a *Gilmore Girls* revival, I am sure we have all drawn our own conclusions about how the brilliant show will finally end. Despite all of the articles titled "Uh-Oh Jess Fans," I still have hope for a Rory/Jess renewal. Dean¹ isn't worth our time discussing, but since there are some strong Logan/Rory arguments out there, he is on

our agenda today. Logan was not good for Rory. He constantly made fun of her for how she lived and mocked the things she was passionate about. He was irresponsible and had barely anything in common with our sweet Rory. This being said, Jess is perfect for her. Besides being a total stud (or James Dean-esque, as I like to call it), Jess is quiet and mysterious and loves reading books (something Logan often made fun of Rory for). Some might object, due to his previous "instability," but we saw in the later seasons that Jess got his life together and even published a book. He has many traits similar to Rory, including his sense of humor, which is important if one wants to keep up with the famous *Gilmore* lifestyle. But most importantly, Jess is the reason Rory went back to Yale. Without him pulling some sense back into that pretty little head of hers, who knows if Rory would have ever gone back to school? And if she hadn't gone back to school, who would she have become? Not anybody that I would have liked to watch a show about, that's for sure.

¹Dean is literally the WORST.

LORY

Amid the hype of the upcoming *Gilmore Girls* revival, everyone is wondering if Rory will end up with one of her old flames: Jess or Logan (Dean is not worth discussing). Although there are some solid arguments supporting Jess, Logan is the obvious choice (and not just because of his wealth and devilishly good looks). Rory was initially annoyed by Logan's noncommittal attitude, but something about his charisma continually drew her closer. He challenged her to partake in new experiences, like that time he encouraged her to make a literal leap of faith and participate in the Life and Death Brigade stunt. He expressed his feelings through WORDS (Jess, take notes), expensive and meaningful gifts, and a bounty of support whenever something traumatic happened. Essentially, he was there for her when she needed him. Jess's brooding and mysterious personality may have been exciting at first, but Rory quickly tired of his childishness (remember when he dated that girl to make her jealous?) and his spontaneity, which often left her in the lurch. Logan's enigmatic, thrill-seeking personality, while a stark contrast to Rory, balanced her cautious and studious approach to college life. Although he occasionally gambled and was vulnerable to swan attacks, he completely revised his play-boy attitude after meeting Rory and ditched the whole friends-with-benefits charade. (Like, he asked her to marry him! If that's not a desire for commitment, I don't know what is). Logan truly loved Rory.¹



Logan Huntzberger
Written by Jessica Bird

¹Disclaimer: It was physically painful for me to write an article favoring Logan because personally, I think Jess is goals. TEAM JORY ALL THE WAY.

TUTORS OF THE MONTH



JASH MISTRY

Tutor Subjects: English; can tutor Math 5A

Major: Computer Science

Educational Path: After spending two years here, I want to pursue computer science at UC Davis.

Some words to live by: "Work hard in silence. Let your success speak for you."

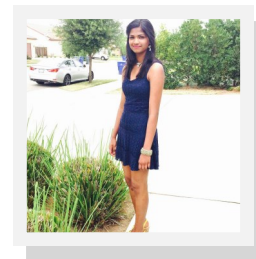
CINTHIYA

Tutor Subjects: Math 201-5A, Chem 1A

Major: Biochemistry

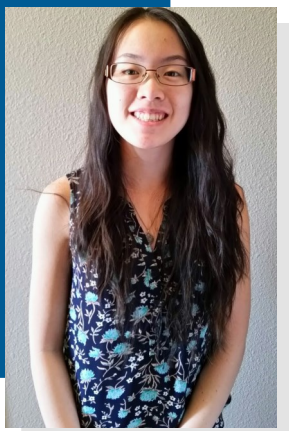
Educational Path: Pre-Med

Some words to live by: "Today you are you! That is truer than true! There is no one alive who is youer than you!" -Dr. Suess
"Love all, trust a few, do wrong to none." -Shakespeare



*"Make a checklist
of specific tasks
that need to be
completed."*

Karina tutors
Spanish and
Philosophy
and plans to
pursue a ca-
reer in Exer-
cise Science.



5 Tips to Stay Motivated

By Karina Angouw

1. Surround yourself with people who motivate you. If you surround yourself with friends or peers who are motivated to do their work, you'll be more motivated to do your work as well. It's good peer pressure!

2. Study in small increments (25-30 min) with small breaks in between (5-10 min).

By studying in small increments of time, you will be able to efficiently focus more of your energy and attention on the task at hand, rather than feeling overwhelmed by the seemingly endless list of tasks you need to complete in a wide time frame.

3. Plan out snacks before studying to avoid sudden cravings and crashes. Although it might be tempting to scarf down that donut, you will be glad you didn't when you're not crashing from a sugar high in the middle of writing that essay due at midnight.

So if you are the snack-and-study type, consider the following food facts:

-Foods high in glucose = Quick energy + Quick slump off
-Foods high in protein or fat = Sustained energy + low oxygen flow to brain

4. Make a checklist of specific tasks that need to be completed.

Instead of writing down general tasks, break them down into more specific tasks on a checklist so accomplishing them seems less daunting. For instance:

-Too general: "Study Ch. 10 for Biology"

-More specific: "Take notes on Ch. 10, Sections 1-2 for Biology,"

5. Break down your goal into a habit.

If one of your goals is to study more efficiently, you can break it down into a habit, such as dedicating certain hours each day to studying certain subjects.

For example:

-Study History 1:00-2:00 PM on MWF

-Do Math HW 9:00-10:00 AM on TTH

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	5						8	
6				4			1	
	7		2		6		5	
	8			1				6
	1						9	
		5		7	8	3		
			6					

WORD OF THE MONTH BY AMANDA SUNDAY

CHUFFED \CHɒft\
ADJECTIVE

1. Quite pleased; delighted

Example: After reading my instructor’s positive comments on my essay, I was chuffed.

***Credit Merriam-Webster

Math It!

By Lucineh Kasnakaian

Find $f'(x)$

$$f(x) = (2\sqrt{x} + 1) \left(\frac{2-x}{x^2 + 3x} \right)$$

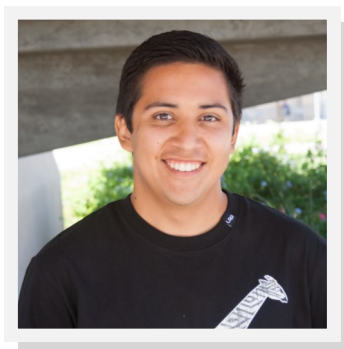
Courtesy of Calculus: Early Transcendentals

Finding Motivation

By Isaiah Trujillo

At this point in the semester, a lot of students, including myself, are starting to struggle to find the energy to finish this semester. Being able to leave our comfortable beds and actually put on pants becomes more of an accomplishment rather than part of a morning routine. With summer vacation seeming like it is a lifetime away, you may be looking for something to encourage you to push

through the last half of the semester, and one of the best ways to find that motivation is through a change of perspective. Rather than seeing the remainder of the semester as an eternity, think about how quickly those remaining weeks will fly by. Simply looking on the brighter side of things can change your whole attitude and help spark that motivation to finish this semester. For more tips on how to get motivated, reference the “5 Things” section on page 2.



Isaiah Trujillo, a Psychology major, is one of the English tutors at the Tutorial Center.

Clovis TUTORIAL CENTER

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 Tutorial Center Coordinator
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clovistutorialcenter@gmail.com



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CLOVIS TUTORIAL CENTER HOURS		CLOVIS HERNDON TUTORIAL CENTER HOURS	
Monday-Thursday	9am-6pm	Monday/Wednesday	10am-2pm
Friday	9am-1pm	Tuesday/Thursday	11am-3pm

The Clovis Tutorial Center offers tutoring in the following subjects:

- Biology
- Information Systems
- Political Science
- Chemistry
- Mathematics
- Psychology
- Computer Science
- Music Appreciation
- Spanish
- Economics
- Physics
- Statistics
- English/Writing
- Philosophy
- And more!

WORD SEARCH

- GRIZZLIES
- ATHLETICS
- KERSHAW
- GIANTS
- PEANUTS
- STRIKE
- HOMERUN
- ANGELS
- TROUT
- GRAY
- PADRES
- HOME RUN
- GRANDSLAM
- TIGHT SQUEEZE
- HOT DOG
- BASEBALL

G	R	I	Z	Z	L	I	E	S	E	I	U	S	W	S	O	L	P
R	I	Z	Z	A	P	F	E	L	I	C	O	A	E	A	F	S	A
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T	H	O	N	J	G	N	T	G	Z	T	S	I	V	B	D	R	R
I	I	M	X	Z	R	O	S	N	E	K	I	R	T	S	X	A	S
G	R	G	U	S	E	T	D	A	K	I	K	R	T	I	Z	N	P
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