Living the Dream

By: Yasar Abdul, Science Tutor

My name is Yasar Abdul. I’m from Iraq. I fled from my country because I faced an imminent threat due to my job working with the United States Armed Forces in Iraq as an interpreter and cultural advisor. The State Department and Department of Defense helped to save me and my family’s life by using a Special Immigrant Visa (SIV). After getting my visa, Lutheran Social Services provided assistance with my resettlement and chose St. Cloud, Minnesota for me as my new address to start a new chapter of my life. On September 15, 2011, I arrived in St. Cloud. Fortunately, the apartment was close to a community college known as Saint Cloud Technical and Community College. I was watching the college from my window every day and wishing to be one of its students. As soon as I had completed my official papers, such as the social security number and the residency, I ran right to the administration to apply for registration to the college. When the next semester started, I became an SCTCC student and am doing my best to get a degree in Sonography. I’m also working as a biology tutor in the CAS, so I am living the dream.

Have you seen our website?

The CAS website has everything from general tutoring information, to pictures of our current tutors, to review packets and materials. This is a great resource if you want to learn about the CAS before visiting.

Did you know??

Students who never accessed the CAS earned an average GPA of 1.89. Students who accessed the CAS 11+ times (which is less than once per week) earned an average GPA of 2.6. That is an increase of 37.6%!

In week 7 of Spring 2013, we had over 600 students logging in. That’s one student every 4 and a half minutes!

The sound of [myoo-zik]

By: Laura Dahl, Writing Tutor

Do you remember when six times eight went on a date and when they came back they were forty-eight?

Such rhymes like that one got me through math in middle school. Many students agree that listening to their favorite music can help focus or relax them while they study. Singing, in particular, can teach mnemonic tricks and sentence structure.

“Neurologists have found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed” (Maess & Koelsch, 2001).

Students can use a variety of song genres to identify different English grammar rules. The language used in most songs is at middle school level, but also open for interpretation and discussion. They are often vague on time and place, except folk ballads. Language is also conversational and repetitive for emphasis.

There are many ways to use songs for instruction. For example, listening to how the singer pronounces the words can teach rhythm, stress, and how the emotions affect the correct pronunciations. For example, Joni Mitchell’s song, “Big Yellow Taxi”, asks us: “Don’t it always seem to go that you don’t know what you’ve got ’til it’s gone?” The ending of that slides into the you, sounding like choo (bless you!). You’ve turns into luv!, not to mention students can learn about poetic contractions like you’ve, ’til and it’s.

Teachers can write out the lyrics with periodic blanks so the students can practice Cloze by predicting the sentence completion. Try it and see how it helps you, or your students, learn English.

Tutor Highlights

• One student said “Thank you so much, you were even more helpful that I expected”.

• Tutors enjoy leaving the CAS for the day knowing that they really helped someone. It’s a wonderful feeling!

• Tutor In-Service and Tutor Training were filled with laughter!