Dr. Call Appointed President in Midst of Pathways Debate

By Luke Tabet

On July 1, 2010, Dr. Diane B. Call was named Interim President of Queensborough Community College. In a Board Meeting held on January 28 this year, the CUNY Board of Trustees resolved that Dr. Call be appointed President of the college, effective January 29 “at a salary to be recommended by the chancellor to the Board, subject to financial ability.”

In the Board Meeting, it was decided that Call would be the President of QCC, with only Trustee Carol A. Robles-Roman abstaining from the vote. The president’s responsibilities, in accordance with the CUNY Board of Trustees bylaws, are many. Some of these duties include recommending an annual college budget to the Chancellor, and can mostly be summed up by “Consult with and make recommendations to the chancellor concerning all matters of significant academic, administrative or budgetary consequence affecting the college and/or the university.”

The appointment was a surprise to some members of the community, however, since the Board of Trustees bylaws clearly state that interim presidents are not to be considered for permanent appointment. The Manual of General Policies states that an Interim President shall only retain the position for one academic year, and that “an interim president shall not be a candidate for the presidency for the same institution for which he/she is interim president.” As of yet, the Board of Trustees has not released a statement explaining why these Policies have been disregarded.

Poll Shows Many QCC Students Working Long Hours and Paying the Price

By Maria Fabregas and Morr Tsvi

Maria Beatriz Morillo, a full-time student in the Liberal Arts program at QCC, is working over 35 hours a week. She enrolled in 2010 and expects to complete her studies at QCC by the end of the Spring semester. This means, she will have spent three years to get a two year degree—not an uncommon experience for many QCC students. Although Maria says that she receives financial aid to help pay tuition, she also has to pay for rent, transportation, and other personal needs and what she receives is not enough to cover all of her expenses. Because of this Maria says she sometimes doesn’t have as much time for studying as she would like. Although she has tried hard to find a flexible job that fits her school schedule, it’s still difficult to find a balance between work and school. “I still work a lot, but I was killing myself in previous semesters [trying to find a balance],” Maria said when asked about her work and study habits.

The one piece of good news for Maria is that she is not alone at QCC. As a recent poll conducted by the Communique shows, the vast majority of QCC students are working at least 25 hours a week. The poll, which was conducted between February 8 and February 22, surveyed 200 students on campus and the results show that out of those students polled, a remarkable 67.5% are working over 25 hours a week and as much as 30% are working 35 hours a week or more. Although 71.5% of the students surveyed said they were receiving some kind of financial aid assistance, the results also showed that students had a surprising amount of financial obligations above and beyond tuition and books. As illustrated in the pie chart below, students reported that a high percentage of their income is going directly to transportation needs such as gas, metro cards, or car payments. However, most of the students, as it turns out, reported that

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Pathways of Debate: QCC Faculty and Students React to CUNY Curriculum Changes

By Rachel Poulos

Big changes are planned for QCC in the Fall 2013 semester with the prospect of Pathways being implemented amongst all CUNY colleges. Originally represented as a way to ease transfer across CUNY campuses, the Pathways initiative has been met with constant resistance by students and faculty alike who are opposing the proposal as an attack on academic freedom. Rather than just tackling a transfer issue, Pathways reforms General Education standards that, in the opinion of a wide majority of students and faculty, may actually make it more difficult
Smackdown at Brooklyn College: BDS vs. the Politicos

By Kay Morgan

Omar Barghouti spoke at Brooklyn College on February 7th but he almost didn’t.

In the weeks before he took the podium, Brooklyn College, its President, Karen Gould, the Political Science Department, Omar Barghouti and his co-presenter Judith Butler were all loudly chastised during public protests led by Attorney and Harvard Law Professor, Alan Dershowitz and Dov Hikind, Assemblyman for the 48th District (Crown Heights, Brooklyn). Their protest was backed by like-minded New York City Council Members. A scathing protest letter over the signatures of Assistant Majority Leader Louis A. Fidler and nine other city council members, was delivered to the President of the College in an attempt to scuttle the engagement.

Mr. Barghouti, a founding member of the Palestinian Campaign for the Academic and Cultural Boycott of Israel [PACBI], is an academic and an avowed pacifist. He proposes civil resistance via boycott, divestment, and sanctions to end Israel’s occupation of the Palestinian territories. Alan Dershowitz, said that he expected Barghouti to deliver “an orgy of hate” while Assemblyman Hikind compared PACBI to Hamas, saying: “While Hamas blows up buses of innocent men, women and children, BDS works to isolate Israelis, to cut them off from business.”

Mr. Dershowitz repudiated Brooklyn College’s political science department’s sponsorship of the event saying that it “should get out of the business of sponsoring one-sided political propaganda and should stop trying to exercise undue influence over the free marketplace of ideas.” In this he seemed to be eloquently defending Freedom of Speech and repudiating it in the same breath.

Mr. Hikind who is outspoken on issues concerning local Orthodox Jewish communities, was once a member of the Jewish Defense League which a mere three decades ago employed violent tactics against Arab-American entities the League opposed. He was a founding member of the Kach Party, a pro-Israel, anti-Palestinian movement. Reportedy, at that time he advocated Palestinians be removed by ethnic cleansing from lands claimed by Israel. His current Human Rights platform appeared at odds with his protest of the Barghouti presentation.

Fortunately, for those who wanted to hear Omar Barghouti’s opinions, and for those who wished to protest in person (or by their absence) the show went on.

This may be proof positive that academic freedom is alive and well at CUNY—where even dissenting voices may be permitted their pitch from the floor. This sentiment was affirmed at Brooklyn’s CUNY campus on Thursday evening, February 7, 2013 in the opening remarks of Judith Butler, Professor in the Rhetoric and Comparative Literature Department at UC Berkeley:

“The principle of academic freedom is designed to make sure that powers outside the university, including government and corporations, are not able to control the curriculum or intervene in extra-mural speech. It not only bars such interventions, but it also protects those platforms in which we might be able to reflect together on the most difficult problems.”

CUNY “Hollege” Gains National Attention

By Kay Morgan

The old Paul Robeson High School on Albany Avenue in Crown Heights, Brooklyn is rising like a phoenix from the ashes of ignominy into the national spotlight.

Many Americans had not heard about this crucible for a cutting edge experiment in education before President Barack Obama lauded it in his State of the Nation address on February 12th this year.

The Pathways in Technology Early College High School, truncated to the more efficient “P-Tech” is housed in a 110 year old beaux arts creation of architect S.B.J Snyder. The building has seen the rise and fall of several “schools” within that period. P-Tech, the latest iteration, is the brainchild of a collaboration between New York State educators and big business – IBM and CUNY.

It is funded by IBM’s philanthropic arm and by a grant provided under the Federal government’s Title 1 School Improvement Grant Program.

A phase out of the former Paul Robeson High School began a little more than a year ago. The P-Tech curriculum, the first of its kind in the nation, has been created with the input of executives at IBM and faculty from the City University of New York and the New York City College of Technology (NYCT).

Students were admitted by lottery from a pool of applicants attending other city schools. Academic performance was not a criteria for their selection. In fact, several of them had been taking classes subject to Individualized Educational Plans, were older than their peers and performing below grade. At P-Tech, their school day is longer and more rigorous—they seem to be excited about the challenge.

Monesia McKnight exulted: “I mean, in 10th grade, doing college work? How great is that?” In a nearby math class another student sagely observed that he was being gifted with a chance to get a college degree for free.

The first cohort will graduate in 2017 from P-Tech with a hybrid High School Diploma and Associates Degree in Information Technology. Hence, the moniker, “hollege”, which is quickly becoming synonymous with this innovation. Until graduation, they will attend regular classes, be exposed to a real world classroom via visits to IBM facilities, be offered internships and be guided by mentors.

The school’s founding principal, Rashid Ferrod Davis, reports that in its two years of operation the proficiency levels in math and English at the 8th grade level at P-Tech has improved such that 74% of the students have already passed English and Algebra Regents exams.
QCC students To Attend Salzburg 2013 Global Seminar

By Hugo Ramirez

A group of 16 students from Queensborough Community College will attend the Salzburg 2013 Global Seminar which will take place from March 24 to 31 in Austria where they will discuss crucial issues of the international community such as globalization and its effects on education, culture and geopolitics. Between February 8 and 21 and March 3, nominated students received orientation sessions on the agenda of the seminar and basic information on the objectives and the cross-cultural experiences they will have.

“Study abroad teaches lessons that are unmatched at home, no matter how good our professors and our textbooks are. At the foreign site students are exposed to people, experiences, situations, and dynamics that are simply unavailable at home,” said Federica Goldoni, Professor of the Department of Foreign Languages and literatures and Coordinator of the Department of Study Abroad of QCC.

“I believe that it is essential for our students to acquire intercultural sensitivity and the ability to explore, understand, appreciate and value perspectives, views and practices of others. It is the first step and the most important thing to take in order to become a global citizen in our multicultural, multiracial and multi-ethnic societies,” emphasized Goldoni.

The international studies program includes a tour of the concentration camp of Dachau, which served as a model for others that were built during World War II.

Since 1947, the Salzburg Global Seminar offers a week-long Global Citizenship Program (GCP) in the facilities of Schloss Leopoldskron, located in Salzburg Austria, which so far more than 20,000 participants from 150 countries have participated in.

According to the website of the Organization “the Mission of the Salzburg Global Seminar is challenge current and future leaders to solve problems of global concern.”

The GCP provides participating students an intense international experience through which they can explore issues of global interest and see them from a different perspective outside the borders of the United States.

“My personal expectations are to improve my understandings of other cultures in a global perspective. College students in the United States are often limited their knowledge in textbooks, and many of them are too Americanized. I wish I can raise my vision to another level by attending Salzburg Global Seminar,” added Lin, who hopes to major in political science.

This is the fifth year in which Queensborough Community College has offered full scholarships to students who were selected based on their academic performance in the GCP.}

The 2013 Salzburg Global Seminar also includes students from Bronx Community College (4) Kingsborough Community College (12) and of course the Queensborough Community College (16). QCC is honored to lead CUNY in the number of students attending this year’s seminar.
Vast Majority of CUNY Community College Students in Need of Remediation

By Kay Morgan

Three semesters ago, in fall 2011, there were 3,394 new students admitted to QCC. Of those new students, it turned out that almost 2,500 of them needed some kind of remediation. According to the data for 2011, 72% (that’s 7 out of 10 students) were required to take a remedial class. As surprising as these figures may be, QCC students are actually, it turns out, performing better than their colleagues at other CUNY Community Colleges, where 83% of freshmen need remediation.

Because of this, many campuses, including QCC, are seeking for ways to improve remediation and to prepare students for college level courses before they begin school.

While remedial courses are not routinely offered at CUNY four year colleges, they present a hurdle many community college students must navigate before they can take credit bearing courses, and the process can sometimes be demoralizing. Remediation sometimes takes months, in some cases, several semesters to complete before students can begin earning credits. While students learn valuable skills, remedial courses do not count toward a degree and some students feel they are wasting their time.

One student, who chose to remain anonymous, reported that, even though she had performed well in her remedial course, because she failed the College Assessment Test, she was required to take that same remedial course all over again. Stories like this are common at QCC and across CUNY, where many students report feeling defeated and uncertain about whether or not they should continue their studies.

Some educators point to failures of the New York City high school system as the primary reason for the high numbers. In the past 10 years CUNY has attracted more students than other higher education institutions in the area. The number of high school graduates admitted to QCC has grown by 12% since 2008. Professors CUNY—wide report that they spend much of their time teaching basic concepts that should already have been learned. It has been observed that a few professors barely conceal their impatience in class at having to explain course basics to adults.

CUNY has several initiatives underway to address this escalating problem. One of them, CUNY Start, enrolled its first prospective four year college graduates in 2009. The Program provides six hour days of college prep classes Monday through Friday for three months in English and Math. The intensive instruction is free except for a $75 fee to cover some cost of requirements.

Nikita Thomas, who attended Bedford Stuyvesant Prep, later wound up in the CUNY Start Program.

“In addressing the needs of foreign language speaking students, the basic skills department observes that students whose literacy in their first language was not well developed during their primary education find adapting to college level work much more difficult. On the other hand, focus and motivation to learn propels others through basic skills coursework despite difficulties with English. This is especially true when personal drive is coupled with good basic education in their first language.”

Dr. Rochford said some students who fail remediation do so because they lack the motivation to access resources the department and the college provides to help them.

Professor Rochford conceded that entrance tests are not well designed and she cited the ACT for its inability to pinpoint specific weak areas in students’ writing such as vocabulary, inference, or tone. She also complained that the ACT provides no kind of feedback on study skills, which is an important measure of future success.

The CATW does a better job and can identify critical reasoning or grammar strengths and weaknesses. This test could provide a more accurate evaluation of abilities if the time allotted to take it was more than ninety minutes. However, longer tests are more expensive to design and administer.

Service learning is a module frequently used to teach remedial courses and the department finds that when students complete real world assignments such as creating a brochure to attract funding for the college or write a report about the tradeoffs between having a strip mall or a recreation center built in their neighborhoods, they move beyond remediation more quickly. Rochford says such real world learning experiences provide students the opportunity to refine critical reasoning, present persuasive arguments, to report, and to summarize.

In the process students who struggle to write well receive vivid lessons in how poor grammar can undermine the guradians of their presentation or detract from their pitch targeted to a potential donor. The department has observed that students in these learning communities are more engaged in their education, remain enrolled and strive to improve their grade point averages. However, service learning projects do present a time challenge for some students. These projects are typically semester long endeavors requiring longer blocks of time than other courses. Some students are unable to stick with the commitment.

To improve remediation outcomes and learning strategies for the college overall, discussions have taken place at the QCC level and at the CUNY administrative level to evaluate the efficacy of the traditional “Chalk and Talk” method of classroom instruction. Educators here realize that the current student population uses different communication channels and that learning styles have evolved. Many professors realize their teaching methodologies must also evolve.

The possibility of introducing curriculum based on the Accelerated Learning Program (ALP) model which has so far been adopted in Indiana, Arkansas and Michigan has also been aired. ALP plans allow students who demonstrate remedial needs to enroll in upper level credit bearing courses at the same time they are taking remedial level classes. The program described as “mainstreaming” allows a student in an upper level remedial writing course, for example, to enroll in both their college level EN 101 requirement and get the benefits of the basic skills coaching in their remedial writing class during the same semester.

Dr. Rochford’s department has also pitched a proposal to the administration for a dedicated studio classroom equipped with individual student and instructor computer stations. Their goal is to develop a remedial module that is a hybrid of real time communication, research, practice, and collaborative tools. Students might communicate between terminals during classes with their professors and receive feedback via the college intranet then or aft the class hour.

The proposal has not yet been green lighted. With remedial classes piloting such a program and with successful outcomes, other departments could also benefit from use of the room.

Dr. Rochford felt the level of remediation has not increased substantially at Queensborough. What has changed, she said, is the composition of the student population needing remediation. Remediation is not relegated to two or three ethnic or socio-economic groups as it once was. Remediation now cuts a wider swath affecting students of all backgrounds. Consequently, there is no single rationale to explain or to blame for why students get to college without college-level skills.

The causes, she believes, run the gamut of English language barriers, inadequate primary education, students starting college with responsibilities that compete with class time and others having frequently moved through several schools or systems.

Instead of getting mired in what area of the education system deserves blame, she said, the basic skills department elects to direct its best effort to helping students succeed in college. Having earned her first degree at Baruch College, Dr. Rochford feels CUNY provides a valuable opportunity for students who might not otherwise get a college education.
Poll Shows Many QCC Students Working Long Hours and Paying the Price

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they spend their income on other personal needs such as family, bills, food, etc. 30.5% of students polled said they were paying for rent, and 21% reported paying for their tuition and school needs as well.

Balancing work and study is never easy, but working so many hours can be especially hard for Community College students. According to the National Center for Educational Statistics, the percentage of full-time students who were employed was higher at public 2-year institutions than at public and private 4-year institutions for most years of data shown between 1990 and 2009. Many studies have shown that the work load for a student at a four-year institution can be more demanding than at two-year institutions like QCC. Thus, students may be taking advantage of the circumstances by working full-time now and focusing on their education later when the studying becomes more challenging as they get closer to receiving their B.A.

However, such work habits seem to be taking a toll on student graduation rates. While Community College students are expected to transfer or graduate within two years, the reality is that many students take much longer, sometimes spending three, four, or even six years to complete a degree. Indeed, according to the website College Measures, which tracks graduation and transfer rates for Two-Year colleges, only 37% of QCC students are graduating or transferring to four year institutions within three years.

A full-time liberal arts student, who prefers to remain nameless, has been enrolled in QCC since 2008. She hopes to graduate by next year, which means that she will have been here for the duration of six years. When asked why it’s taking her so long to fulfill her education requirements, she replied: “I don’t receive financial aid, nor do I get any help from my parents. I work over 35 hours a week and it gives me no time to focus on school, so I had to take a semester off here and a semester off there. I almost dropped out completely, but I decided not to give up,” she said. Priscilla Goris, a Health major, has been enrolled since 2009 and will finally receive her cap and gown this year. Priscilla, like many others, has extended her stay in QCC because of financial stress. She says she works over 60 hours a week as a paramedic and explained that because of this she has “no time left for studying and I’m unable to study at work.”

With tuition steadily going up, the demands for meeting the cost is increasingly stressful, especially for those who don’t receive financial aid or assistance from their parents. According to the National Center for Education Statistics, the share of full-time, traditional-age undergraduates working fewer than twenty hours per week has declined during the past decade (to about 15 percent in 2007), while the number working between twenty and thirty-four hours per week has increased (to about 21 percent in 2007). In order to keep up with tuition costs, working has become a fundamental responsibility for most undergraduates.

Hayxa Holguin, a Liberal Arts major and Communiqué staff member, says she receives both financial aid and help from her parents. Hayxa, who recently quit her job in order to focus more on her studies, explained that her work was interfering with school. She said that without a job, she now has much more time to focus on her assignments and to study for exams, which has helped her earn a higher GPA. However, not many are fortunate enough to receive both financial aid and assistance from their parents like Hayxa, and therefore cannot afford to quit their job, making it difficult to find time for their studies. Dahinizza Latin, a Liberal Arts major, says she skips the parties and hang-outs on the weekends because of work, but she says she sees this as “a sacrifice that will pay off in the long run.” Not all working students have it bad, however. Research by Professor Laura Perna of the University of Pennsylvania’s Graduate School of Education shows that students who work a modest number of hours per week (10 to 15 hours) are more likely than other students—even students who do not work at all—to persist and earn degrees.” Working part-time as a student generally appears to replace some of the non-productive activities, such as watching television or playing the latest Call of Duty for ten hours consecutively. In the article Why Students Should Work During College, Zac Bissinnette says “When it comes to getting jobs, grads with significant work experience also have a definite leg-up.” Having prior experience in the work field gives a student more confidence as well as insight into what professional skills future employers are expecting upon graduation.

Adam Nunez, a Visual and Performing Arts major, is a student full-time, but works part-time. He says that work does not interfere with his college goals and academic progress. “I only work on the weekends, so I have all week after school to do homework as well as study for exams.”

Another student, Marriana Dilluvio, a Liberal Arts major, also works part-time and says “time management is very important.” She, like Adam, makes sure to work around her school needs and schedule shifts that won’t conflict with her school performance. Some students, such as Adam and Marriana, developed good time-management skills, which allow them to do well both in school and at work. By working 15 hours a week or less, you also allow room to partake in extracurricular activities in your school that can be beneficial to your social life and your resume. You can develop relationships with other people on campus and connect with your institution on a deeper level. Additionally, you can cross paths with new people that can open doors to some of your future academic or professional needs.

Though it’s not surprising that most college students work today, it is telling that out of the 200 students interviewed, most of them are working above the hours recommended to succeed and do well in school. Though many students report they have no choice, research shows that it is essential to find the right balance between work and study if you want to graduate on time.

Do you like to write? Do you want to share your writing with others? Then write for the Communiqué.

The QCC Communiqué is looking for a few good writers for its Spring 2013 issues. We are especially interested in micro-reviews (200-300 words) of new movies; editorials related to QCC, higher education, NYC, and the world; feature articles about college life; and book, theatre, and music reviews for our arts section.

Writing for the Communiqué is a great opportunity to share your ideas with other QCC students and contribute to the campus community. It's also an excellent way to beef up your resume and your college applications.

Interested students should contact Communiqué Faculty Adviser James Hoff at jhoff@qcc.cuny.edu

The COMMUNIQUÉ: It's Your Paper!
QCC Faculty Pass Resolution Criticizing Pathways

At its regular spring meeting on March 13, the QCC faculty voted in favor of a resolution criticizing CUNY’s Pathways to Degree Completion Initiative and its implementation. Though the entire college faculty was not present, those in attendance voted overwhelmingly in support of the strongly-worded statement, which was proposed and prepared by the Faculty Executive Committee. The full statement is reprinted below:

QCC Statement of Faculty on Pathways

As faculty, we stand committed to affordable and quality public higher education. We are proud to be affiliated with CUNY, which has a long tradition of making a positive difference in the lives of students and communities by providing access to higher education, and we believe that CUNY students deserve the best education possible - one that can provide any and all students with a path to success.

In our academic judgment “Pathways” threatens the mission of the university with its apparent intended consequence of creating greater efficiency in progress to graduation at the expense of a broader and deeper learning. By focusing mainly on the metrics of graduation rates and time to degree, CUNY may well produce a greater number of underprepared and increasingly indebted graduates with diminished degrees, many of whom will be trapped within the CUNY system as many of the Common Core classes may not transfer outside of the CUNY system.

We reject and resent being intimidated into acceding to Pathways in dereliction of our professional and moral responsibilities. As faculty, we reject Pathways because of our commitment to students and to the vision of a CUNY degree as a bridge to real opportunity and social equality. We reject Pathways because it will improve superficial measurements of “success” while diminishing the quality of education for CUNY students and because it was neither the best way nor the only way to solve what problems there are in transfer. We reject Pathways because it has violated the principles of faculty governance and academic freedom.

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**College Discovery Club**

**IS CONDUCTING A MEDICAL SUPPLIES DRIVE**

In affiliation with Operation Dreamcatchers we are collecting these various medical supplies (but not limited to):

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**Begins Friday, March 1, 2013 until May 9th, 2013**

**DROP OFF LOCATIONS:** MC-02, L-418, L-440, S-332, M-326, Library Main Entrance (under the American Flag) The Newman Catholic Center (Cloverdale Blvd across from Gate 2)

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Pathways of Debate: QCC Faculty and Students React to CUNY Curriculum Changes

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for students when the time comes to transfer.

The university wide curriculum change, set to begin in Fall of 2013, encourages each student enrolled in QCC to take courses that fulfill the 30-credit Common Core, which will be required for most degree programs at CUNY. This common core is meant to improve graduation rates and time to degree by making transfer between CUNY colleges easier, especially for community college students, who might want to transfer to a four year CUNY college. The overall goal of the Pathways initiative is to graduate more students as quickly as possible, which sounds like an idea students and faculty alike can agree on. However, there are many on campus who are troubled by the changes that will result from the implementation of the initiative.

Those students and faculty that oppose the Pathways initiative claim that, far from making life easier for students, this new system will not only undermine the high standards of general education at CUNY, reducing both the quality and diversity of course offerings across the university, but would actually make transfer outside of CUNY more difficult. As English Professor Susan Jacobowitz explained it, because Pathways will likely reduce the number of contact hours for English Composition and some Science Labs, many colleges outside of CUNY will be unwilling to accept those classes for credit, forcing students to repeat those courses in order to graduate. “A system like this sounds great on paper, but what is it really telling us when you look past a basic definition of Pathways? We Professors expect the best from our students because they deserve it, and the CUNY standards have always been so high and incredibly important to uphold, because these students are not those who have necessarily been blessed with the opportunity to attend more costly institutions like CUNY has,” Suárez notes those students an equal opportunity because they have the equal potential to succeed, but how can you succeed when it appears that your institution, the same one that is supposed to be helping you achieve all those high academic standards, is not standing behind you?”

Many students who are aware of what Pathways means for them come the next Fall semester are in agreement with the opposition to Pathways, feeling as though these major curriculum revisions are not giving them the education they expected or deserve. QCC student Marcia Suárez, for instance, feels that Pathways will significantly diminish the quality of her educational experience at QCC. “If I’m dedicating my time to another student, for instance, feels that Pathways was a grand deception. As a way to benefit students when in fact it is a fraud – a way to boost graduation rates and treat students like numbers.”

Pecorino also complained about how the initiative would threaten the number of hours students would be able to spend with their professors in important first year courses such as English composition. “The original 30-credit common core said absolutely nothing about cutting down the hours of classes and if it is set up to place the blame on faculty when it was entirely on the Chancellor for not sticking to what the original initiative was about.”

It is true that Pathways is just a way to boost graduation rates rather than solve the alleged issue of students taking too many courses and gathering too many credits? If so, then how does this thirty credit common core solve that issue by reshaping General Education? VP Karen Steele says, “In Maryland, they have state right definitions of General Education requirements that people have to meet, and guidelines that must also be met to transfer to meet those requirements. New Jersey is another state that does this, which makes it easy for a student to see how a course can lead them into another program that they need without taking unnecessary classes for the major they are in or will eventually be going into. The ideal is that students meet a standard that sets the bar equally for all students CUNY wide, so that students can easily transfer to another college without getting turned down for their choices in classes they’ve taken that would not have transferred prior to Pathways. Through this process, Senior colleges will know that these courses are comparable to their courses.”

It is no secret that the transfer process has been difficult for students in the past who have built up a large multitude of credits in various courses that are regarded as non-transferable by the colleges they wish to transfer to. Student Government President Preston Baker believes that Pathways is the answer to this problem and stands by that decision, saying, “Pathways is a great idea on the student’s behalf, it will help save students money, and students will not have to repeat courses when they transfer because schools will now accept the common core credits. It’s not perfect but now CUNY is one and over time it will get better. I do feel for the faculty, especially adjuncts, but I was elected by students, their needs are my priority.”

Still, it is a well-known fact that Professors at Queensborough Community College, though opposing of the Pathways initiative, are all very eager to smooth out these transfer problems by taking any alternative route to what they regard as a dumbing down of curriculum; this requires that they play a part in the central role in implementing the curriculum rather than having the curriculum dictated to them by the Chancellor and the Board of Trustees. For Adjunct Professors and those who are currently untenured, speaking out against an initiative like Pathways may prove a difficult situation. “It’s difficult and unfair particularly for adjuncts or untenured Professors to speak out, and yet who do these students rely on? It’s insulting to faculty who know better.” He also disagrees that a standard CUNY-wide bar is the way to solve these problems, “This entire issue has been disguised with the idea that the problem is that we have students taking more credits than they need to. If that was the problem, Pathways does nothing to fix it. General Education reform does not solve an excess credit issue. This is a scheme to keep a separation between the 99% and the 1%, and for what? The Chancellor’s hope for better graduation rates? Our students have a higher retention rate than other colleges that accomplish the same courses in three hours, but does that make a difference when we have different students in unique situations who may require that fourth hour that they deem unnecessary because other schools don’t have it? It’s absurd, yet ‘one size fits all!’ says the Chancellor.”

The debate as to whether Pathways is the answer to academic issues and problems caused by transferring, or a temporary quick fix that puts a limitation on CUNY students in the long run, is ongoing; but Dr. Pecorino is going with the latter, “This is a one size fits all, conveyer belt mentality that does not respect human beings, but treats them like numbers who can be pushed around.”
One Size Does Not Fit All
Obama’s College “Scorecard” Ignores the Real Problems Facing College Students

By Gabriel Marrero

On February 12, 2013, President Obama held his first State of the Union address since being re-elected. Among the many topics that the president spoke about, including gun control and jobs, the one that took center stage was his stance on education. During his speech, President Obama acknowledged the rising costs of education and how such costs hurt young people. To address this, Mr. Obama asked Congress to make changes to the Higher Education Act, a law first signed in 1965 by President Lyndon B. Johnson, which increased the amount of financial aid that universities received and created various new scholarships for students.

The main change that the president proposed was that the act take a college’s affordability into consideration when determining whether they were eligible for financial aid. He went on to say that “Colleges must do their part to keep costs down, and it’s our job to make sure they do.” If President Obama’s changes were to come into effect, colleges would have to take their prices into serious consideration or else risk losing a good portion of the financial aid they receive. The president also announced the release of his new college scorecard, a tool for students and parents to compare, in the president’s words, “Where you can get the most bang, for your educational buck.”

Despite having just been implemented, the scorecard has been met with much criticism, and for good reason. The scorecard fails to do anything new that many of the other college guides out there don’t already do. The White House’s college scorecard contains a comprehensive list of colleges, including QCC. Visiting the Queensborough page on the scorecard (and other colleges as well) you can see the average cost of the college, the graduation rate, the loan default rate, and the average amount of money borrowed to pay for the school. One of the biggest problems with the scorecard becomes apparent once visiting Queensborough’s page. The page lists QCC’s graduation rate as low, stating that only 13.9% of students graduate at the expected time. What the page fails to take into consideration however, are the circumstances behind the longer graduation times. QCC boasts a large number of second language students, who may have more difficulty than others when it comes to completing all of their courses on time. QCC students also face various financial problems that might make graduating on time more difficult. Many students even repeat courses for better grades, which may end up pushing their graduation back. The scorecard fails to mention any of these issues, instead comparing QCC to other two year colleges that may not share the same problems or face the same challenges. The White House guide also fails to mention any information about the quality of the education itself, and the information that it does offer doesn’t indicate much of anything about whether it would be the right place for an incoming student. Rather, it seems to pit schools against each other over a few categories that don’t offer the bigger picture of what a school really has to offer. One of the key promised features of the guide, the job information of college graduates and how much they earn, has not even been implemented yet. Overall, the president’s plans for higher education seem tepid at best.

A Day in the Life

By Ilene Sarig

If you’ve ever wondered what it is like to get around QCC in a wheelchair, just ask Chris Ioanou. Chris, who has muscular dystrophy, and has been using a wheelchair since he was five years old, was happy to fill us in on his thoughts about QCC.

Chris is eighteen year old and is in his second semester at QCC. Although his mom drives him to school everyday, she says it’s an easy trek, since they live only five minutes away. Chris prefers that she take him, otherwise, he’d have to have a fulltime aid. This is something he doesn’t want.

The Ioanou’s own a customized van that has been built to house Chris’ motorized wheelchair and has a lift for convenient boarding and exiting. His mom helps set him up in class (adjusts his wheelchair and arms), leaves, then returns when it’s time to pick him up. Some of the classes Chris takes include English literature, Spanish, ancient history and music. His major is still undecided.

For the most part, Chris says he has no issues navigating his way through the campus. The only complaint he has is in regards to the elevator in the library building. Although it is easy to enter the building, the elevator is fairly hard to get into, at times. Since it is meant for use by all of the students, many times Chris has to wait until it is nearly empty since “the students don’t always make room for me.” This leaves him and his mom waiting for the next one, hoping that it won’t be too full. “That’s basically my only complaint. That and the fact that the humanities electronic door opener to the outside does not currently work.” Other than that, though, he says “QCC has great accommodations for people with disabilities. Most schools should try to be like this one.” And his mom proudly adds “He’s doing well. He made the Dean’s list.”

Although Chris is driven to school every day, once here, he can travel easily on his own. The walkways and streets are relatively smooth and well-kept. The only problem occurs when it snows or ices over, and when that happens he depends on most of the roads to be paved. “QCC has a great staff and students that are willing to help,” he says. According to him, when a class was cancelled, his professor, Garcia Conde had arranged for someone at the SSD office to call Chris so he wouldn’t go to the trouble of coming, only to have to return.

Mr. Carlos Herrera, assistant director of Services for Students with disabilities would probably agree that QCC is on top of its game. As of today, there are 700 students registered with the Services for Students with Disabilities office and they can come to Mr. Herrera with any complaint or concern. “Most of the students who come to me have disabilities that you cannot see,” he says. This includes people with hearing, vision, and mental disabilities as well as physical.

Once registered with the office, they can act as mediators between the school and the student, thus helping the student achieve their potential along with any special piece of equipment they might need. For example, the lab in the library building, room 115, is equipped with assistive technology that has software and hardware with audial and visual aids.

Some of these aids include a ZoomText screen with enlarging software for people with low vision and the Kurzweil 3000 software that helps students with learning disabilities such as dyslexia, dysgraphia and reading comprehension. There is also the Jaws screen ready software, that allows blind and vision impaired students to read the screen either with a text to speech output or Braille display. There are also devices in the lab that may be installed in any lab or classroom as needed.

Other than help with the academic curriculum, it is also fairly easy for someone with physical limitations to travel from one building to another. By way of ramps and elevators, all structures are accessible to those who are wheelchair bound. “If there is ever a problem for a student who is limited in any way to gain access to their class, we would move the class to a more accessible place,” states Carlos Herrera.

The school is not without its problems, however. Some of the elevators are outdated and need to be replaced in several buildings. Some are breaking down. Since they are government funded, it can take time to get enough money to fix them.

But if there is ever a need, a makeshift plan comes into place. Universities across the nation must accede since, according to the Americans with Disabilities Act of 1990, “no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.” In laymen’s terms, this means that a person with any type of disability is guaranteed the same rights and privileges as any other person. This act has opened the door to many possibilities for people who otherwise would have led a much more restricted life.

As Joseph Epstein, the writer, said “What distinguishes us one from another is our dreams, and what we do to make them come about.” Let nothing stand in the way of trying to reach our dreams and through those rose-colored glasses, let that be the only differences we see in each other.

If anyone has questions regarding the information presented in this article, just walk around QCC and form your own conclusions. In any case, everyone spoken to in the SSD office was friendly, accommodating and more than happy to answer all questions and concerns. The lab hours are in the library building, room 115, open M-F, 9-7 pm. The office for Services for Students with Disabilities is located in the Science building, room 132, phone number (718) 631-6257.
SNAP.FILTER.POST

By Morr Tsvi

Sound familiar? Instagram has become one of the most talked about social networking services on your smartphone; especially among students. In case you’re one of the few that have no idea what Instagram is: it’s a photo sharing application that originated in October 2010, and today has over 100 million registered users.

This highly addictive service enables users to share their experiences and express their individuality through their photos. Whether it’s a photo of your recent breakfast or some of nature’s magnificent scenery, you get to apply digital filters to them and give them a whole new look. You have a chance to express your “artistic” side and receive feedback from your “friends.”

The more positive feedback and “likes” you get, the more people are interested in what you have to offer. They want to see exciting and attention-grabbing imagery, and if you have what they’re looking for, you progressively gain followers. Like on Twitter, people can follow you, and you can follow back. Users are also able to post short headlines attached to their photos, called “hashtags.”

Facebook purchased the application for 1 billion U.S. dollars in April 2012. Mark Zuckerberg, founder and CEO of Facebook, posted about the transaction on his Facebook page: “This is an important milestone for Facebook because it’s the first time we’ve ever acquired a product and company with so many users. We don’t plan on doing many more of these, if any at all. But providing the best photo sharing experience is one reason why so many people love Facebook and we knew it would be worth bringing these two companies together.” Still, it’s not as if everyone will be abandoning Facebook any time soon [and if ever]. For example, who you’re friends with on Facebook and who you follow on Instagram will continue to be separate from each other. Also, the pictures you post on Instagram won’t be uploaded on Facebook, unless you want to add them yourself.

So what’s the difference between Facebook and Instagram? “I feel that Facebook mostly applies to mature audiences. It’s more of a way to stay in touch with others; kind of like an email service but more advanced. Instagram, on the other hand, is purely photo fun. I follow people I don’t even know or necessarily care to know. I just think they have really cool pictures and therefore want to see more of them!” says Cortina-Charkovsky, a nursing major in Queensborough Community College. Max Chu, a student at CUNY’s Brooklyn College, says “I barely go on Facebook anymore. People just post irrelevant statuses these days and I find myself getting annoyed when reading them. Instagram is something fun for my eyes to see constantly. I’d rather scroll down analyzing pictures than people’s thoughts.” These days, when meeting new friends on campus, it seems that the regularly asked question “Do you have Facebook?” has been suddenly replaced with “What’s your name on Instagram?”

Like Facebook, if you make your account private, you can be in control of who can view your pictures. Many like to keep it public so that they gain followers. Some, like Joey Gilles, a liberal arts major at QCC, don’t care for it as much. “I love taking pictures and applying unique captions, but it’s mostly for me and my friends to see. I don’t think it’s so safe having everyone be able to view your profile.” Truth be told, having anything publicized can come with harsh consequences. Anyone could look at your picture, snap it with their camera phone and store it. They could then use it to their advantage in several ways. For example, one can put it up on their own Instagram page and claim it to be their “work of art,” or use it against you. Even the most innocent pictures, such as a cute picture of your dog playing fetch, can be interpreted in a hateful way towards you. Point being, it’s best to keep your profile private, so that you can be in control of who follows you and who may see your pictures. Thus, be careful what you put up... and don’t forget to smile for the camera. #clickclick
From Bamboozle to Beyoncé, the

By Wendy Saenz

Never been to a concert before? Or perhaps you want to go to another concert. Well, this year is the perfect time to attend a show. Many major tours and artists are coming to New York City this year. Here are some of the larger events coming up in 2013:

**Beyoncé**

The Queen Bee herself is coming to New York for two days in August. Beyoncé is currently on her “The Mrs. Carter Show World Tour” where she is visiting cities all over the United States. On August 3 and 4 she’ll be performing at the newly constructed Barclays Center in Brooklyn at 8PM. For this show, only Beyoncé is performing and there are no opening acts/side artists. The price range for tickets is from $59.15 all the way up to $282.75.

**Rihanna**

Pop star, Rihanna’s “Diamonds World Tour” is also making stops across the US and the rest of the globe. She will be coming to New York on May 4 and 5 for two shows at the Barclays Center. The show will start at 8PM and featuring artist ASAP Rocky. Tickets for this show ranges from $48.90 up to $171.40.

Rihanna will be performing again in New Jersey on April 28. The concert will be held at the Prudential Center at 7:30PM but ASAP Rocky will not be joining her on this concert date. For this show, the ticket price range is from $48.45 to $170.50.

**Alicia Keys**

Another powerful artist on tour this season, is visiting cities around the United States on her “Set The World On Fire Tour.” She will be performing at the Barclays Center on April 5th at 8PM. Tickets for that show will cost from $59.15 up to $142.85. She will play New York again on April 11th at 7:30PM at Madison Square Garden. Supporting artist, Miguel, will be joining Keys on her tour. The price range for tickets is from $63.50 up to $143.60.

**P!NK (Pink)**

Pink is currently on her “The Truth About Love Tour” with musical guests The Hives. She will be arriving in New York for two concerts. Her first date is on March 22. The show will be at Madison Square Garden at 8PM. The price range for tickets is from $53.25 up to $143.60. Her second concert date is on March 25. She’ll be performing at Nassau Coliseum in Long Island at 7:30PM. Just like the first New York show, The Hives will be the opening act. Tickets cost from $52.95 up to $114.35.

**Bamboozle Festival**

Bamboozle is a three day music event. Over fifty musical artists will perform at Bamboozle from about 12AM to 8PM each night. The festival is a yearly event that takes place in late May in Asbury Park, New Jersey. Tickets haven’t gone up for sale yet but last year’s tickets varied in price. General Admission is what most Bamboozle goers purchase. For Bamboozle 2012 tickets for the Friday date (May 18th) were sold at $65. Tickets for Saturday (May 19th) and Sunday tickets (May 20th) were sold at $75. Festival goers can also purchase a three day pass which was priced at $190 for Bamboozle 2012. Prices for Bamboozle tickets should be about the same for 2013.

The Bamboozle Festival features a main stage with six smaller stages all featuring artists all weekend long. Rumored performers for this year’s line-up include Muse, Fallout Boy, Kanye West, Blink-182, Weezer, and the Red Hot Chili Peppers. Warped Tour

**Warped Tour**

The Warped Tour is also a festival, but unlike Bamboozle it travels across the country and has been doing so annually since 1994. Mostly rock bands/artists...
Shangaa: The Art of Tanzania Makes Its Debut at QCC

By Gabriel Marrero

On February 22, QCC played host to a groundbreaking exhibition of African Culture. Shangaa: Art of Tanzania made its debut at our very own Art Gallery, where it will be on exhibition until May 17. The exhibit, which is the first to spotlight Tanzanian art in America, features almost 150 objects of art from various museums and private collections all around Europe. The result is a fascinating and diverse look at Tanzanian culture and artistry that is not available anywhere else.

In Swahili, the official language of Tanzania, Shangaa means to be amazed, surprised, or to be left feeling dumbfounded. Such a word is a great way to describe the emotions you may be feeling after seeing this exhibit. Many of the items in the exhibit may be hard to decipher for someone who has never had any experience with African art. However, even with a lack of knowledge on the subject, it is still very easy for one to go into Shangaa and appreciate the sheer beauty of the artwork. As quoted on QCC’s website, Faustino Quintilla, Executive

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Shangaa: The Art of Tanzania Makes Its Debut at QCC

continued from page 11

Director of QCC’s Art Gallery said that “Exposure to rarely seen treasures of this caliber is an invaluable cultural resource for the entire community, regardless of age [or] background.” The craftsmanship of many of the items is exquisite and gives off the sense of Tanzanian culture that the exhibit strives to convey. Many of the objects in the display were actual items used by a “waganga,” a sort of spiritual diviner doctor that would attempt to heal both the body and mind of those in his community. Many of the figures would even have medicines hidden inside them.

A majority of the items found in the exhibit symbolize the different aspects of Tanzanian culture. The masks, which make up a large portion of the exhibit, for example, were used in various celebrations and to appease spirits. There were many objects used for teaching, rituals, and even for various plays. An important aspect of Tanzanian culture that the exhibit portrays well is the various secret societies that played a role in everyday life. Members were initiated into these groups by learning knowledge such as the many rules, traditions, and responsibilities of their people. Societies such as the snake societies which specialized in snake handling and treating the various poisons associated with them, and the dance societies which utilized the sculptures shown below to attract the attention of the audience, are all portrayed in stunning artwork.

Many of the masks shown in the exhibit were used to pay homage to the various spirits that the locals believed in. The masks paid tribute to these spirits in hopes that the people’s fishing, farming, and various other works would be successful. Other masks were used to celebrate heroes and even to invite possession by spirits. Diviners would invite spirits to take possession of their bodies to provide healing and enlightenment. There are also various pieces of art that tell the history of Tanzania, such as the axe shown below. German colonial rule was an important period in Tanzanian history that produced many fine pieces of art. The axe represents the combination of Tanzanian spirituality and resistance against foreign influence, as it combines a ritual dance axe, with a rifle.

Whether you are big on African art or just looking for an interesting diversion, Shangaa: Art of Tanzania is a great way to get into the subject, and observe some fine artwork that isn’t available anywhere else in the states.
The Devil and Ms. Spencer: Chuck Palahniuk’s Damned is delightful

By Rachel Poulos

Chuck Palahniuk’s latest adventure into the world of fiction, follows the story of 13-year-old Madison, a sarcastic, confused, and extremely intelligent young girl who just so happens to be recently deceased. Daughter of a billionaire, attention starved, with narcissistic parents who care more about their public image than that of their only biological daughter, Madison finds herself to be taking a stroll through Hell after she died from what she believes was an overdose of smoking Marijuana.

Abandoned at a Swiss boarding school during the holidays, Madison lacks any recollection of the events that led to her early demise; only falling asleep in a town car and waking up in Hell, leading every chapter of Damned to begin with a letter addressed to Satan himself from young Maddie in the style of Judy Blume: “Are you there, Satan? It’s me, Madison.” Madison, incredibly self-aware for her young age, describes the landscape of Hell in various ways that do no justice to Dante’s version. Stranded in her cell alongside Nazi soldiers and people from the age of worshipping multiple gods and deities, Madison has all of eternity to ponder the meaning of life despite her own being cut so short, and is constantly asking the age old question, “Who am I?” Madison refuses to allow herself to be one of the poor souls locked in their cages screaming for all eternity; she finds that rather hypocritical and pointless, and focuses on her own goals for her forever-long stay down below. Quickly accepting that God must not be her biggest fan, she develops an obsession with meeting the Devil and getting on his good side, if he in fact has one. Her youthful curiosity and lack of any parental figure around her causes Madison to desperately hope for the Devil’s approval of her, and she is quite aware of the connotations that come with hoping to be in Satan’s favor. This does little to stop her from hoping, however, as she embarks on her journey in an attempt to find answers for herself.

Despite the protagonist of this tale being a thirteen year old girl, Damned is no way a quirky little teen read, nor should it be placed anywhere near the young adult section in your local Barnes & Noble. If you’re familiar with Palahniuk’s work, you are already aware that his writing is an acquired taste that many readers of classic novels and fantastical journeys may not appreciate. Damned sees Palahniuk going back to the same shocking, witty, sarcastic, and brilliantly satirical roots that put him on the map in the first place, leaving no timeless fan disappointed or any first time readers questioning why they picked it up in the first place (let’s all just pretend that Pynchon was never even written, shall we?). Make no mistake however, if you have a weak stomach, you should possibly sit this read out. Palahniuk has never been a stranger to extreme shock value, and often vividly describes things that some readers would describe as ‘sick.’ But we’re talking about Hell, here! There’s no sugar coating that, and Palahniuk may be called a lot of different names depending on how you perceive his style of writing, but someone who sugar coats the nitty-gritty details? Never!

Damned is no exception as it follows Madison and her little band of sinners and misfits throughout all of damnation. Think, The Breakfast Club, and that’s exactly who Madison finds herself surrounded with. These other detainees include the kind of stereotypes that we’re all familiar with: the jock, a once hardcore Christian who believes he’s been damned because of cheating during a Football game, a punk rocker, fearless and bold, sporting a bright blue Mohawk that reaches the top of his mold encrusted holding cell, a vapid and beautiful cheerleader, who’s more concerned with her own reflection than the unnerving sights and sounds around her, and an intelligent nerd who is an expert at mythological creatures and the history that surrounds them. Madison is the incredibly self-aware and self-titled “Hope-a-holic” who is suffering from an incurable case of “wishing” for various things, to be liked being her main goal. She integrates herself into their little group easily as the motley crew attempts to uncover the true meaning of their individual reasons for landing themselves in Hell. Starting out as a tour throughout their new home for all time, their mission develops into something much deeper. Their ultimate goal: finding Satan himself. Starting off each chapter with, “Are you there, Satan? It’s me, Madison,” is no mistake. Our protagonist has more than a few questions for the Devil himself. Disturbingly hilarious and engaging, Damned is nearly impossible to put down, even if you find yourself more than a little grossed out by the vivid descriptions and allow yourself a peek behind the sheltered curtain we all may often find ourselves hiding behind. Palahniuk burns that curtain down as he so often does, and taking this journey with his group of Breakfast Club sinners requires a large amount of morbid curiosity that will undoubtedly be satisfied if you happen to pick up Damned. As Mr. Palahniuk has always been so talented at doing, his newest novel will truly make you think about life, and ultimately, where your own actions will lead you in the end.
Arts & Entertainment

“Jackpot!” Dante the Demon Killer is back!

By Wendy Saenz

DmC: Devil May Cry entered stores on January 15, 2013 for the PlayStation 3 and Xbox 360 and on January 25, 2013 for PC. Ninja Theory took a risk with the new DMC game by making DmC: Devil May Cry as a reboot of the series and not a continuation. Just like the version it is a single player, third person game. While the previous games were in the same “world” with each game taking place in a different time period, the newest addition to the franchise is not only an origin story but also doesn’t take place in the same realm. Ninja Theory has given the beloved protagonist Dante a complete makeover. Unlike the previous games Ninja Theory’s Dante is fairly young, has short black hair and isn’t half human.

Many people rejected the new DMC just because of Dante’s new appearance but this game definitely deserves to be given a chance. DmC: Devil May Cry brings the same fighting system from the previous titles with new features such as the ability to switch between Dante’s guns and devil and angel weapons and abilities. Between the devil and angel weapons and Dante’s guns, there are about nine different weapons one can switch to. Each type of weapon does different attacks and one can gain more attacks as the player gets upgrade points. Not only can Dante use his weapons but can also use his own abilities such as long air jumps, evading ability and “Demon Trigger” which activates Dante’s demon power. The battle system is fairly easy to catch on to and the fighting combos of Dante’s various weapons are nearly limitless. Coming from the perspective of a person that hasn’t played any of the previous Devil May Cry games, DmC: Devil May Cry was definitely worth playing.

One negative point of the game is the length of the story line. As soon as I beat the game, I immediately began replaying it again. I didn’t want it to end! It’s a real shame the story line wasn’t longer. Another negative point would be the non-existent lock-on feature which can become frustrating when fighting large hordes of enemies and trying to focus on one enemy. One more thing that I noticed is that there is sometimes a slight pause between cinematic scenes and gameplay. DmC has about eight different levels of difficulty and has various side missions. After finishing the game on my first walkthrough, I went back to replay the game on the same difficulty to finish all the side quests and find all the hidden items. Even after that, I found myself wanting to play it again on a higher difficulty. Each difficulty has its own twist such as increase in strength and number of enemies and being killed in one hit.

On my first experience playing I was amazed at the graphics. Every time I entered a new area I was constantly turning my camera angle to get a view. I can’t imagine how much time Ninja Theory took to create the places Dante visits; there’s just so much detail and the backgrounds on some levels seem to go on forever. Throughout the game one is constantly traveling between the human world and the demon world, Limbo. While in the human world, during missions Dante is dragged into Limbo where the area Dante is in breaks and falls apart – literally. Buildings begin to collapse, streets break, revealing never ending pitfalls, and demons begin rise from the ground. When Dante is in Limbo scenery it’s completely different. Buildings are upside down, floating pieces of land are all around and when looking straight ahead, it seems as if there is no limit to Limbo. The scenery in the game is breath taking, there are so many fighting techniques one can do, the soundtrack is badass and Dante is still as stylish as ever. In the end, DmC: Devil May Cry is a game for almost everyone, whether you are new or a longtime fan of the series. Players will have fun hacking and slashing demons back to hell in this beautifully imagined action adventure game.
Email Etiquette

becoming fluent in today’s preferred form of business communication.

SPEAKER: Russel Mantel, Managing Partner
Certified Public Accountant
Kweit Mantell & Delucia LLP
Author of tens of thousands of emails

TOPICS DISCUSSED:

- Observing proper email practices and protocol
- How to avoid common pitfalls when sending emails – professional vs. personal
- Learn how to make a positive impact with your email

DATE OF EVENT: Wednesday, April 24, 2013
TIME: 1:00-3:00 p.m.
LOCATION: Room M136 (Medical Arts Building)
RSVP: by April 23, 2013
VKasomenakis@gcc.cuny.edu

Co-sponsored by: Accelerated Study in Associate Programs (ASAP), Business Society, Business Academy and Alpha Beta Gamma

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www.qcc.cuny.edu/business/thebusinessSociety
Tarantino Takes on Slavery in *Django Unchained*

By Aaron Simmons

One of the hottest movies this winter was the Academy Award Nominated *Django Unchained*, starring Jamie Foxx. The movie was directed by the world renowned Quentin Tarantino, best known for his reputation of making gory and over-the-top action films like *Pulp Fiction* and *Reservoir Dogs*. In *Django Unchained* a freed slave, named Django (Jamie Foxx), joined by a hit man named Dr. King Schultz (Christopher Waltz) journey into the Deep South to free Django’s wife from a slave master named Calvin Candie (Leonardo DiCaprio). When Django and Dr. Schultz first meet, Django is in the captivity of slave traders. Schultz frees him and declares Django a freeman. Schultz invites Django to be his hit man apprentice and in return he says he will help Django locate and rescue his wife Broomhilda (Kerry Washington) who’d been separated from him by the harsh realities of the slave trade. Over time Django becomes adept in the ways of killing and Schultz decides it’s time to go rescue Broomhilda. Pretending to be slave buyers they befriend a Mississippi slave master Calvin Candie; they believe he has Django’s wife. When they arrive at Candie’s plantation Django is finally reunited with his wife but Candie soon realizes Django’s true intentions. A standoff ensues and Django starts a shootout with Candie’s henchmen. After a long battle Django prevails. He takes his wife and they ride off together as a freeman and woman.

While *Django* was action-packed and would entertain thrill seekers; there were much bigger underlying messages in this movie. In most slavery films, slaves are depicted as being weak and not able to think or function independently. While Django did need help along his journey he showed a passion, independence, and bravery that we rarely see depicted in similar films. Rarely do movie goers get to see a black hero in the mold of John Wayne. This movie is definitely a must watch for fans of western films. Django was indeed a hero and he was brave, but he did have flaws. Along his journey to save his wife he encountered many slaves that were suffering and he often stood by and watched and sometimes contributed to their hardships. Ideally you’d expect a hero to step in and help but he knew that would risk his reunion with his wife and that was his primary goal.

Another controversial aspect of this movie was the repeated use of the n word. While the word has become popular in rap music and amongst today’s youth, it still strikes a chord with many members of the black community. The movie raises questions about whether or not the word is acceptable and if it is how many times is it okay to use it in a feature film of this magnitude. Tarantino is prone to making controversial films and he’s done it yet again with *Django Unchained*; a brilliant film, that I would highly recommended for teens and adults.
What's a Job Fair?

A Job Fair is an opportunity to meet with 50+ employers from business, non-profits, the healthcare industry and government coming to Queensborough in search of candidates to fill full-time, part-time, and internship openings. Don't miss it! Dress in appropriate interview attire (no jeans or sneakers are permitted).

Bring several copies of your resumé to the Job Fair. We can help you improve your resumé. Contact the Office of Career Services in the Library Building, Room 429, or call 718-631-6297 now to make an appointment with an advisor. Walk in hours for answers to your questions and resumé review are: Monday 10am – 11:30am, Tuesday and Thursday 2pm – 3:30pm.

Why You Should Attend Queensborough’s Job Fair

Queensborough’s Job Fair provides you with a unique opportunity to meet with employers without leaving campus. These employers can help you now and in the future, not only with the jobs they are offering but with their knowledge of the job market, industry, and careers. When it comes to interviewing, practice definitely makes perfect. You can use the Job Fair to practice your ability to introduce yourself to employers and speak about yourself. If you happen to be looking for a job, you may find one at the Job Fair but regardless don’t miss out on all the benefits the Job Fair has to offer. All Queensborough students and recent alumni are welcome!

Register online at www.collegecentral.com/queensborough or come to the Office of Career Services, Library Building, Room 429 and

REGISTER NOW...
Sports

Men’s Basketball Season Ends in Bitter Loss to Bronx

By Henry Rodriguez

On Friday February 22nd Queensborough men’s basketball lost a tough and hard fought game to Bronx Community College Broncos 83-69 in the CUNY championships at the Borough of Manhattan Community College, where they just couldn’t cut the turnovers and contain B.C.C. offense.

The game was really exciting. The Queensborough fans came out and were really supporting their team. In the first half the team wasn’t performing well. They were turning the ball over a lot in the first half, they were lacking defensive effort, and they even were missing some easy shots. The Tigers committed 13 turnovers while Bronx committed only 7. Bronx had 5 fouls in the first half while Q.C.C. had 9 fouls. The Tigers looked like they were in trouble with the defending CUNY champions. The one positive was that they went 3-3 from the three point line. The problem was that they allowed Bronx C.C. to go 5-5 from three point land. Especially early in the game. Bronx C.C. went 7-21 from the free throw line, while Q.C.C. only went 3-4. At half time Q.C.C. was losing 46-27.

The second half was a different story. The Tigers were playing really good defense. It took Bronx C.C. a while to find their scoring game. By the time they did Q.C.C. was on the verge of making a huge comeback. The Tigers came roaring back, led by Troy continued on page 22

Get Fit at Home

By Maria Fabregas

Spring is just around the corner, and if you have not already started working on getting fit, there is no better time to start than this instant. It is important to stay healthy, and even if we do not always eat what is best for our bodies, it will make a difference if we apply a workout routine to our busy lives. Who says you need to sign up at a gym to get in shape? If you have an exercise mat or the floor, feel free to use it. If not, the floor will work just fine. You should perform the following exercises for at least 2-3 minutes each.

**The Side Lunge with Windmill Arms** - Stand with your legs wide, your arms straight out to the sides and parallel to the floor. Bend the right knee into a side lunge and bring the left arm down towards the foot. Come back up, rotating the arms, and lunge to the left, bringing the right arm down towards the floor. Continue lunging side to side (your arms will move like a windmill).

**High Jogs** - As you jog in place, you should bring your knees up high, to the waist level if you can. Make sure to keep your knees bent to absorb the impact.

**Ice Breakers** - Begin with feet wide. Jump up and land in a wide squat while swinging your right arm around, over your head and down in a chopping motion. Repeat the jump, chopping with your left arm.

**Front Plank** - Lie on your stomach on a mat or the floor with your legs stretched in front of you. Slowly lift your torso and thighs off the floor. Keep your torso and legs rigid. Do not allow any sagging in your ribcage or low back. Continue to breathe, keeping the abdominals strong while holding this position. Try holding this position for 5 seconds or for as long as you can. Keep the torso and legs stiff as you slowly and gently lower your body back towards the mat or floor.

**Bent Knee Sit Up or Crunches** - Lie on your back on a mat with your knees bent, feet flat on the floor and heels a comfortable distance (12-18”) away from your seat. Place your hands behind your head. Pull your shoulder blades together and your elbows back without arching your low back or causing your ribs to splay out. This elbow position should be maintained throughout the exercise. Your head should be aligned with your spine. You can then slowly curl your head and shoulders off the mat. Continue curling up until your upper back is lifted off the mat. Hold this position briefly. Gently inhale and lower your torso back toward the mat slowly and with control. Keep your feet, tailbone and low back in contact with the mat.

**The Superman** - Lie on your stomach on a mat or the floor with your legs outstretched behind you. Your toes are pointing toward the wall behind you. Reach your arms out overhead with your palms facing each other. Exhale. Slowly lift your torso and your abdominal and core muscles to stabilize your spine and slowly and strongly reach both legs away from your torso until they lift a few inches off the floor. At the same time float both arms a few inches off the floor. Keep both legs and arms straight and allow any rotation in the arms, legs, shoulders or pelvic. Your head is aligned with your spine. Relax your neck and align your head with your spine.

**Bent floor** - Lie on your stomach on an exercise mat or floor with your hands positioned directly under your shoulders and fingers facing forward. Gently exhale. Engage your abdominal/core muscles to support the spine. Press your hips into the mat or floor. Lengthen the torso and curl your chest away from the ground while keeping your hips stable. Keep the shoulders rolling down and back. Hold this position for 15 - 30 seconds. Gently lower your upper body back to the mat or floor, lengthening the spine as you descend.

The last 3 minutes of your workout should be used to simply relax, you should inhale and exhale air deeply and make sure the air is reaching your lungs. Enjoy this routine and feel free to share it with your friends!
Celebrates ASIAN-AMERICAN HERITAGE MONTH

ASIAN CULTURAL FESTIVAL

FREE ADMISSION / CUNY ID REQUIRED

ASIAN ARTS & CRAFTS

• Calligraphy
• Chinese Knotting
• Crocheting
• Indian Hanna
• Paper Folding

PERFORMANCES

• Bollywood Dance
• Chinese Folk Dances
• Chinese Percussion Music
• ErHu & HuLuSi Music (Chinese Violin & Cucurbit Flute)
• Fujian Opera
• Hebei Pangtzu (Chinese Opera)
• Indian Classical Dance
• Korean TaeKwonDo

ASIAN ETHNIC FOOD - Chinese & Korean

WEDNESDAY
APRIL 10, 2013
1 - 3 PM
STUDENT UNION BUILDING

Co-sponsored by:
Asian Society, CSTEP Club, Foreign Language Society
Haitian Club, International Students Club,
Newman Club, Port of Entry Program
QCC Student Government

QUEENSBOROUGH COMMUNITY COLLEGE / THE CITY UNIVERSITY OF NEW YORK
222-05 56th Avenue, Bayside, New York 11364 (LIE Exit 29)
STEM Research Club

OSI Pharmaceuticals
Team of Scientists

March 20th 2013 in S-111
1-3 pm

Seminar Topics
- Careers in Drug Discovery
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- Applications of Chemistry, Biochemistry and Biology

CO-SPONSORS – Chemistry Club, CSTEP, Science Research Alliance
All QCC Students Welcome with Valid Student ID - Refreshments Served
Every year a team wins a championship for their school, but rarely does a team repeat the achievement. That is what's on the mind of every Queensborough Tiger this year as they begin to train. Last year was a great year for Queensborough’s baseball teams. Led by head coach Roger Mischel, the Tigers went 13-7 in conference play and eventually went on to win the CUNY Championship, earning themselves a spot at regionals. They then went on to play in the regionals for a chance at the World Series and narrowly lost the first game to Suffolk Community College. Seeing as how regionals was a two game elimination series, the tigers needed to win three straight now in order to advance to the Junior College World Series. They won the next game against Bronx Community College, but were facing the same Suffolk team that beat them the day before again. Queensborough lost big in game three and were eliminated from the competition. Team member LebroBurnette said, “Regionals was a hard loss for everyone, they were games that we easily could’ve and should’ve won.”

Repeating this record will be more of a challenge for this team who lost all four sophomore starting pitchers, and three relief pitchers who were a big part of the team's success. They also lost their starting first, second, and third basemen to graduation as well. As tough as losing those players was, the coaching staff had most of last year and all summer long to find replacements for the graduating athletes. Regardless of their losses the team seems as confident as ever going into this year. “We knew we were going to take a huge loss this year with all the sophomores we had on the team last year, but coach Roger, Al, and Joe all did really good jobs bringing in not only new arms, but a couple of extra fielders too,” said Homage Deljanin. The team had a productive fall season and some players emerged with the opportunity of playing time making the coaching staff that much more confident in the squad. Players who redshirted last year and the new players the coaches brought in were all shining and the future is looking bright for Queensborough. With the addition of these key players and the amount of time they spend in the gym and the track outside why shouldn’t they?

Unfortunately, trouble hit the team after the fall season. Every baseball team expects to lose a few players because of academic issues; it's unfortunately just the way it is with college sports. The Tigers lost a few, but the few were starting players who the coaches were expecting to lead the team back into contention. In addition to that they lost their potential number one pitcher because of financial issues. Losing those guys was tough especially after the great promise they showed in the fall season. But this is why we all practice not just nine of us; we have players who can come in and still not only get the job done but be good at doing it,” said LebroBurnette. And he's right; I had the chance to go watch a few practices and when I asked which of the players were the ineligible ones, they only pointed out two. The rest didn't come back because it was their final year, but by the looks of things the Tigers haven't skipped a beat. The players they lost have already been replaced by other extremely talented players. "We stick together as a family, but at the same time we want to play. So if someone is ineligible it's more of an opportunity than a tragedy, and plenty of them took the opportunity to get the open spots, “said Deljanin. The Tiger's aspirations aren't just to go back to the CUNY Championship and win; they expect to go further into the regionals. And it's not a farfetched idea, so don't be surprised if they stitch in a new year to the banner they have hanging in the gymnasium, right next to 2012.
Frustrated Tigers Women lose to Hostos 55-44

By Henry Rodriguez

On February 19th the Queensborough women’s basketball team lost to Hostos Caimans 55-44 in the CUNY tournament in Borough of Manhattan Community College where the Tigers fought an intense and difficult game. After the game there seemed to be some trouble in the Tigers locker room. Elyse Langley, accompanied by Coach Chambers, came out of the team locker room and seemed distressed. When the players were asked to talk about what happened in the locker room, the team declined to answer the question. When Coach Chambers was asked the same question he responded, “The team was frustrated about the game. The second year players were frustrated amongst themselves. Last year they were the #1 seed in the CUNY Tournament and this year they were seeded #4.”

The Tigers were lead by Shantana Kanhoye who had 14 points, 5 assists, 9 rebounds, 1 block and 14 turnovers. Gessell Prentice had 14 points, 5 assists, 4 steals, and 4 turnovers. Q.C.C. challenged Hostos and made it difficult for them in the first half. The Tigers only committed five fouls. They moved their feet, constantly passing the ball around and being active as a team. There seemed to be more communication throughout the team once they were back on defense, and they were keeping the score with reaching distance so they could have a little momentum and confidence going into halftime. At halftime the score was 29-23 Hostos. It was apparent that QCC was confident in that first half which looked like they were coming up with a formula to beat Hostos.

In the second half the game the Tigers were making an attempt to come back and take the lead. However, Q.C.C. made a lot more mistakes in the second half. Even though Hostos committed 13 turnovers, Q.C.C. were turning the ball over as well. They committed 15 turnovers. They kept their foul total to 8. However Hostos made it to the free throw line a little more frequently then Q.C.C. Hostos went 4-6 from the line, while the Tigers only went 1-2 from the line. Whenever Hostos was about to break away, Q.C.C. would make their three pointers to keep at reasonable deficit. Q.C.C. went 4-7 on the three point line. The lowest they would ever cut the Hostos lead was at 3 points. Besides the turnovers, the other two stats that hurt Q.C.C. were offensive rebounds and field goal shots. Hostos had 14 offensive rebounds which gave them a lot more second chance opportunities on the offensive side of the ball. Hostos only allowed two offensive rebounds for Q.C.C. Hostos field goals were 11-28 while Q.C.C. went 7-23. At the end of the day Hostos made their shots when they had to. When asked of his opinion on the game, Coach Chambers said, “Opportunity was there but they just couldn’t complete the comeback. It’s a shame but that is how the game turned out.” When questioned of the team’s turnover issues he cited a, “lack of focus on his team’s part. Lack of trust and faith amongst themselves. They were arguing with themselves and just lost concentration.”

This season the first year coach rated the season from a scale of 1-10. For the learning experience for him and his team, he rated it a 7. As for the overall performance he gave it a 4. ShantanaKanhoye was selected as an ALL CUNY tournament team. There’s always next year, Tigers.

Men’s Basketball Season Ends in Bitter Loss to Bronx

Singleton who has played with a fractured foot this whole post-season (went 8-10 on FG, 5-5 3PT FG, had 24 points.) As well as Andre McFarlane who had a double-double (with 10 points, 16 rebounds, and 3 blocks.) They were moving the ball beautifully. They were making an attempt to come back and take the lead. However, Q.C.C. was protecting the ball well, and by the middle of the second half they had cut the deficit to 10 points. Then the Bronx Broncos decided to pick their game up and made it difficult for the Tigers to finish their comeback. Whenever Bronx C.C. was looking like they were going to pull away, the Tigers would make a very much needed shot. Especially the three pointers. They got the deficit cut as low as 5 points. Then it all went downhill. The Tigers had trouble making their shots and were turning the ball over again, and occasionally missed their shots. Q.C.C. was never able to come back from there slump.

After the game Troy Singleton said they had a tough first half. When ask if the team was intimidated by Bronx C.C., especially after playing them twice in the regular season and losing both games by double digits, he says “no they were just a little nervous playing in the championship. They just had to settle down for a little bit and they would be fine.” He also thanked the fans who came out and really supported the Tigers in this game. When Andre McFarlane was asked about any fatigue in the second half he said “no they just didn’t have enough time to complete the comeback”. Both Singleton and McFarlane were selected as All CUNY Tournament players. It was a great performance by Q.C.C. and even though they came up short, they did a good job and made Q.C.C. proud.
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Department of Student Affairs  
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Professional Speaker, Business and Social Success Trainer  

Etiquette In Action  
A Business Dining Experience  

Thursday, April 18th – 4pm sharp to 6:30pm  
Oakland Dining Room/Loggia  

*********  

Seating is limited to the first 50 registrants. You must come to the Office of Career Services located in the Library Building Room 429 to pick up an application/contract, to be completed and returned by April 3, 2013 with a copy of your Spring 2013 Bursar receipt, and a refundable deposit check* for $20.00 made out to Queensborough Community College.  

*Your check will be returned to you upon your participation at the conclusion of this free event.  

For admission you must have a valid QCC ID and be appropriately dressed in business attire.  

Prompt arrival is required as a full dinner will be served.  

If you have any questions, please call 718-631-6297 or visit L429.  

This is a free event for QCC students only.
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