The Master of Fine Arts program in Screenwriting is completing its first year. As Professor Bob Engels said, it has been a “learning experience for everybody—in a good way.”

The program began last fall under the guidance of Professor Julie Selbo. The program admitted 15 students who progress through their classes together as a cohort. Engels said that the challenge is to find the unique voice of each student and to raise the level of their writing. “A lot of it is one-on-one. It’s a great way to teach writing,” he said.

The second year will be a rigorous one for the students. While benefitting from mentoring relationships with the screenwriting faculty, students will complete two writing samples for television and a full-length script. This full-length script serves as each student’s Master’s thesis. Students will emerge from the program ready to begin careers as professional screenwriters.

The department envisions the Screenwriting program as an attractive alternative to programs at UCLA and USC. The department is well on its way to meeting this goal, having doubled the number of program applicants from the first year to the second. “It’s fun that we’re the upstart,” Engels noted. “It can only get more popular.”

“If we do this right, we’ll be just as successful as the other two programs,” Engels said.

For more information on the Screenwriting M.F.A. program, see communications.fullerton.edu.
WRITING TIPS FOR GRADUATE STUDENTS

IDEA GENERATION THROUGH VENTING

Venting is an effective strategy for de-stressing, but did you know it can also be a handy tool for coming up with ideas for your paper writing?

Now, it should be noted that venting isn’t merely complaining. Oh no: venting involves a litany of challenges, difficulties, complexities, and conundra accompanied by causes, reasons, complications, and connotations. Constructive venting resides in the sharing of these analyses of one’s life, followed by comments of sympathy and encouragement by the fellow venter, and sometimes some rather ingenious fixes for elements of the problem. Many’s the time I’ve been going on and on about the shape a paper REFUSED to take only to find that in all my whining, the main idea finally emerged!!

There does come a point, though, when venting too much is symptomatic of something deeper, and it’s not just that your spouse’s eyes glaze over whenever you digress into the totally unhelpful markings Professor So-And-So leaves on your papers. Sometimes life has a way of piling it on all at once. At those times, it’s best to seek the help of someone who knows what they’re doing. One way on campus is to visit the CAPS Psychologist for grad students, Dr. Jime Salcedo. He can be reached at jisalcedo@fullerton.edu. Another option is the Graduate Student Support Specialist, Catherine Ward. She can be reached at cward@fullerton.edu. The CAPS website is a great source of information as well.

UPCOMING DEADLINES

SEPTEMBER 4, 2012
OCTOBER 23, 2012
DECEMBER 11, 2012

Eligibility Requirements:

1. Applicants must be currently enrolled in a graduate degree program at CSUF and must be in good academic standing.

2. Applicants must have filed a FAFSA and have a demonstrated financial need.

3. Submit a completed application to the Office of Graduate Studies, along with a letter of recommendation from a faculty member.
VOICES OF TRUTH
GUEST SPEAKERS INSPIRE STUDENTS

Cal State Fullerton hosted a number of world-class guest speakers this past spring. Among them were astronaut Tracy Caldwell Dyson, author Uche Lynn-Teresa Ugwueze, civil rights leader Congressman John R. Lewis, author Helena Maria Viramontes, and social justice advocate Tom Hayden. Guest speakers offer students inspiration; they provide practical examples of how students can take what they learn in school and use it to expand knowledge, create beauty, express truth, and affect social change.

“Because I Love My Community So Much”

Helena Maria Viramontes, acclaimed author and professor of Creative Writing at Cornell University, walked away from her graduate education. Her advisor had pressured her to stop writing about Chicanas and Chicanos and to instead “write about people.” Viramontes refused to let this professor belittle her history and culture and deny her personhood. So, she left school and set out to publish her stories on her own. Viramontes shared this and many other stories from her life in her presentation at Cal State Fullerton on March 22. She spoke about a childhood spent pouring over books in her local East LA library, the happenstance nature of her admission into college, and her eventual triumphant return to graduate school.

Best of all, she read excerpts from her books Under the Feet of Jesus and Their Dogs Came With Them as well as from a new novel currently underway. Viramontes’s writing speaks to the truth of her Chicana upbringing and experience. She is inspired, in part, by the “rage of wanting to reclaim lost voices.”

“I am committed to writing the best I can because I love my community so much,” she said. Helena Maria Viramontes’s visit to campus was sponsored by the Chicana and Chicano Studies Alliance, the Chicana and Chicano Studies Department, the Office of the Vice President for Student Affairs, Women and Gender Studies, Freshman Programs, and EPOCHS.

By Jed Kuhn

“One of the Most Courageous Persons the Civil Rights Movement Ever Produced”

On February 26, 2011, the Honorable John R. Lewis (D-Georgia) spoke at the Fullerton Arboretum. Congressman Lewis, the last surviving speaker from the “March on Washington” in 1963 with Dr. Martin Luther King Jr., captivated the hundreds of students, faculty, staff, and campus visitors who were in attendance.

A great orator, Lewis spoke of his early childhood and the not-so-distant memory of discrimination in the United States. His words were both touching and powerful, telling the history of his life as a young civil rights activist fighting for equality. As a personal witness to the changes the civil rights movement brought to this country, Lewis showed how history can reverberate on a most intimate level. For example, he shared a story of a man who viciously beat him simply for exercising his right as a citizen to ride an integrated Greyhound bus across state lines. Years later, that same man met with Lewis and apologized for the terrible treatment he inflicted upon him so many years before. This meeting captured the intimate details of a larger movement of change—a change that allows all men and women to freely exercise their rights.

Congressman Lewis’s visit to campus was sponsored by the Center for Oral and Public History and the Fullerton Arboretum with support from the Associated Students of CSUF, Inc., the CSUF Missions and Goals Initiative, and the CSUF Department of History. Additional support was provided by the office of Congresswoman Loretta Sanchez and a grant from the California Council for the Humanities.

By Mary Frances Martinez
SPOTLIGHT ON STUDENT RESEARCH
FOUR GRADUATE STUDENTS OFFER US A LOOK AT THE EXCITING RESEARCH TAKING PLACE AT CAL STATE FULLERTON.

Jay Buteyn, History

A few semesters ago I enrolled in a Community History class not really knowing what to expect. As it turned out, the topic of the class focused on European immigrant communities in Southern California who had experienced World War II. The war in Europe happens to be my area of interest so this worked out nicely. Better still, we would be conducting two interviews as part of our research, something I had never done before.

I chose to focus my research on immigrants from the Netherlands. Working with a local Dutch-American organization I made contact with two former Dutch citizens, Wouter van de Bunt and Anneke Delen, both of whom lived in Holland during German occupation and had connections to the Dutch underground. Wouter related his memories of smuggling ration cards, contraband, and on one occasion an allied pilot across the countryside. Delen explained how her father let fugitives hide in their attic and how she was instructed to speak to no one about this because of the threat of collaborators.

The process of interviewing these people who experienced the events of the war first hand is by far the most exciting research I have ever done! So when I heard about the opportunity to present my research at the Phi Alpha Theta Biennial convention in Orlando, Florida, I immediately submitted my paper for consideration.

This was my first time presenting my research at a conference and I did not know what to expect. I was nervous someone in the audience would point out some glaring error in my work or ridicule my research in some way. About twenty people showed up to the panel and the presentation actually went very well. I was asked several questions, all of which I believe I was able to answer to the askers’ satisfaction. I even received several compliments from several graduate students and faculty.

Overall, the research and presentation was extremely rewarding. I strongly encourage anyone who has not done research of this nature or presented a paper at a conference to do so.

Burrel Vann, Jr., Sociology

My research centers on contemporary social movements and political participation, with particular attention to college student participation in budget cut protests. The current situation provides a temporal example of the various factors that push people into action. Given that education is a means of improving life outcomes, it is important to explore the ways in which college students respond to cuts that impede their educational trajectories and the factors that facilitate participation. I conclude that, despite what scholars say about grievances being a weak mobilizing factor, students at CSUF rely heavily on their dissatisfaction with the budget situation, as well as their belief in the effectiveness of protest, to propel them towards social movement activity.

I’m appreciative of having the opportunity to present these findings (and others) at several conferences and receive high praise. I’ve learned that conferences provide a much needed professional forum for discussing academic interests and findings, as well as providing useful feedback (from experts in my field of study) for approaching, framing, and improving my research inquiries.
Emily Rayburn, Nursing

In fulfillment of the M.S.N. degree at CSUF, graduate nursing students contribute to their profession through a culminating experience that involves creating an innovative project, conducting a research study, or writing a thesis.

While working at a prenatal care medical office, I became aware of the need for patient education regarding food safety during pregnancy. I looked into this topic further by conducting an in-depth literature search on listeriosis, toxoplasmosis, and methylmercury poisoning because these pathogens/toxins are predominant throughout the literature for causing adverse outcomes if consumed in foods/liquids during pregnancy. My research revealed that most pregnant women are unaware of the serious health threats associated with foodborne illness because many prenatal care providers do not routinely discuss food safety with their clients, nor are effective educational tools readily available. Thus, for my culminating experience, I designed an innovative project in the form of an educational brochure titled “Can Food Harm my Unborn Baby? Your Personal Guide to: Food Safety During Pregnancy.”

The brochure is colorful and easy-to-read and is intended to raise food safety awareness by helping facilitate conversations between prenatal care providers and their patients. The brochure focuses on definitions, statistics, symptoms, risks, and prevention strategies for listeriosis, toxoplasmosis, and methylmercury. The brochure is also available in Spanish and includes practical guidelines for food hygiene, specific cooking temperatures, and web-based resources on food safety.

To integrate this brochure into the community and perform an initial trial of its effectiveness on the food safety behaviors of pregnant women, this project received financial support from the Graduate Student Research Fund through the Office of Graduate Studies. The grant funds enabled lower-cost printing of 1,000 English and Spanish brochures. These educational brochures are currently in the printing process and will be distributed to the Perinatal Health Educator at Eisner Pediatric and Family Medical Center in Pasadena where family planning and prenatal care services are provided to both English and Spanish-speaking clients. Copies of the brochure also will be provided to the Mother Baby Assessment Center at St. Joseph Hospital in Orange for use in its community programs serving lower-income pregnant women in Santa Ana.

By using this brochure, nurses can function as food safety advocates who lead primary prevention efforts and role-model the importance of including food safety awareness education in routine pregnancy care.

Rebecca Sheedy, Biology

How can we carry on a conversation even when the music is blaring? The simple answer is that we change how we talk (raising our voices, changing the pitch, and emphasizing key aspects of speech) and often we don’t even realize we are doing it!

For my Master’s research in biology I am interested in how birds deal with similar loud situations, but instead of music, they must cope with noise pollution. Noise pollution, often traffic noise in southern California, is increasing with the increase of urbanization and poses a problem for birds because it masks their songs. Songbirds use songs to attract mates and repel rivals. Interfering noise pollution reduces the effectiveness of songs, but it turns out that many bird species dynamically alter their songs to mitigate the negative effects of noise pollution.

I am particularly interested in how the black phoebe, *Sayornis nigricans*, a songbird species that thrives in urban areas, adjusts its songs in response to traffic noise. I will measure whether black phoebes change the loudness of their song, their song pitch, and the duration of time they spend singing. Understanding how black phoebes respond to noise pollution will add to our understanding of the ways birds respond to human disturbance. With the continued expansion of urban areas these disturbances potentially limit where species can live, and understanding how noise pollution affects bird song helps us in our conservation efforts towards songbirds in the future.
PROMOTING GRADUATE EDUCATION THROUGH COMMUNITY ENGAGEMENT

The primary goal of the Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students (EPOCHS) program is to increase the number of Latina/o students who pursue and achieve a graduate degree. One way EPOCHS works to achieve this goal is through community engagement.

The EPOCHS program understands that to increase the enrollment of traditionally underserved communities, it needs to reach out to those communities with resources, information, and inspiration. Over the past year, EPOCHS has partnered with schools and community groups to instill the belief in Latina/o high school students, middle school students, and their families that college and graduate school are within their reach.

On March 9, EPOCHS joined with Los Amigos of Orange County and other campus and community groups to produce the 3rd Annual “Orange County Latino Education Community Conversations” event, held at the Titan Student Union. This event was designed to bring school district administrators and K-12 educators into conversation with Latino families in Orange County.

Catalina Olvera, a Cal State Fullerton doctoral student who chaired the event planning committee, said that the goal of the conference was to begin “bridging the communication gap between parents and the school system.” Olvera explained that schools are often unsuccessful in opening lines of communication with the parents of English Language Learner students. The result is that parents and schools are unsure of how to work together toward the common goal of providing students with the best possible education. “We want to shift the strategies that we use in working with this population,” Olvera said, noting that we don’t yet have the solution to communication problem. “We were striving for a discussion between both groups about what their expectations are of each other and how can they accomplish those goals to meet the needs of the students.”

Olvera, who is also a member of Los Amigos, believes events such as this one will empower parents, letting them know what services should be provided to their children. “The hope that we have is that our participants will take this home and be able to immediately use it.”

The conference included four breakout sessions. A session presented by EPOCHS highlighted the benefits of graduate education. Olvera noted that Latino families often expect their children to go to work immediately after completing their Bachelor’s degrees. By educating parents about the benefits of graduate education, EPOCHS expects to cultivate more family and community support for Latina/o students who pursue postbaccalaureate degrees.

The “Education Conversations” event was produced through the combined efforts of Los Amigos of Orange County, the Orange County Department of Education, the CSUF Office of the Vice President for Student Affairs, the Chicano Resource Center, the CSUF College of Education and its Educational Leadership Department, Migrant Education IX, CAMP Santiago Canyon College, and EPOCHS.

Educators engage in the presentation Photo: Zeke Hernandez
PROMOVENDO LA EDUCACIÓN SUPERIOR A TRAVÉS DE UN COMPROMISO E INVOLUCRACIÓN COMUNITARIA

El objetivo principal del programa de mejorar las oportunidades en la universidad estatal de Fullerton para los estudiantes Hispánicos (EPOCHS), es incrementar las matrículas de estudiantes latinos/as que buscan obtener un posgrado. Una manera en que el programa EPOCHS se encarga de promover este objetivo es mediante la participación de la comunidad.

Para incrementar las matrículas en la universidad el programa de EPOCHS sabe que la manera de llegar a la comunidad, que tradicionalmente no tiene acceso a esta información, es a través de recursos informativos. En el último año, EPOCHS se ha comprometido y ha trabajado con otras agencias comunitarias para inspirar una esperanza en las familias y en los estudiantes latinos de las escuelas secundarias e intermedias con el mensaje de que es posible llegar a la universidad y obtener un posgrado.

El 9 de marzo, EPOCHS tuvo la oportunidad de unirse con Los amigos del condado de Orange y otros planteles y organizaciones educacionales, que participaron en el tercer evento anual de “Conversaciones comunitarias de educación de latinos del condado de Orange,” que se llevó acabo en Titan Student Union. Este evento fue diseñado para permitir a los administradores y educadores de K-12 entablar conversación con familias latinas del condado de Orange.

Catalina Olvera, estudiante del programa doctoral de la universidad estatal de Fullerton, quien dirigió el comité del evento, afirma, que el objetivo principal fue: “construir ese espacio que existe entre los padres de familia y el sistema educativo.” Olvera explica, que las escuelas no logran abrir esas líneas de comunicación con los padres de estudiantes no angloparlantes. La mayoría de veces los padres y las escuelas fallan en trabajar juntos con la meta de proveer a los estudiantes con una mejor educación. “Lo que nosotros queremos es cambiar estas estrategias que siempre se han utilizado con esta población” explico Olvera.

Olvera, quien es miembro del comité de Los amigos, cree que eventos como este van a motivar a los padres al informarles que si existen servicios que ayuden a sus hijos. “La esperanza que tenemos en nuestros participantes, es que se lleven esta información con ellos y que lleguen a utilizarla inmediatamente.”

Esta conferencia incluyó cuatro sesiones de talleres. Una de esas sesiones presentada por EPOCHS; destaca la importancia y los beneficios de un posgrado. Olvera señaló que dentro de las familias latinas existen las expectativas de que después de graduarse con un bachillerato sus hijos consigan empleo. Al educar a los padres de los beneficios de un posgrado, EPOCHS espera cultivar en las familias y en la comunidad ese apoyo a los estudiantes latinas/os que decidan continuar con un posgrado.

El programa de EPOCHS, promueve incrementar más matrículas entre los estudiantes latinas y latinos para que veamos en un futuro más latinos profesionales y profesores en los años a seguir. En el 2004, la universidad estatal de Fullerton fue reconocida como una institución que sirve a los hispanos y está comprometida a reclutar y contratar una facultad diversa que sea reflejo del cuerpo estudiantil. Trabajando con otras organizaciones para fortalecer la educación de los estudiantes latinas y latinos en el sistema de K-12 e introduciendo a las familias los beneficios de una educación superior, el programa de EPOCHS está trabajando en mejorar y alcanzar un mayor éxito.

El evento de “Conversaciones educativas” fue organizado con el esfuerzo en conjunto de Los amigos del condado de Orange, El departamento de educación del condado de Orange, La oficina de asuntos de estudiantes de la universidad estatal de Fullerton, Centro de recursos Chicanos, La facultad de educación de CSUF y El departamento de liderazgo educativo, Migrant Education, CAMP del colegio comunitario de Santiago Canyon, y EPOCHS.
The Office of Graduate Studies provides leadership in graduate student affairs and policies, administering the EPOCHS federal grant as well as several scholarship programs: Graduate Equity Fellowship, CSU Pre-doctoral Fellowship, Giles T. Brown Thesis Award, Chancellor’s Office Doctoral Incentive Program, and EPOCHS Research Fund. All master’s theses and doctoral dissertations are reviewed in the Office of Graduate Studies, an important final step before graduation for many students. The Office of Graduate Studies serves as a source on state regulations and campus policies overseeing procedures, including enrollment, classification, leave of absence, academic standards, and assisting department graduate program advisers. Central to the Office’s service is the evaluation of each graduate student’s study plan for classification status, as well as review for graduation check and posting the awarding of the graduate degree.

**FAQs**

**What if I have finished all my classes, but I am still working on my project. Do I have to be enrolled?**

Yes. During Fall and Spring semester, you must be enrolled. If you have no other classes to take, you enroll in GRAD 700. You might be able to enroll in GRAD 700 via University Extended Education. Come to the Office of Graduate Studies at the start of the semester to pick up the paperwork.

**How do I apply for a graduation check?**

In Titan Online, choose “Apply for Graduation” from the “other academic” dropdown box under the “Academics” heading. Next, pay the $115 fee to the campus cashier. You must do this within five days of applying for graduation through Titan Online.

**What if I need to take a semester off?**

To take a semester off, file a Leave of Absence form. All graduate students need to be enrolled every semester or they will be discontinued. Form is available at www.fullerton.edu/graduate.

**I thought I would graduate this fall, but now I realize I won’t be finished. What should I do?**

Come into the Office of Graduate Studies and ask to update your grad date to Fall 2012 or later.