



A Living Legacy and CCE Grad

Trent Tucker uses degree in work with urban youth

Tven as a child growing up in Flint, Michigan, Trent Tucker realized how lucky he was to have positive role models.

“My parents taught me early on the importance of making positive choices and having a support system,” he said in a recent interview. Even so, “growing up, college wasn’t something that was really in my plans. Every day, I was faced with negative [situations]; drugs, alcohol, and other tragic events.”

However, Tucker’s father, a part-time carpenter and employee at General Motors, and his mother, a home-maker, fostered a strong sense of community values and stressed the importance of education. They also encouraged his athletic pursuits. At age seven, he first picked up a basketball—and immediately found his calling.

“When I started receiving college recruiting letters in the 10th grade,” Tucker said, “I realized basketball would give me the opportunity to go on to college.” After much consideration, Tucker chose the University of Minnesota, and in 1978 became a student athlete.

For Tucker, as for many people, college was direct preparation for a future career. Unlike most people, however, Tucker’s career aspirations were to play in the NBA. After leading the Gophers to a Big Ten championship in 1982, Tucker left

the U and entered the NBA draft, where he was selected in the first round by the New York Knicks.

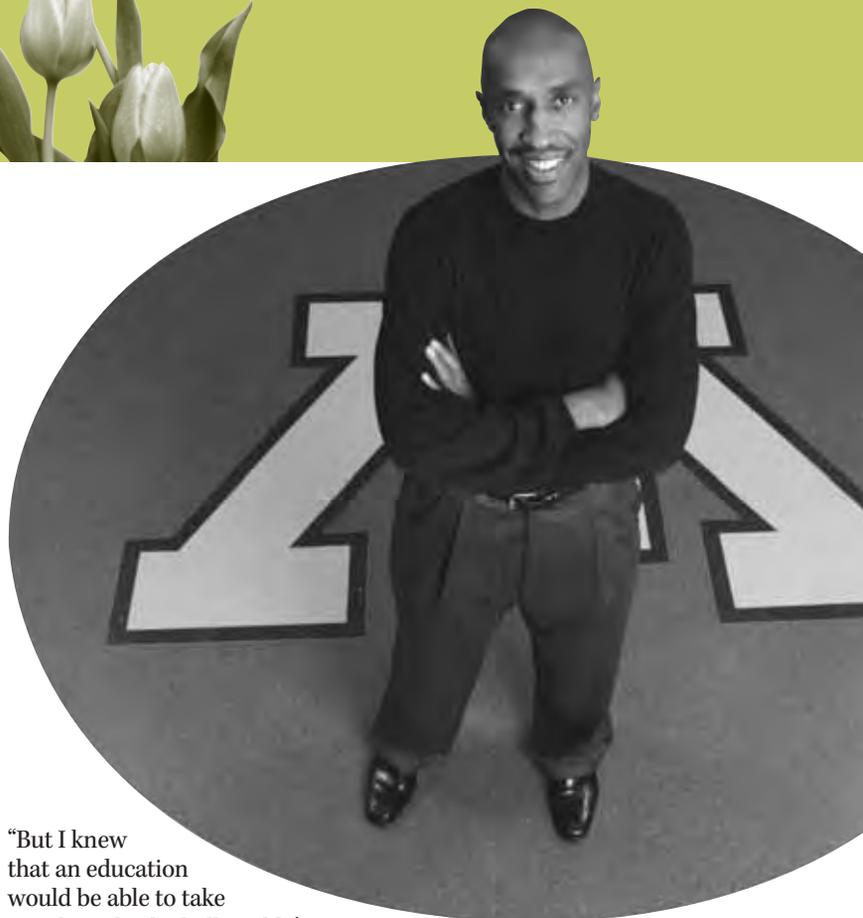
What followed was an 11-year basketball career. Known as one of the greatest three-point shooters in basketball history, Tucker also played with the San Antonio Spurs and the Chicago Bulls—with whom he won a championship ring in 1993.

Not long after going pro, Tucker began donating his time and his support to youth organizations. He explained, “It was a natural progression for me, really, because I realized I couldn’t have made it to where I was without the opportunities that had been given to me....I felt it was important to educate our youth and make them understand...there is a bigger picture out there for them to see.”

He founded the Trent Tucker Basketball Camp for youth in the mid-1980s, and in 1998, after his retirement from the NBA, he founded the Trent Tucker Non-Profit Organization. The organization is designed to help urban youth realize their potential.

It was working with kids that made Tucker realize that he wanted to go back to school to finish his degree—more than two decades after his last stint in the classroom.

“I was lucky to be able to play sports at the highest level,” he said.



Trent Tucker

“But I knew that an education would be able to take me places basketball couldn’t. It would give me the credentials to do different types of things I’d love to do—coaching college basketball, working with kids.”

So in 2004, after a 23-year hiatus, Tucker returned to the U to get his degree. He enrolled in the College of Continuing Education’s Inter-College Program, a self-

designed bachelor’s degree program that draws course work from across the University’s colleges.

“The Inter-College Program allowed me to further my education in things I’m

involved with, and enjoy doing—like working with my youth programs....I could study things that were important to me, and my career after basketball,” he said.

Still, returning to the classroom as an adult was not easy—even for a former professional athlete and celebrity. “I remember,” Tucker laughed, “that first day I walked in and sat down and the students kind

of looked at me for a minute, like they were thinking ‘What’s HE doing here?’, and then one of them asked ‘Are you the professor?’ And I just kind of laughed and told them I hadn’t quite achieved that status—yet.”

Tucker said he enjoyed the challenge of going back to school, testing his limits, and especially meeting and working with his fellow students and professors.

In 2005, Tucker graduated with a bachelor’s degree in psychology of communications in human services, specializing in youth psychology. “This degree gave me a chance to do different things that I truly enjoy doing. It’s given me an even better understanding of how to reach kids and communicate with them.”



GREAT CONVERSATIONS

2007

Season underway

Since 2002, more than 16,000 Minnesotans have taken part in the College of Continuing Education's Great Conversations series. The 2007 season kicked off in February, but there are still plenty of chances to take part in one—or all—of the remaining discussions between prominent University of Minnesota faculty and their guests from around the world.

Mark your calendars to join us:

March 27: *Bridging the Digital Divide: The Future of Public Education*
Robert Elde & Larry Rosenstock

April 24: *For One; For All: International Human Rights*
Kathryn Sikkink & Juan Mendez

May 8: *Global Immigration Issues: When did your ancestors come to this country?*
Donna Gabaccia & Ruben Martinez

June 5: *What Happened to Your Parachute? The New Face of the Working World*
Richard Leider & Richard Bolles

All conversations take place on Tuesday evenings at 7:30 p.m. at Ted Mann Concert Hall, on the U of M Minneapolis campus. Tickets include dessert receptions with the speakers, and are \$28.50 (\$23.50 for U of M faculty, staff, students, and UMAA members). To order, call 612-624-2345 or visit www.cce.umn.edu/conversations.

New professional development learning centers announced

The College of Continuing Education is pleased to announce the new Management Development Learning Center and Human Resource Management Learning Center.

These learning centers, which include new courses and certificate programs, were developed through extensive evaluation of current courses and curriculum combined with research into the core competencies needed for professionals to be successful. Students who are enrolled in the College's previous certificate programs have the option to continue with their certificate program or transfer into one of the new certificates. For more information, call 612-624-4000 or visit the continuing professional education Web site at www.cce.umn.edu/certificateprograms.



Photo by Tim Rummelhoff

Terry Schubring

CCE staff member garners national acclaim

Terry Schubring, an information technologist in the College's Learning Technologies Unit, is a winner of Adobe's Macromedia Breeze Sync SWF Contest 2006, for his work with the company's Breeze software.

Schubring won in the eLearning category, which showcases the use of Breeze software in virtual classrooms. Schubring's winning entry, Nand, allows users to build a logic circuit by dragging and dropping components. To download Nand, visit www.adobe.com/cfusion/exchange/ and search for "Nand."

U Reads 2007

U Reads, an annual list of absorbing books recommended by faculty and staff around the U of M, has announced its 2007 selections. Read commentary from the recommenders and order a free poster and bookmark at www.cce.umn.edu/ureads07.

U Reads 2007 selections are:

The Art of Possibility: Transforming Professional and Personal Life by Rosamund Stone Zander and Benjamin Zander

Recommended by Darlyne Bailey, Dean, College of Education and Human Development, and Assistant to the President

Telling to Live: Latina Feminist Testimonios by the Latina Feminist Group

Recommended by Rusty Barceló, Vice President and Vice Provost, Equity and Diversity

Field Notes from a Catastrophe: Man, Nature and Climate Change by Elizabeth Kolbert

Recommended by Robert Crabb, Director, U of M Bookstores

Persepolis: The Story of a Childhood by Marjane Satrapi

Recommended by Dr. Jon Hallberg, Professor of Family Medicine and MPR health commentator

Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World by Tracy Kidder

Recommended by Larry Jacobs, Director, Center for the Study of Politics and Governance

The Year of Magical Thinking by Joan Didion

Recommended by Mary Jo Kane, Director, Tucker Center for Research on Girls & Women in Sport

George Washington Gómez: A Mexicotexan Novel by Américo Paredes

Recommended by Louis Mendoza, Chair, Department of Chicano Studies

On Late Style: Music and Literature Against the Grain by Edward W. Said

Recommended by Clarence Morgan, Chair, Department of Art

Incomplete Knowledge: Poems by Jeffrey Harrison

Recommended by Julie Schumacher, Director, Creative Writing Program

On Beauty by Zadie Smith

Recommended by Jenny Weber, U of M student, host of "Rock & Roll Over" on Radio K

Looking for a Change?

Online Resources

Lifework Indicator

Pursuing changes in lifework can be overwhelming, and the Lifework Indicator can help you identify some initial steps to get you started. Find it on the Web at www.cce.umn.edu/career (click on "Online Tools").

Lifework Lifeline Exercise

The Lifework Lifeline is a simple exercise designed to help you reflect on your career and lifework path and, in so doing, take that first step in self-assessment. Use this free tool at www.cce.umn.edu/career (click on "Online Tools").

Get the lowdown on financial aid

College of Continuing Education scholarships and grants provide funding for more than 200 students each year and are applicable to the College's credit or noncredit courses. Admission to a certificate or degree program is not required.

Visit www.cce.umn.edu/financialaid or call 612-624-4000 to find out more.

The mission of the College of Continuing Education is to provide adults with quality continuing education and lifelong learning opportunities for professional development, personal enrichment, career transitions, and academic growth.

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Career Matters



Janet Pelto

Advice from a University of Minnesota career consultant with years of experience helping motivated adults explore their options, chart their course, and reach their goals.

Don't be "That Guy" (or Gal): Common mistakes job seekers make—Part II

Job hunting can be stressful. And while you can't control ALL aspects of the hiring process, there are certainly some things you can do to make your job search a little easier.

As a career counselor, I have had an opportunity to see just about every kind of gaffe possible when it comes to job hunting. Last issue we covered three of the most common job-seeking gaffes, and this issue we continue the topic with what comes next—the application, the interview, and the support system.

Mistake #4: Failing to research the position

Employers don't want to hire someone who is just looking for a job; they want to hire qualified people who really want to work for the company and in the industry. You can communicate your interest by doing your research. Taking the time to do it will help you write a more effective résumé and cover letter, and even interview more effectively.

Mention in your cover letter why you want that job with that company. Use a tidbit you gleaned in your research—for example, refer to the company's value statement or mention a big project it is involved in.

One excellent resource to help you is the James J. Hill Reference Library in St. Paul. Not only is it one of the country's premier business reference libraries, but it also has a wealth of information available online at www.jjhill.org.

Mistake #5: Not preparing for interviews

For most people, interviewing can be an anxiety-ridden process. There is tremendous pressure to say the right thing, as well as represent yourself and your qualifications accurately and fairly. Add to that the fact that most of us don't interview

very often, and consequently aren't as polished as we'd like to be, and you have a truly nerve-racking experience.

Practicing will help your interview go smoothly by allowing you to answer concisely and thoughtfully, and by reducing nervousness.

Make sure you practice out loud. If you can, have a friend ask the questions, and you answer them. Or, rehearse in front of a mirror.

Be prepared for all types of questions. One of the hardest questions for most people is "Tell me about yourself." By rehearsing ahead of time, you can "stick to the script" and avoid rambling or sounding caught off guard.

Also have a number of "real-life" examples at your disposal. Interviewers typically favor "behaviorally based" questions: for example, "Tell me about a time when..." or "Give me an example of..." Be sure to think, in advance, of situations that you might want to talk about in your interview.

Mistake #6: Lack of support

The job search process can become discouraging if you don't have a good support network. So don't be shy in letting your friends and family know how they can best support you!

If you tell people what you need, they are more likely to be there for you.

Sincerely,

Janet Pelto

Career and Lifework Consultant
College of Continuing Education
University of Minnesota



Photo by Barry Feinstein

North Country Nomad

Exploring the American journey of Bob Dylan

Like a rolling stone, the man born Robert Allen Zimmerman bounced around Minnesota's Iron Range and the Twin Cities before going on to become one of the state's most famous sons.

Following his graduation from Hibbing High School in 1959, Zimmerman enrolled at the U of M, adopted a new moniker, became a staple on the Dinkytown folk music scene, dropped out of the U of M, and then headed for New York City in 1961.

Now age 65 and better known as Bob Dylan, the gravelly voiced singer-songwriter's works still bear the hallmarks of his "North Country" heritage.

"The North Country influences on Bob Dylan are evident in his work. There's an abiding respect for the working class, especially the mining folk, and you can hear it throughout his career," said Dylan historian and U of M music professor, Alex Lubet, who taught a Compleat Scholar course on Dylan this winter.

"Yes, Dylan left Minnesota for New York. But he spent his most formative years here, on the Iron Range and in Minneapolis.

Minnesota, and those two places in particular, are much more culturally diverse than people give them credit for. When Dylan was growing up in Hibbing, there were strong cultural identities—a thriving Jewish culture (of which Dylan's family was part),

the American Indians, the Finns. And Minneapolis, Dinkytown, had a very prominent folk music scene. It's a combination of urban and rural—and he came of age in both."

"He came to folk music from rock and roll," continued Lubet. "Many people don't realize that, because they try to look at his career in a linear fashion, following just his albums. But there's a lot you miss out on that way. Things that didn't make the cut from the recording session, work he did with bands starting with the very first album that were not ultimately included on the recordings. Dylan started out in rock and roll in his teens, turned to folk music in Minneapolis...and then returned to the electric sound while never abandoning acoustic. You miss that perspective if you solely study what's on his albums."

Lubet continued, "Part of what makes Dylan stand out is his unique ability to fuse genres. In listening to some of his latest work, you can hear blues, folk, rock, classic pop, jazz, 19th century ballads...even a little bit of old-time Hawaiian popular music. The man just has music coursing through his veins. This is why some critics credit him as the inventor of the recent 'Americana genre.'"



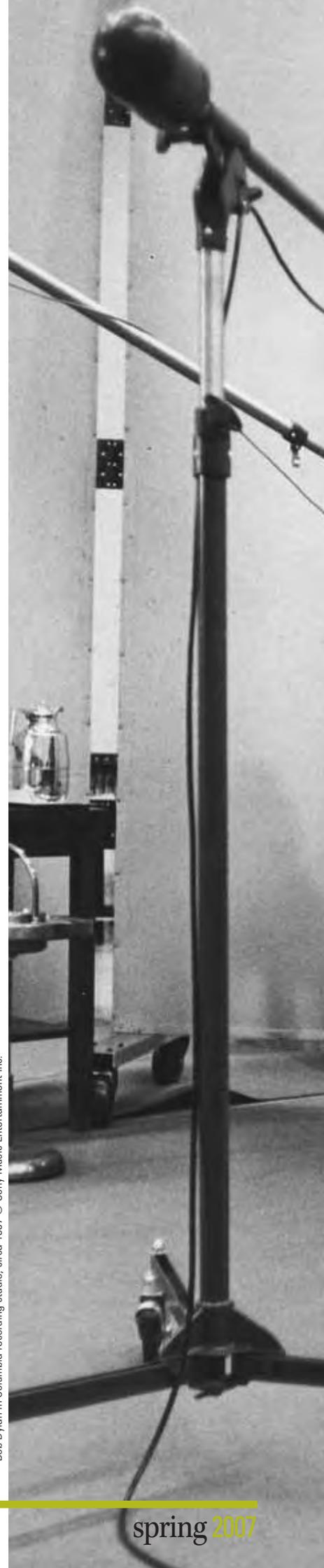
This spring, the U is celebrating one of its most mutable, groundbreaking, and at times controversial former students with an exploration of Dylan's contribution to American music and culture.

Through April 29, the Frederick R. Weisman Art Museum is hosting the exhibit Bob Dylan's American Journey, 1956-1966. The touring exhibit hails from Seattle's Experience Music Project, although the Weisman exhibit is significantly expanded to include items that showcase Dylan's Minnesota roots.

"Dylan started out in rock and roll in his teens, turned to folk music in Minneapolis...and then returned to the electric sound while never abandoning acoustic. You miss that perspective if you solely study what's on his albums."

Alex Lubet

Said Dylan exhibit curator Colleen Sheehy, "This show is an artistic biography of Dylan in his first 10 years as he emerges from Hibbing, comes to Minneapolis, makes a big splash on the New York folk scene,



Bob Dylan in Columbia recording studio, circa 1967 © Sony Music Entertainment Inc.



and goes on to become a superstar and a pivotal figure in music and youth culture.”

In conjunction with the exhibit, the University also is sponsoring a major symposium. Highway 61 Revisited: Dylan’s Road from Minnesota to the World, Bob Dylan Symposium is being held March 25 through 27 at Coffman Union on the Minneapolis campus. Sponsored by the Weisman and organized by the College of Continuing Education’s conference services, the three-day symposium is designed to present new, and perhaps unconventional, interpretations of Dylan, his career, his artistic output—both musical and literary, his influences, and his impact on culture and society worldwide.

“This is a real departure, I think, from the types of symposia and conferences we normally host,” said

Lori Graven, a departmental director for the College’s Continuing Professional Education conference services, which is in charge of organizing the symposium.

The symposium includes a guided bus tour of Dylan’s hometown; keynote speakers such as rock artist Bobby Vee, Dylan expert Greil Marcus, and *Rolling Stone* editor Dave Marsh; and performances by former Dylan band mates, Spider John Koerner and Tony Glover. (The bus tour is not included in the conference fee.)

“Our ideal audience is pretty broad,” said Graven. “Researchers and educators, journalists, historians, musicologists, cultural anthropologists, sociologists, poly sci people, or individuals who simply have an interest in Dylan, popular culture, or that era...I think any one of them would get something out of the symposium.”

Added Lubet, “Dylan’s career isn’t like that of other artists, say Elvis or the Beatles. It isn’t linear, and it isn’t a clear progression from day one to the end. His work is really almost like a multi-faceted gem—every which way you turn it, every different angle you glimpse it at, you see something new. The symposium, the exhibit, the Compleat Scholar course, they’ll help people see that. As Minnesotans, I think we want to own a tiny piece of him, claim him as ‘one of us.’ And so, this will be like no other Dylan celebration of its kind.”

Bob Dylan’s American Journey, 1956-1966 runs through April 29. For more information, please visit www.weisman.umn.edu. For more information on the related symposium, please email conferences5@cce.umn.edu.





Photo by Tim Rummelhoff

Barbara Kellett, left, and salon attendee Linda Wilcox discuss carbon-negative biofuel, the subject of the January Headliners event.

HEADLINERS

Get the scoop on Headliners

What is Headliners?

Headliners is a new monthly series in which University and community experts share firsthand knowledge of the day's most intriguing story, and then participate in an open forum discussion on the issue.

Visit the Headliners Web site at www.cce.umn.edu/headliners or call 612-624-4000 to learn more about the program, download past program broadcasts, or register for e-mail updates as speakers are announced. Tickets are \$10.

Salon makes CCE event its own

A teacher, a lawyer, and a therapist walk into a College of Continuing Education event...

No, it isn't the set-up for a new joke. It's the monthly gathering of the "Roseville Headliners Salon," a group of individuals who meet each month to attend Headliners, a new College series (see sidebar).

Explaining how they came to be a "salon," group co-founder Barbara Kellett said, "The original salons were gatherings of individuals who got together to discuss politics, arts, history, what-have-you. When we decided to see if we could get this thing going, Mike [Kellett, Barbara's husband and the group's co-organizer] and I thought 'salon' seemed like an appropriate name."

The Kelletts received an e-mail invitation for the first Headliners, in October 2006, and thought it would be a fine opportunity to put together a group of friends. "Getting a good group of people together, a diverse group of people, and having a discussion on fascinating topics sounded ideal," said Mike.

The Kelletts decided to pair attendance at Headliners and the discussion group with a meal beforehand, because "food is such a wonderful way to build a sense of community. It encourages interaction, conversation. It brings people together," said Barb. The Kelletts came up with a list of

their friends who they thought might be interested in attending. Some of the people the couple had met fairly recently and others they had known for years—but few of the invitees knew each other.

"It's quite an eclectic mix," said Mike. "There is a librarian, therapist, social worker, teacher, doctor, lawyer, minister, and businesspeople. No two of them are alike—and they all have a different take on things."

Each month, the Kelletts send out an e-mail asking folks to RSVP for that month's event. Then, to those interested in attending, Barb gives them a heads-up on what the dinner's main course will be, and they, in turn, sign up to bring side dishes. This season, the group has met at the Kelletts'. They have appetizers, chat, and then sit down to a potluck, interspersed with discussions about just about everything.

Said Tom Behr, who attended the January salon, "Both the dinner conversations and the event itself give me a great chance to learn

new things. It's a unique opportunity to stay in touch with things you otherwise wouldn't normally know about."

With a smile, Jerry Kneisl added that the monthly gathering is "a chance to have a good discussion... and good dessert."

Although they first brought the group together, the Kelletts are quick to point out that the salon is about the group, the conversation, and the sense of community—not any one person or couple. "Lifelong learning is important to us," said Mike. "To have an opportunity to attend an event like this, and to get these fascinating people together...it's a great experience."



"Both the dinner conversations and the event itself give me a great chance to learn new things. It's a unique opportunity to stay in touch with things you otherwise wouldn't normally know about."

Tom Behr

Writing the Echoes

W. S. Di Piero discusses his muse and inspirations

Poet, essayist, and Split Rock Arts Program instructor W. S. Di Piero is a study in contradictions. From a working-class Italian neighborhood in south Philadelphia, Di Piero grew up in a world that was “not poor, but without money or books.”



W. S. Di Piero

Yet he recognized early on that he was fascinated by the musicality of language, of poetry.

“Writers of a certain kind always have echoes in their heads. Echoes, voices, and rhythms of [writers] who inspired them or moved them. Not necessarily people they read in a scholarly fashion, but artists whose work they read because it interested them. [T.S.] Eliot ‘heard’ Dante; Dante ‘heard’ Virgil...literally put him into his works.

“When I was coming of age, I ‘heard’ [William Butler] Yeats, Hart Crane, Theodore Roethke ...writing, poetry, they make me feel as if I’m really in the world,” Di Piero said.

“I grew up knowing there was an ‘elsewhere,’” he continued. “When I looked at art, read good writing, I felt this call from something else that was outside of my culture.... [As] beneficent and protective as my culture was, it was simply afraid of things of the imagination. I had to get out. And after that, you can’t go back... for visits maybe, but not permanently.”

Di Piero is now well-known for his work as a poet, translator, and

“Writing, poetry, they make me feel as if I’m really in the world.”

W. S. Di Piero

essayist on art, literature, and personal experience. His nine volumes of poetry include *Brother Fire* and *Chinese Apples: New and Selected Poems*. A fourth collection of his essays, *City Dog: Writings on Life and Culture*, is forthcoming in 2008.

Reviewer Emily Grosholz, writing about Di Piero’s *Memory and Enthusiasm: Essays 1975-1985*, commented, “Di Piero’s essays are similar to Susan Sontag’s in that both writers attempt to instruct a broad segment of the American reading public about conceptual systems that challenge and enrich our ordinary ways of understanding social reality.”

Di Piero has been recognized through a Lila Wallace-Reader’s Digest Award, a Guggenheim Fellowship, a National Endowment for the Arts Fellowship, the Berlin Prize from the American Academy in Berlin, the Levinson Prize from the Poetry Foundation, and a John Ciardi Lifetime Achievement Award in Poetry, among other awards. He now lives in the Bay Area and teaches at Stanford University.

Di Piero acknowledges his passion for writing, and for the music of words, but he also realizes it is his job and source of income. “I write for money,” he said. “I did when I was in my 20s, and I still do. Strange how that is,” he said with a grin, “that we



Andrea Gilats

Writing Rx



by Andrea Gilats, program director, Continuing Education in Professional and Creative Writing

Welcome to Writing Rx, where we share sensible, painless prescriptions for better writing. Simply avoiding small mistakes can make a big difference in your finished products. Consider this sentence, written by “Andy.”

If I was to take focused training—like the course offered by E-Training—then him and I could work better on those pages on the Website; and they could get it done with increased timeliness.

This sentence makes a pretty good case for why Andy should attend training: It contains two common grammar errors, at least one unclear pronoun, one incorrect spelling, one punctuation error, at least two questionable word choices, and two awkwardly worded clauses. Ouch! Here are prescriptions for a few of these diagnoses.

The word “if” refers to something that is uncertain. When you use that word to create a scenario, you must pair it with “were,” the form of the verb “to be” that also expresses uncertainty, even when you are using a singular noun or pronoun. Web site, spelled as two words, is correct. Website is incorrect. Web is the shortened form of World Wide Web, a proper name, so it should be capitalized.

Awkwardly worded phrases or sentences usually result in unclear meanings and wordiness. If you’re

not sure how to say something, begin by writing out what you mean, no matter how many words it takes or how awful it sounds. Identify the two or three most important words in your phrase or sentence. Try writing it again using just those words and as few other words as possible. Read it aloud to yourself. Does it sound right? Do you get the point without having to read it a second time? These steps take only a few minutes, but they yield results.

So how would I have written Andy’s sentence?

If I were to take focused training—like the course offered by E-Training—then Jack and I could work more effectively together on our Web pages, and Lee’s group could finish the Web site on time.

Do you have a nagging writing question? Send it to me at writingrx@cce.umn.edu, and I’ll try to answer it in my next column or in the Writing Rx quarterly e-newsletter.

To sign up, visit www.cce.umn.edu/writing.

Write on!

Visit www.cce.umn.edu/writing for features including the free Writing Rx self-evaluation; direct links to short courses on writing; and to join the writing e-mail list.

always seem to need money to get along.”

“But I still write because it’s what I do, and luckily I enjoy it. For example, I write a column for a San Diego newspaper that allows me to cover shows and exhibits in the Southern California area. I love doing that kind of writing. I’m free to be loose, funny, and shamble a little. I can mention Tony Soprano while talking about Rembrandt.”

“I’m curious about how life unravels and connects. How

events can stream together—even though we may not know it—and how that stream shapes us. Writing testifies to these kinds of discoveries. It interrogates our past to understand our present.”

This summer, Di Piero will teach the Split Rock workshop, Intimacies Made Public: Writing Autobiographical Prose, to be held July 29-August 3. For more information about the Split Rock Arts Program, visit the program’s Web site www.cce.umn.edu/splitrockarts or call 612-625-1976.

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A Newsletter for Lifelong Learners



ALIVING LEGACY

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after 23 years (page 1)*

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