# Table of Contents

## Section 1: Welcome to the Peer Tutor Program
- Welcome Tutors ........................................... 1
- The Mission .................................................. 1
- Purpose of Tutoring ...................................... 1
- Peer Tutor Job Description ............................. 2
- Organizational Tutor Description ..................... 3
- Confidentiality Statement ............................... 4
- Peer Tutor Self-Evaluation .............................. 5-6

## Section 2: Working in the Academic Skills Center
- Office Procedures ....................................... 7-8
- Tutor Task List ........................................... 9-10
- International Tutor Certification Program .......... 11
- Observation Requirement ............................... 12
- Peer Tutor Observation Record ......................... 13
- Academic Skills Center Tutoring Session Log .... 14
- Client Record ............................................. 15

## Section 3: Peer Tutor Responsibilities, Roles & Relationships
- Responsibilities of a Peer Tutor ..................... 16
- Student Responsibilities ................................ 16
- Role of a Peer Tutor .................................... 16
- Tutoring Agreement ..................................... 17
- Learning Outcomes Evaluation- for Tutor Session 18
- CI Tours Script .......................................... 19-22
- Learning Outcomes Evaluation- for CI Tour ....... 23
- “A” is for Attitude ....................................... 24
- Essential Qualities for a Tutor of ANY Subject .... 24
- Setting the Tone of Each Session ..................... 24
- Active Listening Dialogue ............................. 25
- Mirroring Exercise ....................................... 26-29

## Section 4: The Tutoring Session
- Where to Begin .......................................... 30
- Make the Connection .................................... 30
- Explore ..................................................... 30
- Assess ...................................................... 30-31
- Encourage the Learning Process ...................... 31
- When It’s Time to End ................................... 31

## Section 5: Teaching Tutoring Writing in the Academic Skills Center
- The Socratic Method ..................................... 32
- Characteristics of Effective Writing Center PTs ... 33
- Suggestions for Tutoring Writing ..................... 34
- The Writing Conference: Procedure for Tutors .. 35-36
- Translations, Diagnoses, & Possible Approaches 37-38
- Transitions ............................................... 39
- On Plagiarism ............................................ 40
Section 6: Learning Styles
- Learning styles
- Myers Briggs Type Indicator - Learning Style
- 3 Basic Learning Styles – Inventory
- Visual, Auditory, Kinesthetic Learners
- Tutoring Students with Short Attention Spans
- Disability Services at Austin College
- Frequently Asked Questions from the Faculty
- Tutoring Students with Learning Disabilities

Section 7: Study Skills Strategies
- Goal-Setting
- Time Management
- Test-Taking
- Learning from Exam Errors
- Reading Comprehension
- Note-Taking
- Cornell Note-taking Format
- Improving Your Memory
- Stress Prevention, Management and Relaxation

Section 8: Interviewing Skills: Building a Team
- Peer Tutor Application
- Faculty Recommendation Form
- The Mock Tutoring Session
- Ask The Right Questions
- Peer Tutor Interview Evaluation Form

Section 9: Other Things It May Be Helpful To Know
- Things to Know About Freshmen
- Recognizing and Helping Students Experiencing Emotional Difficulties
- Career Services
- Health Services

The Peer Tutor Training Manual was revised by Laura Márquez-Ramsey to create this Peer Tutor Handbook for the Academic Skills Center at Austin College. Portions of this handbook were adapted and used with permission from the Heartland Community College Tutor Handbook, Southwestern University Latina Student-Mentor Handbook, Drew University Tutoring Guidelines, and El Camino College Writing Center.
Section I: Welcome to the Peer Tutor Program

Welcome, Tutors!

Congratulations on being named to the selective group of Academic Skills Center (ASC) tutors. As a Peer Tutor, you will reflect the ASC mission of providing academic support to all students by promoting methods to enhance scholastic performance. In addition to providing a valuable service to your peers, you will receive reinforcement in the content areas in which you tutor. Quite often you will find assisting your peers to be a personally rewarding experience.

The Mission

The mission of the Academic Skills Center is to provide academic skills enhancement principally through group and individual tutorial programs. Services assist students to meet challenges in specific undergraduate course work areas, as well as provide opportunities for skill development required for graduate and professional school admission.

Purpose of Tutoring

There are many ways to describe a tutor -- teacher, listener, and counselor, to name a few. Regardless of the capacity in which a tutor functions, s/he can be accurately defined as a paraprofessional educator who facilitates the learning process of students.

In your role, you will consistently work to dispel the common misconception that a tutor’s job is to simply provide correct answers. A good deal of effort is aimed at helping students become more independent. Ultimately, the goal of any tutor should be to make her/himself obsolete. In other words, tutors should attempt to do their job so well that students wouldn’t need their services any more!

Ideally, tutoring should be a preventive measure as well as a prescriptive one. Students who come in for an appointment have a certain academic need that they hope will be met. Regardless of the various levels in which students require assistance, you must avoid contributing to the false mindset that we provide remediation.
Peer Tutor Job Description

Title: Peer Tutor
Department: Academic Skills Center
Contact Person: Laura Márquez Ramsey, Director of the Academic Skills Center
Telephone extension: x 2454
Location: WCC 211

Position to be filled by: Sophomore, Junior, Senior
Position hours: 8 hours weekly; day/night/weekends (flexible)
Skills required of student: Filing; Telephone/Computer Skills; Strong Interpersonal Skills;
Strong Written & Oral Expression; Competence In Area of Academic Expertise

Specific skills, technical experience and/or specific classroom experience necessary for this position:

Peer Tutors must have two (2) recommendations from faculty members at Austin College. Candidates must be in good academic and disciplinary standing; have sophomore, junior or senior classification; a minimum GPA of 3.5; excellent presentation and communication skills, demonstrate the ability to follow through on responsibilities and show a willingness to contribute to the AC experience. In addition, the nominees must have a willingness to develop a rapport with faculty in the academic specialization/s in which s/he tutors.

Brief description of duties:

Peer Tutors are students who work collaboratively with AC students to provide individual and group tutoring sessions and outreach to those wishing to enhance their study skills. Peer Tutors work with students to provide academic tutoring, teach study skills strategies on an individual basis, facilitate skills development workshops and presentations, introduce students to academic support services and guide students through short- and long-term planning. Peer Tutors will be required to publicize the ASC and the tutoring program, give presentations/workshops for Project FLOOR and CI classes as needed, and lead review sessions for chemistry, math, finance and other courses as needed. Peer Tutors also maintain student files, monitor the academic progress of students, and provide clerical and other assistance as needed. Peer Tutors will be required to keep all matters confidential and to undergo intensive and continuous training.
ORGANIZATIONAL TUTOR

Description: Organizational Tutors are matched with students who demonstrate a need for assistance with executive functioning skills and related areas. The goal of the organizational tutor is to assist students in learning college-level, class management skills that will lead to improved self-sufficiency. Tutors will meet with students one or more times a week with the goal of increasing the students’ independence and self-advocacy skills.

Organizational Tutors will:

- Assist student in identifying and organizing a study area (typically a low-distraction study area)
- Assist student in prioritizing tasks
- Assist student in mapping out and/or taking steps to complete academic tasks in a timely manner
- Demonstrate organized note-taking skills
- Encourage students to obtain a subject specific tutor or set up a study group when appropriate

Standard Procedures:
At the beginning of the semester the tutor uses class syllabi to assist each student in developing a weekly schedule and a semester list of due dates. By creating and using organized structure, the tutor will encourage the student to remember deadlines and dates for all life functions (personal deadlines, appointments, faculty office hours, etc.)

The tutor will help the student identify and organize a study area for maximum efficiency, demonstrate the value of an organized book bag/planner, and hold the student accountable for completing goals set at each session.

At each meeting, the tutor will consult course syllabi and review what needs to be done by the student, review the student’s lecture and reading notes for each class, and help the student create a plan to accomplish immediate tasks. The tutor will also demonstrate how to break down large tasks into smaller, more manageable elements.

The tutor will follow up each meeting with a progress report on previous tasks, reassess the weekly schedule, and revise the semester calendar as necessary.
I, _________________________________, understand that in the course of working in the Academic Skills Center, I will be privy to information that is confidential in nature. This information may relate to the University, employees, and/or fellow students and includes, but is not limited to, student academic records and disability status.

By signing this form, I agree to keep and protect the confidentiality of the students serviced by the ASC. Information is not to be released to anyone outside of this department. Examples of such data or materials which require confidentiality include but are not limited to: reports, student files, academic progress reports, academic transcripts, and student demographic information.

I am also aware that any breach of confidentiality or abuse of my position may result in disciplinary action. Violations may lead to reprimand suspension, or dismissal, consistent with applicable personnel policies.

Your signature below indicates that you have read, understood, and agree to comply with the above policies.

__________________________________________
Student Signature

__________________________________________
Date
Peer Tutor Self- Evaluation

One way to get more from the substantial investment of your time at work is to think of your job as a learning experience. This worksheet is designed to guide you in this thinking. It is best that you discuss this evaluation with your supervisor in order to get their feedback on your evaluation.

Student Name: 

Remember that this is a guide. Typically, you won’t be the best in everything. Use the following numerical guide to rate your performance in each area.

1 = I need to improve a lot. I seldom do satisfactorily. If I ran the department, I would say that my typical performance on this item does not generally meet the department's needs.

2 = I usually do satisfactorily, but I need to become more consistent. I would say that my typical performance is good, but not every time I report to work. If I ran the department, I would say that my overall performance on this item is okay, but not great.

3 = I perform this item well day in and day out. If I ran the department, I would say that my typical performance on this item is consistently good.

4 = I find ways to go beyond expectations, to be a truly memorable and valued employee. If I ran the department, I would be very pleased to have an employee of my caliber. (I know they will miss me when I graduate.)

Please Circle the most appropriate response for each statement:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greet guests with a smile and courtesy; introduce yourself and extend a few words of concern.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Helps guest who looks confused or lost.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Anticipates guests’ needs and act to assist before being asked. Looks for opportunities to help coworkers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Maintains privacy and confidentiality with regard to all guests. Information should be shared on a need to know basis and only in private areas with the appropriate persons.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. When answering the phone, ask how you may help; listen attentively, be pleasant, respond appropriately or refer to someone who can assist.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Asks tutee questions; has tutee work problem; has tutee explain solutions; has tutee summarize session highlights; gives tutee examples in order to check understanding</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Exhibit punctuality and commitment to your scheduled hours.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Shows flexibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Handles multiple tasks simultaneously</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Adapts skills to new tasks</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Accepts Changes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. Follows instructions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. Takes initiative</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. Provides support to others</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. Demonstrate the ability to distinguish between good and bad service.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. Be able to market yourself</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17. Know the parameters of the job</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. Exhibit punctuality and commitment to the job</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>19. Works well without supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. Takes responsibility for production/quality</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21. Conflicts do not impede performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. Seeks new challenges</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. Responds well to criticism</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. Maintains a professional image</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. Works well under STRESS</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. Displays positive behaviors</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. Holds healthy attitudes toward work and supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. Works well with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29. Shares responsibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30. Recognizes the importance of a conscientious worker</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>31. Takes personal responsibility for my assigned tasks</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>32. Identifying my skills, talents, interests, and limitations</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33. Apply my knowledge to the situation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34. Use my time efficiently</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35. Meeting standard of performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36. Relays messages accurately</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>37. Listens with accuracy</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>38. Asks appropriate questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>39. Is patient with clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>40. Is friendly with clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>41. Incorporates new strategies into tutoring sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>42. Adjusts tutoring style to the needs of each client</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>43. Contributes professional feedback to coworkers</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

What do you expect to learn as a result of being a Peer Tutor?

List at least 2 strengths you feel you bring to the job and list your own unique contribution(s) to the ASC.

Identify at least 3 job related goals you would like to achieve by the end of this semester.
Section II: Working in the Academic Skills Center

Office Procedures

As a Peer Tutor your primary responsibility involves helping students. However, you must perform certain administrative duties that are necessary to maintain organization in the ASC.

1. **Scheduling Appointments** – Flexibility is key – be prepared to help not only the students who have scheduled appointments, but also the “walk-ins.” To schedule appointments, consult the appointment book to see when other tutors are working and write, in the appropriate slot, the student’s name, the class in which they are seeking help, what concept the student will be seeking help with, their professor, and the student’s phone number. If necessary, fill out a reminder card and give it to the student before s/he leaves.

2. **Datatel Visit Sign-In** – Make ALL students sign in. We need an accurate count of individual students that visit the ASC. This data-collection is critical to substantiate the budgetary requests made to the Board of Trustees on behalf of the Student Affairs Division.

3. **Student Files** – Files are maintained in the file cabinet near the student worker desk. If this is the student’s very first tutorial, the tutor is responsible for compiling a student file consisting of a Client Record. After EVERY appointment, the tutor is responsible for updating the student’s Client Record, briefly citing the methods and materials used (handouts, books, etc.) and assessing the tutoring session, stating any additional appointments or assignments that were made or specific suggestions given by the tutor. After completing these sheets, the tutor is responsible for filing the student folder in the “To Be Filed” section of the top file drawer. Kate Boessen, ASC Coordinator, will enter additional information into Datatel as needed before returning files to the cabinet for the workstudies to file.

4. **Learning Outcomes Evaluation** – Upon conclusion of each session, the tutor is responsible for administering the appropriate Learning Outcomes Evaluation to the student. The student is to complete the evaluation prior to leaving the ASC. The completed evaluations are to be placed in the Evaluation Box and will be collected by the ASC workstudies. If this is a tutee with whom the tutor has regular visits, have the student fill out an evaluation after every other visit.

5. **Peer Tutor Training Syllabus** – Each fall a training syllabus will be distributed to the tutors. It will give a clear set of guidelines regarding training and will contain dates and expectations regarding ASC related programming. Consult the schedule immediately and inform the Director of any potential conflicts.

6. **International Tutor Certification Program** – Austin College’s Academic Skills Center is certified as a tutoring center to uphold professional standards in training and practice. By participating in a specified amount of training and obtaining a measurable amount of experience, tutors can receive certification as a Regular (Level 1), Advanced (Level 2), or Master (Level 3) tutor.

7. **Tutor Forms/Requirements** – In order to ascertain compliance with each level, tutors must track the extent of their training and experience.

   - **Peer Tutor Observation Requirement** – As part of ongoing training, each tutor will be required to observe colleagues during tutorial sessions.

   - **Peer Tutor Observation Record** – This form will be returned to the Director upon completion of each observation.

   - **Academic Skills Center Tutoring Session Log** – This completed form will be returned to the Director at the beginning of each Tuesday meeting.

8. **Resource Library** – Peer Tutors should be familiar with the various resources available in the ASC: handouts, books, and computer programs. In addition, tutors should be distinctly aware of “who
tutors what subject.” Some books in the resource library can be borrowed but many are not permitted out of the ASC. If a student requests to borrow a book, speak to the Director.

9. **Work Schedules** – Peer Tutors are responsible for attending all of their scheduled work hours (honor system) and participating in designated workshops and events when the opportunity arises. **A Peer Tutor is responsible for coming to work on time regardless of whether or not an appointment is scheduled.** If you cannot avoid being late for your shift, please call and inform the Director and your fellow tutors at 903-813-2454.

When you know in advance that you will be absent, find a substitute for that session or reschedule with your student as soon as possible. If you cannot make an appointment due to an uncontrollable circumstance such as illness, 1) contact your student as soon as possible to cancel/reschedule your session; 2) call the ASC to inform your supervisor; 3) if you do not have any scheduled appointments, tell the ASC person in charge of the schedule book that you will not be in, and ask that no appointments be scheduled for you during the time you will be absent.

10. **Office Duties** - Please inform the Director if there are no appointments scheduled for a shift and ask to assist in regular office duties. If there are no immediate office duties to attend to, check the carousel outside of the ASC to ensure that there are enough copies of each of the handouts. Other office duties include, but are not limited to, keeping the drawers and files orderly and clean, monitoring the book check-out list to make sure that all books have been returned on time, and creating and distributing advertisements for programs sponsored by the ASC. Please run your advertising ideas by the Director before following through.

It is vital that the ASC maintain a professional, yet friendly, environment and you, the peer tutor, are responsible for upholding that image. Keep the office space professional yet inviting and show commitment to your ASC duties.

11. **Phone Etiquette** – When answering the phone in the ASC, please respond by saying, “Academic Skills Center… This is (your name)...How may I help you?”

12. **Faculty/Partner Relationships** – The ASC continually works to improve relations with faculty members. In order to promote a positive ASC image, **every Peer Tutor is now required to establish a faculty/partner relationship with one professor from a particular department on campus.** (The ASC will strive to have communication among all of the departments). Peer Tutors will then report back to the group on particular strategies, methods, or study skills that their professor finds valuable to success in the classes that s/he teaches. **In addition, I encourage each tutor to touch base with the faculty of their regular clients.** This can help you get a better understanding of how the professor teaches and keeps you, your client, and the professor on the same page. In order to serve the needs of the faculty and students, tutors should meet with faculty of regular clients at least once a month, even if it is for only 5 minutes to “touch base” with them on a student’s progress. Peer Tutors should also give their professor a copy of *Who Tutors What in the ASC, Teaching and Tutoring Writing in the Academic Skills Center*, and a copy of the work schedule of the tutors so they may be able to see the other people that tutor in their subject matter.

13. **Weekly ASC Meetings** – The ASC will hold regular meetings on Tuesdays at 11 am unless otherwise specified. All Peer Tutors are expected to attend these meetings.
Tutor Task List

CI- The ASC offers interactive information sessions to interested CI classes. Our goal is to achieve 100% participation in these sessions. The Peer Tutor Coordinator will help contact professors who have not signed up for a session and offer creative alternatives to introduce the students to the ASC tutors (if the professor doesn’t want a visit). In addition, the coordinator will keep a distribution list of CI faculty emails and periodically send the faculty info from the ASC office email. Emails will inform faculty of review sessions for freshmen classes (eg. Gen Chem), or writing sessions, etc. The more aware the CI faculty are of the ASC, the more often they will refer their students to us.

Athletics- Tutor Coordinator will work with coaches to establish if any athletes will be using the ASC for study hall requirements. If so, tutor will set up sign in sheets for athletes each week, photocopy sign in sheets so that a copy will be sent through campus mail to the coaches, and one copy will go to Kate or Sarah to input into Datatel. Coordinator will funnel information to all coaches about all ASC opportunities (review sessions, workshops, organizational tutoring opportunities). Coordinator may even arrange for the ASC to conduct some workshops specifically in Mason Complex for student athletes (study halls). ASC advertisements will be placed in MC for coaches and athletes to see. The Coordinator will work to maintain a productive and positive relationship with the athletes and the athletic staff.

Faculty Contact- Tutor Coordinator will explain to all tutors that they must choose a faculty contact and interact with that contact at least once a month to keep the professor informed of how the ASC can help their students. All tutors will introduce themselves to the faculty member as a Peer Tutor and tell them that we will let them know of any pertinent review sessions or workshops that may be helpful for their students. The Tutor Coordinator will maintain a list of faculty/tutor contacts and arrange collaboration with additional faculty as needed. The coordinator will be in charge of informational blurbs and getting them to all tutors to hand out to their faculty contact. This may work best if we concentrate on faculty that do not have a positive relationship with the ASC already.

Client Follow-Up- Tutor Coordinator will work to develop a system to track and contact each client at least 1 time during the semester. Coordinator will contact the student to ask if they benefitted from tutoring, if they need a follow up appointment scheduled. Coordinators will also work with the Director to identify students that will be sent a follow up evaluation in order to gather data in support of the theory that they ASC assists in the retention of students.

Webpage Enhancement- The Tutor Coordinator will review the ASC webpage and make suggestions for updating online handouts or offering new handouts and other relevant information. The committee will determine which informational links need to be eliminated or replaced. Committee will determine how to best market our tutors through this webpage.

Social Media- Tutor Coordinator will be given privileges to update and develop the ASC Facebook, and any other sites deemed appropriate to develop (i.e. Instagram, Pinterest, etc.). They will develop these pages into a tool that will market the center and provide timely information on events, sessions, workshops that are offered. They will use this to market the center’s resources and staff as well. In addition, they will encourage all tutors and students to “like” or follow our page(s).

Tutor Tally Sheet- The Tutor Coordinator will organize a working system in which tutors are submitting their “session log” sheets so that we may evaluate credit towards individual tutor certification. The tutor who coordinates this initiative will have time to assist in another “initiative” of his/her choice.

Advertising and Residence Life Contact- Tutor Coordinator will work to organize and report progress of advertising ideas to the ASC staff on a monthly basis. The Coordinator will research various ways to
enhance and promote a positive image of the office. In addition, the Coordinator will be in regular contact with the Area Coordinators about programs and review sessions that could benefit their students.

**Resource Cabinet** - The Tutor Coordinator will keep the resources in the cabinets and on the shelves as up to date as possible and organized in a user-friendly fashion. Resources will consist of old tests, study guides, and notes. In addition, we will keep resources (solutions manuals, etc.) loved in the cabinet. Material under lock and key will be for tutor use only, unless checked out to a student to remain in the ASC to use. It is the responsibility of the coordinator to let the Director know when things are out of date so they can be updated.

**Outreach to non-traditional students** - Tutor Coordinator will work closely with Leo to contact new transfer students and international students to inform them of ASC resources. Coordinator will arrange for ASC workshops/discussion sessions (Student Services Informational Luncheons) to address the needs of these individuals.

**Office Management** - Tutor Coordinator is responsible for keeping the office clean and orderly. The Coordinator will clean the wipe boards weekly, spray disinfectant on the work tables regularly and delete old documents from student used computers every week. The coordinator will also create additional appointment pages on the Google Docs page a month in advance.

**Project Leads**

Project leads will develop and organize review sessions/workshops for specific topics. Coordinators will determine dates of events, organize a rotation of tutors who will arrange logistics of events, organize and present sessions, conduct evaluations, and give feedback to the Director and professors. Areas will include:

- General Chemistry
- Organic Chemistry
- Finance
- Math (Calculus and statistics)
- Writing
- Workshops
The International Tutor Certification Program (ITCP) is sponsored by the College Reading and Learning Association (CRLA) and endorsed by the National Association for Developmental Education (NADE), the National Peer Tutoring Association, and Commission XVI of the American College Personnel Association. It began in 1989, certifying tutors at the regular, advanced, and master levels. The major purposes of the Certification Program are to provide professional standards for tutor training, to reward tutors, and to establish credibility for tutor training programs.

In addition to written recommendations from faculty members and a GPA equivalent to an A or B, the following criteria must be met for certification at each level.

<table>
<thead>
<tr>
<th>Regular/Level 1</th>
<th>Hrs. Earned</th>
<th>Advanced/Level 2</th>
<th>Hrs. Earned</th>
<th>Master/Level 3</th>
<th>Hrs. Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training ≥ 10 hrs.</td>
<td>Tutoring = 25 hrs.</td>
<td>Training = Level 1 hrs. + 10 hrs.</td>
<td>Tutoring = Level 1 hrs. + 25 hrs.</td>
<td>Training = Level 1+Level 2+ 10 hrs.</td>
<td>Tutoring = Level 1 + Level 2 hrs. + 25 hrs.</td>
</tr>
<tr>
<td><strong>Training Topics</strong></td>
<td></td>
<td><strong>Training Topics</strong></td>
<td></td>
<td><strong>Training Topics</strong></td>
<td></td>
</tr>
<tr>
<td>Roles/Responsibilities of ASC Tutors</td>
<td></td>
<td>Intercultural Communication Skills</td>
<td></td>
<td>Group Management Skills</td>
<td></td>
</tr>
<tr>
<td>Basics of Tutoring Session</td>
<td></td>
<td>Tutoring Specific Skill Area</td>
<td></td>
<td>Training /Mentoring/Supervising Other Tutors</td>
<td></td>
</tr>
<tr>
<td>Beginning/Ending Tutoring Sessions</td>
<td></td>
<td>Assessing Study Behaviors</td>
<td></td>
<td>Dealing w/Target Populations (Students with Disabilities)</td>
<td></td>
</tr>
<tr>
<td>Learning Styles Eval/Assessment</td>
<td></td>
<td>Using Questions as a Tutoring Tool</td>
<td></td>
<td>The importance of ASC at Austin College: Population/Trends</td>
<td></td>
</tr>
<tr>
<td>Mock Tutoring: Difficult Situations</td>
<td></td>
<td>Special Program Facilitation/Workshops</td>
<td></td>
<td>Organizational Tutor Training</td>
<td></td>
</tr>
<tr>
<td>Goal Setting</td>
<td></td>
<td>Interviewing Skills for Hiring New Tutors</td>
<td></td>
<td>Observation/Critique of Fellow Tutor</td>
<td></td>
</tr>
<tr>
<td>Communication Skills &amp; Styles</td>
<td></td>
<td>Observation/Critique of Fellow Tutor</td>
<td></td>
<td>Observation/Critique of Fellow Tutor</td>
<td></td>
</tr>
<tr>
<td>Active Listening &amp; Paraphrasing</td>
<td></td>
<td>Observation/Critique of Fellow Tutor</td>
<td></td>
<td>Observation/Critique of Fellow Tutor</td>
<td></td>
</tr>
<tr>
<td>Referral Skills</td>
<td></td>
<td>Observation/Critique of Fellow Tutor</td>
<td></td>
<td>Observation/Critique of Fellow Tutor</td>
<td></td>
</tr>
<tr>
<td>Study Skills/Time Mgmt/Reading</td>
<td></td>
<td>Observation/Critique of Fellow Tutor</td>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Program Philosophy/Ethics/Mission</td>
<td></td>
<td>Other:</td>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Record Keeping/Office Management</td>
<td></td>
<td>Other:</td>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Teaching/Tutoring Writing in the ASC</td>
<td></td>
<td>Other:</td>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Observation/Critique of Fellow Tutor</td>
<td></td>
<td>Other:</td>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Observation/Critique of Fellow Tutor</td>
<td></td>
<td>Other:</td>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Level 1 Total Training Hours</td>
<td>Level 1 &amp; Level 2 Training Hours</td>
<td></td>
<td>TOTAL TRAINING HOURS</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Level 2 Total Training Hours</td>
<td>Level 3 Total Training Hours</td>
<td></td>
<td>TOTAL TRAINING HOURS</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>TOTAL TRAINING HOURS</td>
<td>TOTAL TRAINING HOURS</td>
<td></td>
<td>TOTAL TRAINING HOURS</td>
<td></td>
</tr>
<tr>
<td>TOTAL TRAINING HOURS</td>
<td>Tutorial Experience</td>
<td>Tutorial Experience</td>
<td></td>
<td>TOTAL TRAINING HOURS</td>
<td></td>
</tr>
<tr>
<td>Tutorial Experience</td>
<td>Level 1 Tutoring Hours</td>
<td>Level 1 &amp; Level 2 Tutoring Hours</td>
<td></td>
<td>TOTAL TUTORING HOURS</td>
<td></td>
</tr>
<tr>
<td>TOTAL TUTORING HOURS</td>
<td>Level 2 Tutoring Hours</td>
<td>Level 3 Tutoring Hours</td>
<td></td>
<td>TOTAL TUTORING HOURS</td>
<td></td>
</tr>
<tr>
<td>TOTAL TUTORING HOURS</td>
<td>TOTAL TUTORING HOURS</td>
<td>TOTAL TUTORING HOURS</td>
<td></td>
<td>TOTAL TUTORING HOURS</td>
<td></td>
</tr>
<tr>
<td>COMBINED TOTAL HOURS</td>
<td></td>
<td>COMBINED TOTAL HOURS</td>
<td></td>
<td>COMBINED TOTAL HOURS</td>
<td></td>
</tr>
</tbody>
</table>

**Other**

- Compliance with procedures for managing and operating the ASC
- Satisfactory performance evaluations

*6 hrs must be face-to-face instruction

**4 hrs must be face-to-face instruction

*** 2 hrs. must be face-to-face instruction
As part of the ongoing training and learning process, you will observe your colleagues during tutorial sessions. Prior to observation, you must get permission from your colleague and his/her client. It is best to observe a session that is conducted in the main room so that you may sit at an adjacent table. Try to observe the session by listening to and monitoring the various methods of communication without being too obvious. The more inconspicuous you are, the more comfortable the tutor and client will be.

**Regular/Level 1** requires **2 hours** of peer observation.
- You must observe another tutor with 1 or more years’ experience in the ASC
- You must observe at least 2 different tutors
- You must discuss your observation with the Director of the ASC
- It is recommended that you discuss your observation with the colleague you observed

**Advanced/Level 2** requires **4 hours** of peer observation
- You must spend 2 hours observing a new tutor
- You must spend 2 hours observing a tutor with 1 or more years of experience.
- You must observe at least 4 different tutors
- You must discuss your observation with the colleague you observed
- It is recommended that you discuss your observation with the Director of the ASC

**Master/Level 3** requires **4 hours** of peer observation
- You must spend 2 hours observing a new tutor
- You must spend 2 hours observing a tutor with 1 or more years of experience.
- You must observe at least 4 different tutors
- You must discuss your observation with the colleague you observed
- It is recommended that you discuss your observation with the Director of the ASC

After each observation, fill out the **Peer Tutor Observation Record** found on pg. 13 and submit it to the Director.
PEER TUTOR OBSERVATION RECORD

Peer Tutor Name: __________________________________

Observation Date: ________ Tutor Observed: ____________

Positive Elements of Session: ________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________

Suggestions for Improvement: _______________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________

Initial after discussion:    _______ ________
Academic Skills Center Tutoring Session Log

Peer Tutor Name: ________________________________

If you are documenting your facilitation of a workshop, presentation, or study session, attach a sign in sheet with the names of the student participants.

For Session Type (T=tutoring; W=workshop; R = review session; FL=FLOOR session; CI=C/I presentation, SP = Special Project)

<table>
<thead>
<tr>
<th>session type</th>
<th>date</th>
<th>hours</th>
<th>subject/s</th>
<th>client name/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14
**Client Record**

Client Name:  **Lisa Smith**

<table>
<thead>
<tr>
<th>Date (mm/dd/yy)</th>
<th>Tutor</th>
<th>Session Summary (including assignment description, material covered, handouts, suggestions, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10/13</td>
<td>Amanda</td>
<td>Lisa needs to decide on a clear thesis. We found many ideas in her paper that needed to be connected. It will help once she has a thesis. She is going to make an outline that bullets supporting points for each paragraph topic. She's coming back tomorrow to talk about her thesis and outline with Emily. She will also have her introduction done by tomorrow. Her paper is due a week from today.</td>
</tr>
</tbody>
</table>
Section III: Peer Tutor Responsibilities, Roles, & Relationships

Responsibilities of a Peer Tutor

- Keep appointments
- Help the students to become independent learners/thinkers
- Be positive – even when discussing a student’s mistakes
- Don’t engage in negative talk about a professor
- Treat all students with respect
- Be knowledgeable about your content area
- Establish mutual expectations with your students
- Maintain confidentiality
- Be accepting of a variety of learning styles

Student Responsibilities

- Have Work Completed (as much as possible)
- Review and understand material to best of ability
- Come prepared – have all materials, instruction sheets, syllabus for the course
- Communicate needs to Peer Tutor

Role of a Peer Tutor

<table>
<thead>
<tr>
<th>A Tutor is…</th>
<th>A Tutor is not…</th>
</tr>
</thead>
<tbody>
<tr>
<td>an interested, active listener</td>
<td>a grammar cop</td>
</tr>
<tr>
<td>a curious questioner</td>
<td>a grader</td>
</tr>
<tr>
<td>a friendly face</td>
<td>a course instructor</td>
</tr>
<tr>
<td>a non-judgmental peer</td>
<td>a parent</td>
</tr>
<tr>
<td>a willing reader</td>
<td>a proofreader</td>
</tr>
<tr>
<td>an informed source</td>
<td>an editor</td>
</tr>
<tr>
<td>a professional</td>
<td>a ghost-writer/problem solver</td>
</tr>
</tbody>
</table>
TUTORING AGREEMENT

Tutoring can provide a valuable link in a student’s learning process. To make maximum use of the tutoring sessions, it is important that there be a commitment between the tutor and the student. Please read and sign the following so each of you are aware of the conditions that will make this arrangement work best for both of you.

STUDENT RESPONSIBILITIES:

- I will be on time. If I am 15 minutes late, the tutor is not obligated to wait for me and I will be considered a No-Show.
- I will be prepared. Assignments will be completed as fully as possible, readings will be completed, and I will have questions ready to ask. I will bring my text, notebook, syllabus, and assignment prompt to my appointment.
- I will attend class regularly.
- I will not expect the tutor to “know everything.”
- When my tutor refers me to my professor, I will follow through.
- I will approach learning with an open mind, listening to suggestions.
- If I must miss a session, I will call the ASC at 903-813-2454 to cancel my appointment as soon as possible.

TUTOR RESPONSIBILITIES:

- I will be on time. If I am going to be late, I will notify the ASC staff to have a message relayed to my student.
- If I must cancel a session, I will contact the student as far in advance as possible.
- I will be prepared to answer “most” student questions.
- I will admit when I don’t know a solution or an answer. I will try to find the information. I may also inform your professor about the situation.

TUTORING WILL BE STOPPED FOR THE FOLLOWING REASONS:

- When the student misses 3 tutoring sessions without reasonable notification (reinstatement will be considered after consultation with the Director of the Academic Skills Center);
- When tutoring is not helping the student progress;
- When the tutor and the student agree that the student is able to make satisfactory progress working independently.

______________________________     ________________________________
Student’s Signature     Tutor’s Signature

Student’s Phone Number & Email Address
Name (optional):
I am a Freshman _____ Sophomore _____ Junior _____ Senior _____

**In what subject(s) did you receive tutoring?**

What techniques/strategies did the tutor use that helped you in the session today?

How will you apply these techniques on your own while studying or preparing for exams?

How many days is it before the next assignment or test for the subject in which you have just been tutored?

Will you come back for a follow up appointment in this subject area? (If no, why not?) ____YES ____NO

Would you recommend the tutor program to other students? (If no, why not?) ____YES ____NO

*(If applicable)* My Writing Tutor works with me to discover what corrections are needed and teaches me how to apply new strategies/techniques to improve my writing.

(circle one) **Always** Most of the time **Sometimes** Rarely

The tutor asks me questions, has me work problems, has me explain, has me summarize, and has me give examples.

(circle one) **Always** Most of the time **Sometimes** Rarely

Has working with the ASC tutor(s) improved your attitude toward the class for which you received tutoring?

(circle one) **Yes** No Unsure

Has tutoring resulted in increased confidence in your class performance?

(circle one) **Yes** No Unsure

Will tutoring positively affect your course grade?

(circle one) **Yes** No Unsure

If you had not sought/utilized tutoring services for this class, is it likely you would have withdrawn from this course?

(circle one) **Yes** No Unsure

Recommendations/Suggestions for improving the ASC:
C/I Tours
Script

Before beginning your presentation look at the Learning Outcomes Evaluation for CI Tours (pg. 23). Our presentation should answer all the questions listed on the Learning Outcomes Evaluation. Address all the pertinent points listed in this script and be sure to rehearse your presentation prior to the tour.

I. Introduction
   - Introduce yourself and indicate your tutoring specializations;
   - Ask students what they know or think they know about the ASC; How many have used the center and for what purpose;
   - Give a brief description of what other services are available at the Center
     i. All tutors are trained to assist with writing (use us to help w/brainstorming, organizing, clarifying, to learn how to identify your weaknesses in papers, etc.)
     ii. Director, Laura Márquez coordinates disability services

II. Tutoring Services
   i. Ask how many have used tutors before in high school?
   ii. What do they expect a tutoring session to be like?
      1. Introduce them to the Socratic Method; Give examples of what this might look like in a session; Tell them how they can expect to be involved in a tutoring session (active learning)
      2. Tell them to come prepared to sessions (i.e., have books/syllabi/etc., work out problems/assignment as best as they can)
   - Tell them how to make an appointment; write our phone # on the board
   - Tell them what our hours are
   iii. All tutors can assist with study skills strategies (Why is this important?)
      1. If you want, you can talk about some relevant experiences you had when you were freshmen;
      2. Most freshmen report that part of their academic transition to college involves study skills and time management. Why?

III. ASC Resources
   1. Ask how many are pre-med; Have the solutions manuals ready to show them; Calculus solutions manuals; copy of an old lab report
      a. Focus on how they can use these to improve their methods for identifying solutions to a problems
   2. You can mention that we have some tests that professors have given consent for us to have or they are tests that professors make available in their FAC Boxes. Make them aware that these should be used only as guides for the “types” of questions that may be asked on a test and are no guarantee that such questions will be asked.
      a. Remind them that it is always a good idea to ask their professor how they can study for tests.
      b. Use the tutors to help you develop possible test questions that you can study from (this skill is called “self-testing” and is a valuable study skill to learn).
   3. writing manuals/resources (show a couple)
   4. Study guides and computer preps for graduate school exams
   5. Director assists with writing personal statements for graduate school applications
   6. computers (programs)
   7. Free handouts on the turnstile and online at our website
   8. great study space!

IV. You can hand out copies of the Who Tutors What?…or the Weekly Schedule Grid or whatever you feel is relevant…

V. Tutors: what helpful strategies you learned to employ during your time here at AC?

VI. Conduct Interactive Activity with Remaining Time
ACTIVITY IDEAS

You can decide when and how you want to include this or you may come up with new ideas that could make the students feel included in the session. *This is the thing that they will usually remember whenever they think of their tour, so make it good!*

The WEEKLY SCHEDULE –

Can help if you avoid procrastination by breaking down tasks; keep you from feeling too overwhelmed (it sometimes feels like more if you keep your schedule/tasks all “in your head”); creates structure; lets you create balance when needed

Materials: weekly schedules, 2 markers or colors for everyone in class; To Do lists; Semester at a Glance (have one filled out and also show them a couple of different types of planners or calendars (don’t have to promote the use of one type over another; just emphasize the importance of writing all dates down in one place).

1. Give the students a To Do List and have them fill out everything they have to do this week and early next week (include school, personal tasks like laundry, Wal-Mart, cleaning room, etc). Sometimes we can’t even find time for the easiest tasks – like buying a stamp.
2. If they have a big task like write a paper, show them how to break it down into smaller tasks (have them write each smaller task on the to do list – research, brainstorm, outline, etc).
3. Have them rank the tasks by order of importance.
4. Ask students to take out their weekly schedule and ask them to box in their classes in one color.
5. Next, have them take the other color and box in all other “must do” activities, such as work, team sport practice or other absolutes.
6. Have students switch marker colors with their neighbors, and mark in a third color all “daily maintenance” activities: eating, sleeping, napping, exercising, how long it takes to get dressed in the morning, etc.
7. Use another color to put in all high priority (but possibly changeable) activities such as organization meetings, phone calls, never miss TV shows, social engagements, etc.
8. Now have them look at the time they have left open on their schedule. Have them think about when their best study times are (when they are most alert, motivated and able to get things done). They should plan to use those times for their most difficult reading/studying. They should save their favorite assignments for those times when they feel it is harder to get motivated. The “easiest” assignments that don’t require huge amounts of concentration can be sandwiched into times and places (such as an hour between two classes, or over coffee in the pub) when you might not otherwise get anything done.
9. Now ask them to schedule in the times they will get the items on their To Do List done.
10. Now have them bring out the Semester at a Glance calendar. Tell them that they should be sure to keep an overall calendar like this because they will need to be aware of upcoming assignments, especially in weeks where they will have multiple tests/papers/projects due. If you have time. If they haven’t put all of their syllabi dates in one place, encourage them to do so.

Class Management

1. Ask how many students know how to catch a ball. Ask for a volunteer who is pretty good at catching a ball.
2. Bring out one ball and throw gently to the volunteer. Congratulate on the catch, and ask him/her to throw it into a large box on the desk.
3. Next, throw three balls one at a time, slowly, and ask him/her to throw them into the box.
4. Finally, start throwing balls several at a time and ask him/her to keep up with getting them into the box.
5. At some point, balls should start dropping all over the place.

**Point of exercise:** most of you are pretty good at handling your workload in high school, but here you will find that you are handling much more, much faster while trying to also make friends, get out, join organizations, play sports, etc. In college, you will have to think differently about handling all of these responsibilities.

6. You can ask how many students have read all of their syllabi and marked all of their dates on a master planner of some sort. Also recommend they mark the dates for advising, registration, last day to drop without a grade…

---

**Learning Styles**

If we use our Learning Styles Preferences to our advantage, we can be more efficient and effective with our study time. Most freshmen are realizing that time is a precious commodity.

**Materials:** Learning Styles Inventories, Learning Styles Strategies Handouts

1. Before giving students too much information about learning styles, ask them if they know their learning style? Most will not have ever thought of it. Prod them by asking what their strengths are:

   For example, you may ask, “if given the choice, how many of you would prefer to be tested over what you hear in a lecture or what you read in a text?” Have those that prefer to hear a lecture raise their hand, etc.

   You may say that those that prefer to hear the lecture, could have a strength in auditory learning – “it clicks better to hear something out loud.”

2. Tell them that there are 3 basic styles: Visual, Auditory, and Kinesthetic

   Visual Learners learn best through visual stimuli such as: reading, watching, visually imagining concepts.

   Auditory Learners learn best through hearing & tend to prefer: discussions, lectures, study groups, recitation.

   Kinesthetic Learners learn best through action and hands-on activities & tend to prefer; recording/writing information; hands on tasks (i.e., laboratories, mechanics, computers, cooking, simulations, real world scenarios).

3. Have them fill out their inventories (5 minutes) and compare feedback.

---

**Goal Setting**

Goals are closely related to time management: for goal attainment to occur, related tasks are intricately woven into daily activities and maintained by motivation. Many people dream about accomplishing amazing goals, but their intentions get lost in the day-to-day actions of turning goals into reality.

**Materials:** 3x 5 cards and envelopes
Setting goals:

1. Set specific goals: include all aspects of your life (academic, relationships, personal interests, values, career choices, financial gain, etc); Must be measurable – stay away from words like good, a lot, or great.

Set deadlines – Create long term goals; these are tasks you would like to accomplish in 5-10 years.
Create short term and mid term goals: these are tasks you would like to accomplish today, the next few weeks or months, or during the next year.

2. Give students 5 minutes to write down their on a 3x5 card:

   a. (On one side of the card) Long-term goals: where do they want to be (or what do they want to be doing) in ten years; what do they want to get out of an AC education?
   b. Short-term goals: What do they want to accomplish this semester. Make sure they are listing academic goals and other priorities (for instance, make friends, join organizations, make the soccer team, etc). Ask them to rank their short-term priorities by importance.

3. Tell them to look at the goals and ask: is it realistic/achievable. Once you are in the swing of school, look at your goals and then look at the way that you are spending your time. Are you spending your time on those things that will help you reach your goals? Are your short-term goals (making friends, having fun) taking up a reasonable proportion of your time? If you want to go to medical school, but your short-term goals and use of time are all social, is it reasonable to expect that you will be able to reach your goals? Balance is the key.

4. Make a timeline

5. Re-evaluate your goals and adjust periodically (maybe you decided that you would rather study computer science and will change your major…)

6. Have them write one academic goal and one personal goal they want to achieve by the end of the semester

7. Tell them to put it in the envelope and seal; and write their name and box number on it.

8. Pass the envelopes to you.

9. You will not open them but you will put them in their boxes the last week of school

10. See how you do and if you want to talk about goal setting in depth, come in for an app’t.

Reading for Context

This example can emphasize the importance of reading for context. It is important to read material prior to lecture so that you can get a better understanding of what the professor is talking about. This also allows you to be more apt in participating in discussions or in asking questions.

1. Ask students to listen to you recite a group of numbers and tell them not to write them down yet.
2. Recite: 149217761999
3. Wait a few seconds and then ask them to write down all they can remember.
4. How many were able to get all the numbers in the correct order? Probably only a few.
5. Now tell them you will recite the numbers again. This time tell them that the numbers are a set of dates.
6. How many were able to “hear” the numbers differently this time?

This can also illustrate the importance of making associations in order to improve memory.
LEARNING OUTCOMES – EVALUATION
C/I Session – Introduction to the Academic Skills Center

Name:         Date:

C/I Professor:

What are some of the ways the ASC can help a student at Austin College?

What resources in the ASC will you most likely use?

What is one of the biggest academic challenges you may face here at AC?

When should students come in for help with their writing?

How will this session help you in your coursework?

What will you remember most about today’s session?
The Attitude of a Tutor:  
“A” is for Attitude

Your excellent interpersonal communication skills and pleasant demeanor contribute to your positive attitude and are among the reasons you were chosen to perform this important job. It is essential that you maintain this attitude at all times. You will often find that your pleasant attitude will rub off on the students you tutor. Most importantly, be sensitive to the fact that it takes courage for a fellow student to admit need and seek out help.

Always remember that you are representing the Peer Tutor program and the interactions you have with students will ultimately influence the way the entire campus community views the ASC.

Essential Qualities for a Tutor of ANY Subject

*Your professional responsibility is to facilitate students’ independent learning.* Students will model your productive behaviors if you are patient and positive. Other qualities include the ability to:

- Demonstrate application of material
- Use strategies often
- Encourage responsibility for students’ own learning
- Use open ended questions frequently
- Connect new information to existing knowledge

Setting the Tone of Each Session

The tutor/client relationship is a partnership. Each party contributes to tutoring sessions in his/her own way. Hence, both are responsible for setting the tone and keeping the lines of communication open during each session. Because this is a partnership, Peer Tutors must not accept full responsibility for either a successful or a failed relationship.

In order to establish a productive working relationship with students, it is important that both parties have a clear understanding of tutor/client responsibilities (see pg. 17). This sets the groundwork for realistic expectations. *Once the tone is set, it is important to set expectations for each session.* Allow the student to participate in setting these expectations so that s/he can begin the role of an active participant in each session.
ACTIVE LISTENING DIALOGUE EXAMPLE

As noted on pg. 16, listening is an important quality in Peer Tutors. The following is an example of how active listening takes place.

**Student:** I hate Anthropology! It’s so stupid. This stuff won’t be helpful to me after I graduate.

**Listener:** You sound really upset.

**Student:** Yeah, I don’t understand why I have to take this class. All it does is bring down my GPA. I mean, I studied and studied, but I did horrible on the test. I’ve never failed a test in my life until now.

**Listener:** So, you’ve never felt like this before?

**Student:** No. I never made a 53! A 53! My parents are going to kill me when they see my grades this semester.

**Listener:** So do you plan to tell your parents about this test?

**Student:** I tried. I called home a couple of nights ago to tell them, but then Dad started talking about his job and all the extra hours he’s putting in to pay for school and how it’s worth it because I’m doing so well and getting a great education. They’re so proud of me; I just can’t disappoint them. But Heritage is so hard! Sciences, I can do. Even math. But I don’t care about this history and religion stuff. I can’t keep it all straight.

**Listener:** It sounds like you really want to please your parents.

**Student:** Sure! I’m the oldest, and the first person in my family to go to college. I’m going to be a doctor. We’ve always known that. That’s why history and all that humanities stuff was never very important. What does a doctor need to know about Gilgamesh for, anyway?

(PAUSE)

I know that they want us all to be well-rounded. I do sometimes feel like a genius about sciences and an idiot about everything else. I just don’t know if I can learn this Heritage stuff. It seems like the more I study, the more I see what I don’t know.

**Listener:** I get the feeling that you really do want to take Heritage and be well rounded. I see how important it is for you to do well in this class.

**Student:** Yeah. But can I do it?

**Listener:** Well, it sounds like you’ve done well in the past. And if you’re motivated…

**Student:** I do want to do well. But how do I do it?

**Listener:** Well, there are a lot of things we can do to help. What do you think is the thing you most need to work on?

Continue, suggesting ways to improve the areas in which the student feels he or she needs help. Aid in discovering his or her problems and then work on a solution together. Use handouts and your own skills for tools.
Mirroring Exercise
Imago Dialogue by Harville Hendrix, Ph.D.

Let your body language show you are open and receptive to the process of hearing and experiencing his or her message to you. Remember to be nonjudgmental.

Decide who will be the Sender and who will be the receiver. Follow the instructions for Parts I, II, and III (mirroring, validating, and empathizing). Then, in Part IV, reverse roles so the Sender becomes the Receiver, and vice versa. Finally, talk about the experience you’ve both had sending and receiving.

This dialogue gives you a chance to practice the skills of accurate mirroring and logical thought. People who are just learning the Imago Dialogue for the first time often complain that it feels like an unnatural, cumbersome way of relating. You can expect to feel mechanical at first. But learning the steps and practicing them whenever you can, will bring you great rewards.

EXERCISE

Learning to Mirror

Mirroring is the process of accurately reflecting back the content of a message. Repeating back the content accurately is called flat mirroring. Flat mirroring can be more difficult than it sounds. It is very easy, without realizing it, to mirror back a little more than what was said, or a little less. A person who gives back a little more is doing convex mirroring. A person who gives back less, by zeroing in on one point that interests him and ignoring the rest, is doing concave mirroring.

Maximizers often “repeat” the message through convex mirroring by adding something of their own for the purpose, conscious or not, of shaping the other person’s thoughts and feelings. An example of convex mirroring is the wife who mirrors back to her husband: “So you’re feeling guilty that you came home late for dinner,” when what the husband actually said was, “I’m sorry I didn’t start for home sooner because the traffic was so bad.”

Minimizers often “repeat” a message through concave mirroring by highlighting the one thing they think is important, but leaving out what the speaker thinks is most important. An example of concave mirroring is the husband who responds to his wife’s difficulty with a car problem by saying, “So, you’re telling me you couldn’t figure out what was wrong with your car,” when his wife actually said was, “I’m delighted that I was able to get the car to the garage for repair today.”

Both convex and concave mirroring are common forms of paraphrasing. When we paraphrase, we state in our own words what we think another person is saying. But we often assume that we know what the other person is saying when we really don’t. We are just guessing. We may be good guessers, and we may be right most of the time, but unless we check whether we’ve got it right, the danger exists that we will be misunderstood. It can also be tempting during the process of mirroring to interpret before we understand fully. If our interpretation is based on errors of understanding, then our interpretation will be wrong. In contrast, besides ensuring accuracy, flat mirroring lets a partner know that you are willing to put aside your own thoughts and feelings for the moment in order to understand the other’s point of view. For most people this is a rare moment of self-transcendence. It is also a moment that creates safety and deeper emotional connection in your relationship.

OBJECTIVES

• Learn to listen accurately to what your partner is saying.
• Create safety in your relationship.
• Develop clear communication and deeper emotional connection.

**STEP 1.**
Choose who will be the Sender and the Receiver. The Sender starts the dialogue by saying, “I would like to have a dialogue. Is now okay? If this is not a good time, the Receiver should suggest another time as soon as possible.

**STEP 2.**
The Sender begins with something positive, such as an appreciation for something the Receiver has done or said. It can be as simple as, “Thank you for setting aside this time for us to talk.” Then the Sender conveys what he wants to say as clearly as possible. The message should start with “I” and describe what the Sender is thinking or feeling. For this first exercise, while you are learning the technique, choose a message that is neutral. Examples of neutral subjects are what happened at work today, how you felt about the movie you saw last night, what you want to accomplish in the next few hours, or what struck you in the magazine article you just read.

**EXAMPLE:**
Using Imago Dialogue, Barbara sent this message to her husband, Bill: “The weather is nice this morning. I want to get out into the yard and do some gardening.”

**STEP 3.**
The Receiver then mirrors back what he or she has just heard the Sender say. The Receiver will find it helpful to use this sentence stem: “If I got what you just said,” (and then mirror). The Receiver then checks to see whether he or she has mirrored accurately by asking, “Did I get it right?” If the Sender indicates he or she heard accurately, then the Receiver says, “Is there more you want to say about that?” If the Sender has more to say, he or she adds to the message. The Receiver continues to mirror and ask, “Is there more you want to say about that?” until the Sender has completed the message. The question, “Is there more you want to say about that?” is very important. It helps the Sender complete all of his or her thoughts and feelings, and prevents the Receiver from responding to an incomplete message. Also, since it is limited to “more about that,” it helps the Sender limit the message to one subject at a time.

**EXAMPLE:**
Continuing the example above, Bill mirrors what Barbara has just said: “If I got what you just said, you want to go out and do some gardening because the weather is nice this morning. Did I get that right?”

Barbara responds: “Yes, you got it.”
Bill says, “Is there more you want to say about that?”
Barbara may say “Yes” and say more, or she may say “No,” finishing this part of the dialogue.

**STEP 4.**
When the Sender has completed the message, the Receiver then summarizes the Sender’s entire message with this sentence stem: “Let me see if I got all of that…” When the Receiver finishes the summary, he or she should check for accuracy with this sentence: “Did I get it all?” The summary is important because it helps the Receiver understand the Sender more deeply and to see the logic in what was said. This helps with validation, which is the next step. When the Sender acknowledges that the entire message has been heard accurately, then the Receiver can move on to validating.
Learning to Show Empathy

OBJECTIVES

• Create safety in your relationship.
• Develop clear communication and deeper emotional connection.
• Express empathy for your partner’s feelings.

Empathizing is the process of recognizing the feelings of another person while he or she is expressing a point of view or telling a story. There are two levels of empathy. On the first level, we reflect on and imagine the feelings another person is expressing. On the second and deeper level, we experience emotionally—actually feeling—what he or she is experiencing.

Such empathic experiences are healing and transforming in and of themselves, independent of what is being communicated. During these moments, both participants transcend their separateness and experience a genuine meeting of minds and hearts. When you engage in dialogue with your partner, you understand your partner, and at least for a moment, you see the world through his or her eyes.

STEP 1.
Empathy can be expressed with the following sentence stem: “I can imagine that you might be feeling…” If the Sender’s report is about the past, the Receiver can say: “I can imagine that you might have felt…” These sentence stems can be used if the Sender has not openly expressed feelings. If the Sender has expressed feelings, then the Receiver can say: “I see that you are feeling…” Feelings are best stated using one word, such as angry, sad, upset, happy, and so on. If you use more than one word, such as “you feel you don’t want to go to work,” you are probably expressing a thought.

EXAMPLE:

Although Jack does not want his wife Emily to stop being a stay-at-home mom and return to work, he demonstrates that he is sensitive to how she is experiencing full-time parenting. He says, “I can see how trapped you are feeling at home these days. You must be missing the camaraderie and challenge of working.”

STEP 2.
Since one never know for sure what another person is feeling, it is important to check for accuracy by saying, “Is that what you are feeling?” or, “Did I get your feeling right?” If the Receiver did not imagine the right feeling or misperceived the expressed feeling, then the Sender should say what he or she is feeling. Also, if the Sender shares other feelings that were not picked up by the Receiver, the Receiver should mirror those feelings and ask, “Is there more about those feelings?”

EXAMPLE:

Jack, from the previous example, wants to check to see whether his perceptions of Emily’s feelings are on target or not. He says, “I want to be sure that I am understanding you correctly. Am I right that you wish you were back in your old office with your friends?” After Emily responds to his question, he gives her the chance to elaborate, by saying, “Is there more you want to tell me about this?”
EXERCISE

Trading Places

OBJECTIVES

- Create safety in your relationship.
- Develop clear communication and deeper emotional connection.
- Practice and reinforce your skills by working from different perspectives.

STEP 1.
When the receiver has mirrored, validated, and empathized, the partners exchange roles. The Receiver indicates he or she has something to communicate by saying, “I would like to respond now.” Then the Receiver becomes the Sender, and the Sender becomes the Receiver. The Sender (former Receiver) may respond to the message he or she heard, or may express feelings or thoughts about something entirely different. The same three process of mirroring, validating, and empathizing are repeated until the Sender is satisfied he or she has been heard and understood.

STEP 2.
When it’s your turn to listen, give your partner your full attention. Mirror what your partner is saying until you get it. Then validate her or his point of view and communicate empathy. You may ask clarifying questions, but do not try to analyze your partner, make interpretations, or express frustrations or criticisms. As you listen, try to visualize your partner’s issues with giving and receiving.

When it’s your turn to speak, you are giving yourself to your partner and helping him or her to become larger by taking in your reality. There is security in knowing that you will have the opportunity to express your thoughts and feelings as many times as it takes for your partner to hear and understand you.

BETWEEN-SESSION ASSIGNMENTS
It takes a long time to learn and be comfortable with the Imago Dialogue. The more you practice, the more natural this form of communication will become. Every time you practice the Imago Dialogue, you have a choice about how to arrange it. You can do all three steps of mirroring, validating, and empathizing in the same practice session, or you can practice mirroring in one session, and validating and empathizing in a separate session.

- After you have completed this session, set a goal of engaging in at least one additional dialogue during this week that is not related to the other exercises in this workbook. Choose a neutral subject for this dialogue. A neutral subject, such as what happened in your day, or what you hope to accomplish during the day, allows you to focus your attention on practicing the form of dialogue without being distracted by emotional content.

- You will be using the Imago Dialogue to share what you and your partner are learning from the other session in this workbook. Besides focusing on form, your attention will be on the information and the feelings of your partner’s reality. Stretch yourself toward being open to your partner’s experience without interference from your own ideas and judgments.
Section IV: The Tutoring Session

Where To Begin

Regardless of the many reasons a student may schedule a visit with you, understand that throughout the course of your meeting(s) these reasons may change. Regardless of the nature of your first meeting, it is essential to 1) establish a personal connection, 2) explore the student's intentions, 3) assess their academic needs, 4) set mutual expectations, and 5) most of all—make them feel comfortable to explore the learning process with you.

Before proceeding with anything else, discuss what students hope to accomplish during each session. Reconcile their response with your own response to the same question. Formulate a set of realistic goals and an accompanying loose plan that is mutually satisfactory. Stimulate their intellectual curiosity and, above all, comment on productive behaviors. Many students need a confidence boost at this point!

Helping students become successful and independent learners is the focus of each tutoring session. Familiarizing students with a variety of learning and critical thinking strategies will aid them in this task. Learning several of these strategies will help students become more involved in course material. (See Section VII)

Linking newly learned information with existing concepts helps students build greater understanding and retention of course concepts. Maintaining a running assessment of students’ knowledge of main concepts will enable you to assist in these sorts of connections. One means of accomplishing this is to review “old” concepts at the beginning of a session, and then gradually work into newer ones.

Make The Connection

Try to get to know your student as quickly as possible. Also, tell them a little bit about yourself. Ask them questions like: what is your major, what hall do you live in, what do you think about this class? Ask them about their extra curricular activities and their background in general. However, try to be as informal as possible so they do not perceive your questions as intrusive. A good rule of thumb is— an open ended question is always a good question. Hopefully you will make the student feel comfortable enough to express his/her concerns. This is the basis of trust and trust is an essential element to establish early on. Don’t be discouraged if the student doesn’t make you a confidant by the end of the initial session. It takes time. Just be consistent and the student will see you as honest and sincere.

Explore

During the first meeting, find out from the student what s/he needs (or thinks s/he needs). You may detect deficiencies that can be addressed in a follow up visit. Whether the student just wants a brief session to gain clarity or wants to set up weekly appointments, remember your purpose is to help her/him become successful and independent.

Assess

Try to engage the student in conversation about her/his academic strengths/weaknesses, likes/dislikes. This will help you understand why the student is taking the class/es in which you are tutoring. Be a concerned listener and avoid interrupting. If you would like more information, try asking why or how questions.

Determine a mutual set of realistic expectations. Help the student see that s/he is in control of the tutoring session and is an active participant in the tutoring experience.
**Encourage the Learning Process**

*Just about every student who schedules a tutoring session for the first time will have the false impression that you are there to answer questions blindly or check their work.* In a helpful manner, explain your role as a tutor at the beginning of the first session. Refer to yourself as a resource that will assist her/him in *learning how to ask and answer questions*. In addition, your job is to help the student practice processing and organizing information, apply study strategies, and learn new ways to approach problems.

In order that students don’t become intimidated by your role, reassure them that you will answer questions as needed. However, students need to appreciate their personal responsibility in the learning process. In the first session, as well as in subsequent sessions, engage the students in decision-making at all levels.

**When It's Time to End**

Closure should be reached before ending the session. Ask your student to summarize what has been covered. Then, help her/him evaluate the progress made toward goals agreed upon at the session’s beginning. This is the perfect time to point out the progress the student made during the session. Before the student leaves have the student fill out a “Learning Outcomes Evaluation.” After the student leaves, remember to document the session by completing the “Client Record” sheet and filing it in the appropriate student file.
Section V. Teaching and Tutoring Writing in the Academic Skills Center

An ancient proverb says, “Give a man a fish and he will eat for that day. Teach a man to fish and he will eat for the rest of his life.” That philosophy is incorporated into the tutoring program at the Academic Skills Center and is especially appropriate when helping students with all stages of a writing assignment. We feel that learning to write well will be a helpful skill for students throughout their lives.

While tutoring in the area of writing, the Socratic method – which encourages asking questions of students to help them discover corrections needed rather than have the tutor make corrections – is preferred. When the student makes and understands the changes s/he is making in a paper, learning that can be reapplied is occurring. The goal of tutoring is to foster student independence following the principle that tutors can help students help themselves by stimulating active learning and building students’ confidence in their own abilities. Throughout all stages of the writing process, tutors use diagnosis and the Socratic method to find students’ levels of comprehension before moving to new concepts.

Writing is a cyclical process, not linear. Through discovery and analysis the student can readjust her/his paper during all stages of writing. Tutors encourage students by helping them identify first their strengths and use these to overcome weaknesses. Hopefully, students can then make necessary changes or revisions while developing the confidence to become independent writers.
Characteristics of Effective Writing Center Peer Tutors

• As far as possible, writing tutors should have knowledge and experience as writers and as teachers of writing. They should write frequently and appreciate the process of writing—from the preliminary exploration of the idea through the hard work of drafting and redrafting to the final careful editing. As is often pointed out, the great advantage of working with a tutor is the ability to focus on process—on helping the student learn not merely how to polish the product but how to go about writing. Peer Tutors must be ready and willing to guide the process, to help students grope for ideas and structures, for language and syntax.

Furthermore, Peer Tutors should be ready and willing to acquire as much knowledge as possible of writing as craft—of rhetoric, of grammar and linguistics, of dialect and standards. They should be able to read sensitively and to diagnose keenly—to go to the heart of the matter in determining what is wrong with a piece of writing and what should be done to improve it. After making an initial diagnosis, the Peer Tutor should be able to devise methods and set up a program to help the student’s needs.

• Peer Tutors should be interested in, or at least be willing readers in, a variety of disciplines. They should be aware of writing requirements across the curriculum of their institution.

• Ideally, Peer Tutors should be friendly, outgoing people who possess the characteristics necessary to be good advisers. They should be sensitive to students and quick to detect fear and hesitation and to give encouragement. They should not be hasty in judgments or too aggressive in giving directions. They should avoid the “I know better” attitude and mean it when they say, “What can I do to help?”

• In spite of the need for warmth, Peer Tutors must be thoroughly professional. A tutor is not a fellow student trying to beat the system, offering criticism of faculty or school, not an ally in collaboration. These dangers are by no means limited to the Peer Tutor. Staff must be on guard against being taken advantage of; they must maintain the teacher stance.

• Peer Tutors should be flexible and energetic. The wide range of problems that come to the center make demands on the ingenuity and energy of the staff. The staff must constantly shift to meet different needs every hour or half hour during any given day. Peer Tutors must learn to pace themselves and be able to ration energies to meet the demands of many individuals. It is usually better to assign tutors to shorter hour spans, not to full days without a break.

• Peer Tutors should be able to work comfortably with others. Frequently in a tutoring center, a number of people teach in close proximity. Often, students do not see the same tutor at every visit. Therefore, Peer Tutors must work cooperatively with other staff members to be sure that students’ needs are met.

• Peer Tutors should be willing to learn and to try new methods. A tutor who thinks “mine is the way” is usually uneasy when students don’t agree. For instance, those who insist on detailed outlines before writing, or those wedded to the five-paragraph theme, will lack the willingness to help students explore. On the other hand, a Peer Tutor must have the tact not to undermine a referring instructor who does adhere to a particular approach.

• Peer Tutors should also be open to some degree of supervision. While a writing center has no set curriculum, by its very nature such teaching is more observable and less isolated than teaching in a classroom. Peer Tutors must give and take with fellow staff members in the Academic Skills Center.

To be sure, these criteria suggest a definition of a good classroom composition instructor as well as of a good writing tutor. This needs no apology; the lab and the process-centered method of teaching are closely related, and the personal qualities desirable for teaching in one are applicable to the other.

- Adapted from Steward and Croft, The Writing Laboratory
Suggestions for Tutoring Writing

Stephen North, co-editor of *The Writing Center Journal*, defines tutoring in writing as “intervention in the composing process.” He believes that a tutoring conference must take its “shape from where the writer is in the composing process,” that the “tutor’s job is to find that place,” and “react accordingly.” He professes the best sessions to be those “which lead/encourage/prompt the writer to engage in or reflect on composing” (“Training Tutors to Talk about Writing,” CCC. December 1982).

Though writing is recursive and this locating “where the writer is” may be difficult, North makes the following suggestions for tutor intervention at particular stages of student writing.

**Invention/Discovery:** The writer is fishing around for ideas, a persona, a conception of audience, or some idea about form. May take place at any time during the composition of a piece, though academic writers work hardest at it at the beginning.

**During Writing:** The writer is actually drafting. Often a Peer Tutor has nothing to contribute. It is possible to collaborate given really solid rapport.

**Revising:** The writer and tutor agree that text is a changeable draft. Peer Tutor’s job is to provide writer with a “view” of the text emphasizing areas the writer has specific concerns about.

**Editing:** Writer sees draft as complete except for proofreading. Peer Tutor’s job to help writer find, record, and correct surface feature errors. Writer must be held progressively responsible for the work in these conferences.

**Evaluation:** Writer sees draft as complete, wants Peer Tutor’s “grade” estimate. In most writing centers, such conferences are forbidden. And steered toward meta-conferences.

**Meta-conference:** Discussion shifts to a “higher” place, addressing the writing process in general. Often takes place in the face of an unsuccessful paper: “I don’t understand how I could get a D.” Peer Tutor’s job is to lead the writer in reflections on the composing process, and to suggest alternatives, ways of changing.

*Peer Tutors should listen as much as they talk and ask questions more than give answers.* According to North, “a tutor’s job has mostly to do with the writer, not the text, and the direction of any tutorial decision from the writer.” *With practice, a tutor can ask successful questions that will allow him or her to direct the conference without dominating it.*
THE WRITING CONFERENCE: PROCEDURE FOR TUTORS

1. Introduce yourself.

2. Review/clarify the assignment (ask to see a written assignment if possible).

3. Holistically preview the entire paper.

4. Quickly read the paper in its entirety silently to yourself.

   A. Engage the student by asking her/him to walk you through the paper. The following questions may be helpful:

      1. Where is your thesis?
      2. Where are the topic sentences of the body paragraph?
      3. Can you summarize the basic supports of your paragraph?
      4. Where is your conclusion?
      5. What are you trying to say here? I don’t understand.
      6. What is your background in composition instruction?

   B. Evaluate the thesis. Is there one? Is it focused? If it is not adequate, glance at the conclusion—often the best theses are there. Or scan the body paragraphs—sometimes a repeated idea or one clincher sentence will be in the supports.

   C. If there is a clear thesis, scan the paper to determine if the thesis is outlined in the supporting material. If the paper is out of alignment, consider which should be modified—the thesis or the body.

   D. Check the body for development. Is there specific supporting evidence (details, illustrations, examples)? Are important alternatives explored? Are significant questions answered? Are there poorly developed sections that can be combined or simply eliminated?

   E. Check for mechanics.

      • Scan for fluency. Do many sentences begin with “there is” and “it is”? Can sentences be combined? Is the movement from sentence to sentence clear?
      • Identify grammar and usage errors that draw attention away from the content. (Evaluate one paragraph and let the student correct the rest). Be sure to explain the error; otherwise you are merely proofreading.

5. Through the conference:

   • Involve the student, ask for her/his comments: Which parts work best? What doesn’t feel right? What do you think?
   • Identify strengths and, when possible, use them as models for improvement needed elsewhere.
   • Encourage the student to critique own work; praise her/him when self-evaluation is on the mark.
   • Talk to the student, not the paper.
   • Don’t make corrections for the student. Let the student hold the pencil.
   • Encourage the student to write down comments, suggestions and ideas from the conference.
• Leave the paper on your table. Do not hold it up to read or possess it in any way.
• Read parts of the paper out loud.

6. General Comments

A. **Be flexible.** Do no follow the above procedure so strictly that you are unable to digress when a student needs you to do so. Use the procedure as a framework for your conference, not as a set structure.

B. Remember that writing is a cyclical process—it is not linear. For example, the thesis may be readjusted as the body develops.

C. **Tutoring should be thought of as asking questions not as telling the answers.** Communicate in such a way that the student discovers weaknesses through answering your questions.

D. Do not say, “This is a good, wonderful, fantastic, or well-written paper.” Instead say, “This draft is better,” or “You have progressed here.” If you have to say “good,” do so in a very specific context, such as, “These verbs are good examples of vivid writing.” **Too many students** equate the sentence “This is a good paper” with “This is an A paper.” This may cause problems if a professor returns a “good paper” with less than an A. If a student asks you if you think it is an A paper, avoid answering directly: **speak instead of the improvements or the strong points of the paper.**

E. Let the dynamics of the conference determine reading patterns—oral vs. silent.

1. oral reading by student
   • illegible handwriting
   • numerous sentence errors
   • poor logic
2. silent reading together
3. silent reading by you
   • initial scan
4. oral reading by you

F. Encourage students to see you as they write. You will be able to help them determine whether they are going in the right direction. Offer to help students with prewriting activities.

G. Encourage fluency. Any writing, of any quality, should be encouraged. Often what a student considers to be a completed draft may actually be a discovery draft—a rambling piece often well developed that occasionally addresses the topic. Compliment the student’s effort here; tell her/him it is a good discovery piece. Then help the student select portions that address the topic. Avoid—at least on a first draft—setting length limits. Let the student attempt to support her/his point as fully as possible; then you can help in the editing process.

Adapted in part from Writing Center, El Camino College
Translations, Diagnoses, & Possible Approaches

What to do when students or instructors say it’s…………

BORING
TOO OPINIONATED
TOO SHORT

Needs evidence, support
Summary without analysis

= needs more specific details, evidence, examples, descriptions

BORING
TOO LONG
CONFUSING, doesn’t “flow”

Don’t know what I’m supposed to say
Too broad, doesn’t fit assignment, needs evidence
Not focused, disorganized

= needs a narrower topic, sub-topic, or angle to focus on
ask:  Which is the best/most interesting part so far?  What else do you know about it?  Who is especially affected or interested in this?

= needs a central theme, main idea, thesis argument (usually early in essay)
ask:  What do you really want to tell people?  What connects these ideas?

Doesn’t “flow”
Can’t fit everything in
Can’t get started/get beyond this point
Jumps around too much
Unevenly developed
Choppy, disorganized, unclear
Lacks coherence, needs better transitions

= needs re-ordering of paragraphs
ask:  How is this organized—least to most important?  Progression from easy to complex ideas?  Chronologically?  Spatially?  Using classification?  Using comparison and contrast?  Which paragraphs are on the same topics:  What if we moved this one over here?

= needs re-division of paragraphs
ask:  Can this paragraph be divided into two aspects of this topic?  Would it make sense to combine these two paragraphs?  Would this sentence work better in the paragraph below?  How does the ending of this paragraph connect to the beginning?

= needs coherence devices:
ask:  Can you add transition phrases (however, similarly, second, next)?  Repeat key
words or synonyms from the thesis sentence, or the end of the previous paragraph, to show the connection of ideas?

Boring, same old same old
Doesn’t “flow,” confusing
Keep losing my train of thought
“style” problems
Good arguments but weaker presentation
difficult to follow

= needs sentence-level style modifications: variable length/order, active verbs
ask: Can you split one of these three sentences into two short, emphatic sentences?
Connect two short sentences? What’s the active verb in the phrase “is/was/will be exploding,” and how can you use it alone? Can you open this sentence with a descriptive phrase instead of just subject-verb?
### TRANSITIONS

1. **Chronological transitions:**
   - present, next, from then on, before/after
   - at length, first, by that time, since
   - afterward, soon, earlier, while/during
   - meanwhile, later, then when

2. **Comparison transitions:**
   - likewise, similarly, once again, although/[even]though
   - at the same time, once more, in like manner, whereas
   - compared to X, again, in spite of (despite) X, but *
   - even so, conversely, in much the same way, yet *
   - *note: no comma after but or yet

3. **Contradiction transitions:**
   - however, even so, conversely, although/[even]though
   - nevertheless, unlike X, on the other hand, but *
   - on the contrary, instead, in spite of (despite) X, otherwise
   - whereas
   - in contrast, still, otherwise, yet *
   - on the contrary, instead, in spite of (despite) X, but *
   - *note: no comma after but or yet

4. **Illustration transitions (SHOWING):**
   - for example, frequently, similarly
   - in order to X, in particular, in other words,
   - usually, for instance, specifically
   - to illustrate, that is, particularly
   - occasionally, especially, in other words,

5. **Cause-effect transitions:**
   - therefore, thus, as a consequence, since
   - consequently, then, for this reason, because
   - on the whole, due to X, accordingly, so
   - as a result, finally, subsequently, and so

6. **Continuation or Addition transitions:**
   - furthermore, in fact, as a matter of fact, and
   - moreover, then, too, for that matter, or
   - in addition, again, besides that, &
   - as noted earlier, also, besides that, or
   - indeed, in other words, after and & or

7. **Counterargument transitions:**
   - of course, after all, to be sure,
   - certainly, doubtless, indeed

8. **Conclusion transitions:**
   - therefore, in a word, to summarize,
   - on the whole, in short, in conclusion,
   - to conclude, finally, in brief,

Note: **Boldface transitions** are subordinating or coordinating conjunctions. They must be used to connect two complete sentences. “Chris went to the store after the coach canceled practice” or “After the coach canceled practice, Chris went to the store.” Other transitions may be added to complete sentences in a variety of ways: “However, he was still hungry,” and “He was, however, still hungry.” And “He was still hungry, however,” are all equally correct.

*Adapted from J. Reid, The Process of Composition
ON PLAGIARISM

If a sentence in one of your sources reads,

Plagiarism is not only illegal—it is unethical and often just plain lazy.

you may use it in your essay in any of the following ways (citation style shown is “MLA” style; for “APA” style—used in the sciences & social sciences—add the year of publication and check Hacker for other possible changes):

1. FULL QUOTATION:
   Reid says, “Plagiarism is not only illegal - it is unethical and often just plain lazy” (15).
   (note: quote marks, then parentheses, then number only, then parentheses, then final period or if necessary a continuing comma, with a full bibliography at end of essay).

2. PARTIAL QUOTATION WITH PARAPHRASE OF GENERAL IDEAS:
   Plagiarism, says Reid, as well as being illegal, is “unethical and often just plain lazy” (15).

3. PARTIAL QUOTATION; AUTHOR’S NAME NOT GIVEN IN SENTENCE; ELLIPSES:
   Some people argue that plagiarism is “unethical and…just plain lazy” (Reid 15).

4. PARAPHRASE/SUMMARY OF THIS AUTHOR’S COPYRIGHTED IDEAS:
   It has been argued that plagiarism demonstrates laziness as well as being legally and ethically wrong (Reid 15).  (note: page number here is optional in APA style)

5. KNOWN FACT—GENERAL INFORMATION NOT UNIQUE TO THIS AUTHOR:
   Plagiarism is illegal.  (no citation needed)

You MAY NOT use the information in any of the following ways:

1. DIRECT, UNACKNOWLEDGED USE OF AUTHOR’S IDEAS AND PHRASING:
   It is clear that plagiarism is not only illegal—it is unethical and often just plain lazy.

2. CITATION OF AUTHOR WITHOUT ACKNOWLEDGMENT OF QUOTED MATERIAL:
   Reid argues that plagiarism is not only illegal, but often just plain lazy.

3. BORROWING “JUST A FEW WORDS” THAT ARE UNIQUE TO THIS AUTHOR:
   In some cases, it can be said that plagiarism is just plain lazy.

4. BORROWING “JUST A FEW WORDS” WITHOUT FULL QUOTATION AND CITATION:
   Reid feels that plagiarism is just plain lazy (15).

5. “LAZY PARAPHRASE”: BORROWING UNIQUE IDEAS AND/OR SENTENCE STRUCTURE:
   Some people believe that plagiarism is illegal, unethical, and even a show of laziness.

So…

• when in doubt, give a full citation
• even when paraphrasing or summarizing, if the idea isn’t yours, cite it
• unless you did the counting yourself, cite nearly all statistics/numbers
• always introduce the speaker/context of a quotation, at least the first time around
• in most cases, add a specific sentence explaining exactly how this quote fits into your specific argument and appeals to your specific audience
• where possible, try to work a piece of the quotation into your own sentence; use only the best pieces of someone else’s words; paraphrase (with citation) the rest in your own words and voice for clarity and continuity.
Section VI. Characteristics Associated with Learning

Learning Styles
How we learn greatly affects what we learn. Are you a “visual learner”? Do you just sit and listen in class without taking any notes, but are still able to retain everything that was said? Is it easy for you to learn something only having done it once? All of these questions address different types of learning styles. Discovering what your learning style is can help you have a successful academic career. You will be better able to tell which way you are apt to retain information, and knowing this, you can develop more effective ways to study.

Personality also affects learning styles!!! Thinking. Feeling. Intuitive. Sensing. Judging. Perceiving. Introvert. Extrovert. All of these describe personality types that influence the way you learn and take in information. Take the quick quiz on the following pages to see which personality type best describes you.

Assessing Your Learning Style - MBTI

The following items are arranged in pairs (a and b). Circle the item on the answer sheet that best describes your strongest tendency.

I prefer:

1) A. making decisions without consulting others.
   B. making decisions after finding out what others think.

2) A. being called imaginative or intuitive
   B. being called factual and accurate.

3) A. making decisions about people in organizations based on available data and systematic
   analysis of situations.
   B. making decisions about people in organizations based on empathy, feelings, and
   understanding of their needs and values.

4) A. allowing commitments to occur if others want to make them.
   B. pushing for definite commitments to ensure that they are made.

5) A. quiet, thoughtful time alone.
   B. active, energetic time with people

6) A. trying to think of new methods of doing tasks when confronted with them.
   B. using models I know well that are effective to get the job done.

7) A. drawing conclusions based on unemotional logic and careful step-by-step analysis.
   B. drawing conclusions based on what I feel and believe about life and people from past
   experience.

8) A. avoid making deadlines.
   B. setting a schedule and sticking to it.

9) A. inner thoughts and feelings others cannot see.
   B. activities and occurrences in which others join.

10) A. the abstract or theoretical.
    B. the concrete or real.

11) A. helping others make logical decisions.
    B. helping others explore their feelings.

12) A. planning as necessities arise, just before carrying out the plans.
    B. planning ahead base on projections.

13) A. communicating little of my inner thinking and feelings.
    B. communicating freely my inner thinking and feelings.

14) A. ideas.
    B. facts.
15)  A. verifiable conclusions.
     B. convictions.

16)  A. using appointment books and notebooks as minimally as possible (although I may use them).
     B. keeping appointments and notes about commitments in notebooks or in appointment books as much as possible.

17)  A. being alone or with one person I know well.
     B. meeting new people.

18)  A. designing plans and structures without necessarily carrying them out.
     B. carrying out carefully laid, detailed plans with precision.

19)  A. using my ability to analyze situations.
     B. experiencing emotional situations, discussions, movies.

20)  A. being free to do things on the spur of the moment.
     B. knowing well in advance what I am expected to do.

**SCORING YOUR ANSWERS:** Check the letter that corresponds with the letter you circled for each answer. Beneath each column, you will find two blanks. Check the blank that falls under the column with the most check marks. You should end up with four letters, one of each set. For example, you will either check the “I” or the “E”, the “N” or the “S”, and so on. Write down your four-letter code and use it to read the following analysis of your learning style.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

I  E  N  S  T  F  P  J

*Now, with you four-letter code, go on to read your analysis.*
Characteristic commonly associated with each type

If your first letters were “IS”: You are of the introverted, sensing type

**ISTJ** - Serious, quiet earn success by concentration and thoroughness. Practical, orderly, matter-of fact, logical, realistic, and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished, and work toward it steadily, regardless of protests or distractions.

**ISFJ** - Quiet, friendly, responsible, conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. May need time to master technical subjects, as their interests are usually not technical. Patient with detail and routine. Loyal, considerate, concerned with how other people feel.

**ISTP** - Cool onlookers – quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in impersonal principles, cause and effect, how and why mechanical things work. Exert themselves no more than they think necessary, because any waste of energy would be inefficient.

**ISFP** - Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead, but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.

If your first letters were “IN”: You are of the introverted, intuitive type

**INFJ** - Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principals. Likely to be honored and followed for their clear convictions as to how best to serve the common good.

**INTJ** - Usually have original minds and great drives or their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important.

**INFP** - Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.

**INTP** - Quiet, reserved, impersonal; Enjoy especially theoretical or scientific subjects. Logical to the point of hair-splitting. Interested mainly in ideas, with little interest in small talk or parties. Tend to have sharply defined interests. Need to choose careers where some strong interest of theirs can be used and useful.
If your first letters were “ES”: You are an extrovert of the sensing type

**ESTP** - Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart, or put together.

**ESFP** - Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things. Know what’s going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.

**ESTJ** - Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others’ feelings and points of views.

**ESFJ** - Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest in things that directly and visibly affect people’s lives.

* On the next page you will find a few tables that further analyze your personality and learning styles. You will need to use segments of your four-letter code to read these tables*

If your first letters were “EN”: You are an extrovert of the intuitive type

**ENFP** - Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.

**ENTP** - Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.

**ENFJ** - Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for others person’s feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.

**ENTJ** - Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident in an area than their experience warrants.
In the following tables, you can read more about your learning preferences by reading characteristics of each letter in your code. For example if I am type INTJ, I would read the characteristics of introversion, intuition, thinking, and judging.

<table>
<thead>
<tr>
<th>EXTRAVERSION</th>
<th>INTROVERSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>* talking, discussion</td>
<td>* reading, verbal reasoning</td>
</tr>
<tr>
<td>* psychomotor activity</td>
<td>* time for internal processing</td>
</tr>
<tr>
<td>* working with a group</td>
<td>* working individually</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENSING</th>
<th>INTUITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>* tasks that call for carefulness, thoroughness, and soundness</td>
<td>* tasks that call for quickness of insight and in seeing relationships</td>
</tr>
<tr>
<td>* going step by step</td>
<td>* finding own way in new material</td>
</tr>
<tr>
<td>* tasks that call for observing specifics</td>
<td>* tasks that call for grasping general concepts</td>
</tr>
<tr>
<td>* tasks that call for memory (recall) of facts</td>
<td>* tasks that call for imagination</td>
</tr>
<tr>
<td>* practical interests (independent of intelligence)</td>
<td>* intellectual interests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THINKING</th>
<th>FEELING</th>
</tr>
</thead>
<tbody>
<tr>
<td>* teacher’s logical organization</td>
<td>* personal rapport with teacher</td>
</tr>
<tr>
<td>* objective material to study</td>
<td>* learning through personal relationships</td>
</tr>
<tr>
<td>* depth and accuracy of content</td>
<td>* personal connection to content</td>
</tr>
<tr>
<td>* personal connection to content</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUDGING</th>
<th>PERCEIVING</th>
</tr>
</thead>
<tbody>
<tr>
<td>* work in steady, orderly way</td>
<td>* work in flexible way, follow impulses</td>
</tr>
<tr>
<td>* formalized instruction</td>
<td>* informal problem solving</td>
</tr>
<tr>
<td>* prescribed tasks</td>
<td>* discovery tasks</td>
</tr>
<tr>
<td>* drive toward closure, completion</td>
<td>* managing emerging problems</td>
</tr>
</tbody>
</table>
Table 2
Meyers-Briggs Definitions Of Learning Preferences According To Type

Using the first two letters to your four letter code (IS, ES, IN, EN), read more about your type.

<table>
<thead>
<tr>
<th>IS__ TYPES</th>
<th>IN__ TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>* demonstrations</td>
<td>* serious reading</td>
</tr>
<tr>
<td>* labs</td>
<td>* tutorials</td>
</tr>
<tr>
<td>* computer assisted instruction</td>
<td>* independent study</td>
</tr>
<tr>
<td>* films, audio-visual aids</td>
<td>* systematically organized courses</td>
</tr>
<tr>
<td>ES__ TYPES</td>
<td>EN__ TYPES</td>
</tr>
<tr>
<td>* television</td>
<td>* reading</td>
</tr>
<tr>
<td>* reports to class on topics selected by students</td>
<td>* self-instruction</td>
</tr>
<tr>
<td>* scheduling my time</td>
<td>* courses that put me on my own initiative</td>
</tr>
<tr>
<td>* having a schedule and sticking to it</td>
<td>* working on group projects</td>
</tr>
<tr>
<td>* orderly work on goals set in advance</td>
<td>* meeting a lot of people</td>
</tr>
</tbody>
</table>

Table 3
Meyers-Briggs Learning Styles According To Type

This table uses the middle two letters of your four letter code. For example, if your code is INTJ, you would read under the section titled __NT__TYPES.

<table>
<thead>
<tr>
<th><strong>ST</strong> TYPES</th>
<th><strong>SF</strong> TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>* demonstrations</td>
<td>* student led demonstrations/presentations</td>
</tr>
<tr>
<td>* labs</td>
<td>* instruction with personal involvement</td>
</tr>
<tr>
<td>* television</td>
<td>* television</td>
</tr>
<tr>
<td>* having a plan and sticking to it</td>
<td>* films and audiovisuals</td>
</tr>
<tr>
<td>* having a study schedule</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NF</strong> TYPES</th>
<th><strong>NT</strong> TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>* learn through personal relationships</td>
<td>* organized teacher lectures</td>
</tr>
<tr>
<td>* dislike impersonal, didactic instruction</td>
<td>* self-instruction</td>
</tr>
<tr>
<td>* highly value faculty feedback</td>
<td>* reading, researching</td>
</tr>
<tr>
<td>* low-friction student-led discussions</td>
<td>* systematically organized discourses</td>
</tr>
<tr>
<td>* opportunities to be creative and original</td>
<td></td>
</tr>
</tbody>
</table>
Table 4
Meyers-Briggs Learning Preferences Associated With Type

In this final table, you will use the second and fourth letter of your four-letter code to give a final synopsis of your learning style where type of instruction is concerned. For example, if you are type INTJ, you would be of the NJ type.

__S__P TYPES: Structured exploratory observation, hands-on

__S__J TYPES: Structured, didactic, well-organized, sensory-rich instruction

__N__P TYPES: Low structure, inductive instruction

__N__J TYPES: Moderate to high structure, “serious” instruction
Three Basic Learning Styles

The term **learning styles** refers to the general way people most easily process, learn, and remember information. Even though the process of learning is very individualized, three commonly recognized learning styles are visual, auditory, and kinesthetic. These three learning styles are also referred to as **learning modalities**. You can lay a strong foundation for learning thoroughly and effectively when you know your learning style and select learning strategies that are based on your learning style (or learning modality) strengths.

Learning Style Inventory

Before you acquire too much information about learning styles that may affect the way you answer the Learning Styles Inventory, complete the following inventory by reading each statement carefully. Check YES if the statement relates to you *all or most* of the time. Check NO if the statement *seldom* or *never* relates to you. There is no in-between, so you must check YES or NO. Your first, quick response to the question is usually the best response to use.

**Learning Style Inventory**

1. I like to listen and discuss work with a partner.     ____  ____
2. I learn by hearing my own voice on tape.     ____  ____
3. I prefer to learn something new by reading about it.     ____  ____
4. I often write down the directions someone has given me so     that I don’t forget them.     ____  ____
5. I enjoy physical sports or exercise.     ____  ____
6. I learn best when I can see new information in picture form.     ____  ____
7. I am able to visualize easily.     ____  ____
8. I learn best when someone talks or explains something to me.     ____  ____
9. I usually write things down so that I can look back at them later.     ____  ____
10. If someone says a long word, I can count the syllables that I hear.     ____  ____
11. I have a good memory for old songs or music.     ____  ____
12. I like to discuss in small groups.     ____  ____
13. I often remember the size, shape, and color of objects     ____  ____
14. I often repeat out loud the directions someone has given me.     ____  ____
15. I enjoy working with my hands.     ____  ____
16. I can remember the faces of actors, settings, and other visual details     of a movie I saw in the past.     ____  ____
17. I often use my hands and body movement when I’m explaining something.     ____  ____
18. I prefer to practice redrawing diagrams on a chalkboard rather     than on paper.     ____  ____
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19. I seem to learn better if I get up and move around while I study.</td>
<td>YES</td>
</tr>
<tr>
<td>20. If I wanted to assemble a bike, I would need pictures or diagrams to help with each step.</td>
<td></td>
</tr>
<tr>
<td>21. I remember objects better when I have touched them or worked with them.</td>
<td></td>
</tr>
<tr>
<td>22. I learn best by watching someone else first.</td>
<td></td>
</tr>
<tr>
<td>23. I tap my fingers or my hands a lot while I am seated.</td>
<td></td>
</tr>
<tr>
<td>24. I speak a foreign language.</td>
<td></td>
</tr>
<tr>
<td>25. I enjoy building things.</td>
<td></td>
</tr>
<tr>
<td>26. I can follow the plot of a story on the radio.</td>
<td></td>
</tr>
<tr>
<td>27. I enjoy repairing things at home.</td>
<td></td>
</tr>
<tr>
<td>28. I can understand a lecture when I hear it on tape.</td>
<td></td>
</tr>
<tr>
<td>29. I am good at using machines or tools.</td>
<td></td>
</tr>
<tr>
<td>30. I find sitting still for very long difficult.</td>
<td></td>
</tr>
<tr>
<td>31. I enjoy acting or doing pantomimes.</td>
<td></td>
</tr>
<tr>
<td>32. I can easily see patterns in designs.</td>
<td></td>
</tr>
<tr>
<td>33. I need frequent breaks to move around.</td>
<td></td>
</tr>
<tr>
<td>34. I like to recite or write poetry.</td>
<td></td>
</tr>
<tr>
<td>35. I can usually understand people with different accents.</td>
<td></td>
</tr>
<tr>
<td>36. I can hear many different pitches or melodies in music.</td>
<td></td>
</tr>
<tr>
<td>37. I like to dance and create new movements or steps.</td>
<td></td>
</tr>
<tr>
<td>38. I enjoy activities that require physical coordination.</td>
<td></td>
</tr>
<tr>
<td>39. I follow written directions better than oral ones.</td>
<td></td>
</tr>
<tr>
<td>40. I can easily recognize differences between similar sounds.</td>
<td></td>
</tr>
<tr>
<td>41. I like to create or use jingles/rhymes to learn things.</td>
<td></td>
</tr>
<tr>
<td>42. I wish more classes had hands-on experiences.</td>
<td></td>
</tr>
<tr>
<td>43. I can quickly tell if two geometric shapes are identical.</td>
<td></td>
</tr>
<tr>
<td>44. The things I remember best are the things I have seen in print or pictures.</td>
<td></td>
</tr>
<tr>
<td>45. I follow oral directions better than written ones.</td>
<td></td>
</tr>
<tr>
<td>46. I could learn the names of fifteen medical instruments much easier if I could touch and examine them.</td>
<td></td>
</tr>
<tr>
<td>47. I need to say things aloud to myself to remember them.</td>
<td></td>
</tr>
<tr>
<td>48. I can look at a shape and copy it correctly on paper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>49.</td>
<td>I can usually read a map without difficulty.</td>
</tr>
<tr>
<td>50.</td>
<td>I can “hear” a person’s exact words and tone of voice days after he or she has spoken to me.</td>
</tr>
<tr>
<td>51.</td>
<td>I remember directions best when someone gives me landmarks, such as specific buildings and trees.</td>
</tr>
<tr>
<td>52.</td>
<td>I have a good eye for colors and color combinations.</td>
</tr>
<tr>
<td>53.</td>
<td>I like to paint, draw, or make sculptures.</td>
</tr>
<tr>
<td>54.</td>
<td>When I think back to something I once did, I can clearly picture the experience.</td>
</tr>
</tbody>
</table>
Scoring Your Profile

1. Ignore the NO answers. Work only with the questions that have a YES answer.
2. For every YES answer, look at the number of the question. Find the number in the following chart and circle that number.
3. When you finish, no all the numbers in the following boxes will be circled. Your answers will very likely not match anyone else's.
4. Count the number of circles for the Visual box and write the total on the line. Do the same for the Auditory box and the Kinesthetic box.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4, 6, 7, 9</td>
<td>1, 2, 8, 10, 11</td>
<td>5, 15, 17, 18, 19</td>
</tr>
<tr>
<td>13, 16, 20, 22, 32</td>
<td>12, 14, 24, 26, 28</td>
<td>21, 23, 25, 27, 29</td>
</tr>
<tr>
<td>39, 43, 44, 48, 49</td>
<td>34, 35, 36, 40, 41</td>
<td>30, 31, 33, 37, 38</td>
</tr>
<tr>
<td>51, 52, 54</td>
<td>45, 47, 50</td>
<td>42, 46, 53</td>
</tr>
</tbody>
</table>

Total:_______  Total:_______  Total:_______

Analyzing Your Scores

1. The highest score indicates your preference. The lowest score indicates your weakest modality.
2. If your two highest scores are the same or very close, both of these modalities may be your preference.
3. If all three of your scores are identical, you have truly integrated all three modalities and can work equally well in any of the modalities.
4. Scores that are 10 or higher indicated the modality is use frequently by you.
5. Scores lower than 10 indicate the modality is not highly used. It is important to examine why. One reason, which is often the case, is that you have had limited experience learning how to use the modality effectively as you learn. In this case, learning new strategies can strengthen your use of the modality.
LEARNING STYLES: VISUAL, AUDITORY, KINESTHETIC

VISUAL LEARNERS
learn best through visual stimuli

- Can easily recall printed information in the form of numbers, words, phrases, or sentences
- Can easily understand & recall information presented in pictures, charts, or diagrams
- Have strong visualization skills & can look up (often up to the left) & “see” information
- Can make “movies in their minds” of information they are reading
- Have strong visual-spatial skills that involve sizes, shapes, textures, angles, & dimensions
- Pay close attention & learn to interpret body language (facial expressions, eyes, stance)
- Have a keen awareness of aesthetics, the beauty of the physical environment, & visual media

AUDITORY LEARNERS
learn best through hearing

- Can accurately remember details of information heard in conversations or lectures
- Have strong language skills that include well-developed vocabularies & appreciation of words
- Have strong oral communication skills that enable them to carry on conversations & be articulate
- Have “finely tuned ears” & may find learning a foreign language relatively easy
- Hear tones, rhythms, & notes of music & often have exceptional musical talents

KINESTHETIC LEARNERS
learn best through action & hands-on activities

- Learn best by doing
- Learn well in activities that involve performing (athletes, actors, dancers)
- Work well with their hands in areas such as repair work, sculpting, art, or working with tools
- Are well-coordinated with a strong sense of timing and body movements
- Often wiggle, tap their feet, or move their legs when they sit
- Often were labeled as “hyperactive”

Academic Skills Center, WCC 211
903-813-2454
Tutoring Students with Short Attention Spans

As the Peer Tutor, be a facilitator

• Ask the student how s/he learns best. (What strategies has s/he developed to help maintain focus, attention, interest, and ability to memorize details? Ask students to describe a typical study period and what happens when they lose focus.)

• Remember that emotions are an important part of learning—ask students what makes them frustrated and what they would most like to “master,” and work on these things. Emphasize their progress to help them gain confidence and monitor themselves.

• Help students break assignments and projects into small manageable parts. This helps them to feel less overwhelmed (which can lead to avoidance—often called procrastination).

• Set clear limits for each session and provide a clear structure (“first we'll work on this, then we'll do this, and finally, we'll review what we've done—how does that sound?”). Then stick to that structure unless the student asks to work on something else. Repeat directions and remind the student of the structure you have agreed on (“okay, so we've reviewed the assignment, now we're going to discuss some strategies for free writing…”).

• If the student’s attention wanders, change your focus, make a joke, or just touch his or her forearm lightly. Humor is a great asset, but maintain a balance between being strict and relaxed. If the student has clearly lost focus, ask him or her to review what you have done so far. Then restate the structure of the session, and move along with it. The more you notice whether students are paying attention, the more connected they will feel and the less their attention will wander (the same applies to yawning).

Help students be managers of learning

• Encourage the student to develop a work schedule that he or she will be able to stick to. Schedules are part of the prewriting-writing-rewriting process and everyone needs to learn how long they can spend on each task without ceasing to be productive.

• At the end of each session or segment of the session, review what you have done. Better yet, ask the student to review it and remind the student of anything he or she has not included.

• Try to think of mnemonic devices or “tricks” to help students memorize new rules. Once the student gets used to the idea, you can work together on making up mnemonics for each new rule, strategy, or process.

• Teach students how to outline ideas and papers—no matter how short. Organization is crucial.

• Aim for quality not quantity of work—and remember to praise all advances, no matter how small. A little positive reinforcement goes a long way.

Common Areas of Difficulty

<table>
<thead>
<tr>
<th>Organization &amp; planning</th>
<th>Preparation</th>
<th>Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>“Illogical” rules (try to explain why as well as what)</td>
<td></td>
</tr>
<tr>
<td>Self confidence</td>
<td>Frustration</td>
<td>Self observation &amp; evaluation</td>
</tr>
</tbody>
</table>

Adapted from the Drew University Writing Instructor Guidelines
Disability Services at Austin College

Austin College is committed to serving students with disabilities, as is reasonable in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

Students are eligible for disability services if they have been admitted to Austin College and have a physical or mental impairment that substantially limits one or more major life activity.

Students with disabilities who desire accommodation or other services are required to register with the College through the office of the Vice President of Student Affairs. Referral to other areas responsible for providing services will then be made (e.g., Student Life office, Counseling, Academic Skills Center). It is the student's responsibility to provide written documentation of the disabling condition, the impairment(s) the condition causes, and recommended accommodations. Determination of eligibility for services and of appropriate accommodations is made on an individual case-by-case basis.

Written documentation must be provided by a qualified professional with training and experience relevant to the diagnosed disability. Physical disabilities are most often verified by physicians and psychological disabilities by psychologists or psychiatrists. Learning disabilities may be identified and documented by psychologists or educational diagnosticians. Austin College documentation guidelines are posted at http://www.austincollege.edu/campus-life/academic-skills-center/disability-services/. For disabilities that may change substantially with time, such as learning or psychological disabilities, evaluations should be recent. Although no specific limits have been set for the age of the evaluation, in order to demonstrate the current impact of the disability and to identify appropriate accommodations, learning disability documentation less than three years old is preferred and documentation of psychological disabilities may need to be within six months.

The College has the right to set and maintain standards for admitting students and evaluating their progress and is not obligated to waive any requirements that are fundamental or essential to the integrity of the program. Therefore, students with disabilities must meet the academic standards for participation in a program, given appropriate accommodations.

The goal of accommodations is to provide access to educational programs and co-curricular activities. In some cases, identifying appropriate, effective, and reasonable accommodations is a trial and error process requiring cooperation and feedback from the student with the disability. A student with a disability has a right to request a specific form of accommodation, but the College may offer another effective form instead.

The services available through the Academic Skills Center include, but are not limited to:

- Notification of faculty to arrange for special testing conditions or other academic accommodations
- Assistance with accessibility issues
- Facilitation of communication between students and faculty or staff members
- Referral to other support services on campus or in the community
- Textbooks in alternate format
Frequently Asked Questions From Faculty
(used and adapted with permission from http://www.lvc.edu/disability-services/bulletins/FAQ-faculty.pdf)

WHAT IS THE DEFINITION OF A DISABILITY AND WHO IS ELIGIBLE FOR SERVICES?
Students are eligible for disability services if they have been admitted to Austin College and have a documented physical or mental impairment that substantially limits one or more major life activity. Major life activities include such functions as breathing, seeing, hearing, speaking, walking, learning, working, performing manual tasks, and caring for oneself.

WHAT SHOULD I DO WHEN A STUDENT REQUESTS ACCOMMODATIONS IN MY CLASS?
Ask the student for an Accommodation Request Form (Appendix E) from the Academic Skills Center that recommends reasonable accommodations for your class. You are encouraged to refrain from granting requests for accommodation by students who cannot present you with this official form, as you will not have any way of knowing whether or not the student actually needs such accommodation. It is the student’s responsibility to obtain this form from the Academic Skills Center after providing acceptable documentation of disability. It is also the student’s responsibility to deliver this form to professors. Take the time to engage the student in a discussion of his/her learning difficulties and to encourage him/her to seek your assistance if encountering difficulty with the class material.

WHAT SHOULD I TELL STUDENTS WHO DO NOT HAVE AN ACCOMMODATION REQUEST FORM FROM THE ACADEMIC SKILLS CENTER?
Simply refer them to the Director of the Academic Skills Center, in the WCC 211 (x 2454). If the student has provided the ASC with acceptable documentation, the Director will prepare an Accommodation Request Form for the student to deliver to the appropriate faculty.

DO REASONABLE ACCOMMODATIONS MEAN LOWER STANDARDS FOR STUDENTS WITH DISABILITIES?
No. By allowing reasonable accommodations, students with disabilities are afforded equal opportunity to access information and achieve the same high standards expected of all our students. Appropriate modifications to academic requirements simply remove discriminatory barriers, and allow the student to be evaluated in terms of ability rather than disability. Although it is the responsibility of the ASC to determine what accommodations are needed to ensure access and minimize the impact of the disability, it is important that faculty members ensure that the proposed accommodations do not dilute the standards of the course. Faculty members with concerns about accommodations should not hesitate to discuss their concerns with the Director of the ASC. Frequently, successful provision of accommodation is the outcome of negotiation between student, professor, and the ASC.

WHAT ARE SOME ACCOMMODATIONS I MIGHT BE ASKED TO PROVIDE IN MY CLASS?
Typical accommodations include:
- Extended (but not unlimited) time on tests
- Distraction-reduced test environment
- Audio-tape lectures
- Peer note takers
- Readers for exams
- Textbooks in alternate formats (ASC will provide)

HOW DO I ARRANGE FOR A DISTRACTION REDUCED TEST SITE?
You may choose to give the exam to the student in a room that is separate from the rest of your class. If you want the student to take your test in the ASC, arrange to have the test delivered to the Director and indicate any necessary directions. Please use the electronic Instruction Form located on the ASC webpage to convey testing directions: http://www.austincollege.edu/Form.asp?3639. Keep in mind it is the student’s responsibility to request this service at least one week in advance of the test date so that you can decide where you will test the
student. If the student will use the ASC as a testing site, the student should notify the Director of the ASC at least one week in advance so that a room will be assured.

**WHAT IF I DISAGREE WITH THE ACCOMMODATIONS DESCRIBED IN THE ACCOMMODATION REQUEST FORM?**

Making reasonable accommodations for students with disabilities is mandated by federal law. However, the manner in which a student’s needs are accommodated is negotiable. If you have a pedagogical disagreement with the appropriateness of an accommodation, call the Director of the Academic Skills Center to discuss your concern. Again, successful provision of accommodation is sometimes the outcome of negotiation between student, professor, and the ASC.

**HOW CAN I MAKE STUDENTS WITH DISABILITIES MORE COMFORTABLE IN MY CLASS?**

Include an accommodation statement in your course syllabus directing the student to the Director of the ASC to file an official request for accommodations. Remember to protect the student’s right to confidentiality by speaking to the student about his or her disability in your office rather than in the class or hallway.
TUTORING STUDENTS WITH LEARNING DISABILITIES

A Learning Disability (LD) is generally identified as a disorder which affects the manner in which individuals with average to superior intelligence take in, retain, and express information. An LD is:

- presumably due to central nervous system dysfunction.
- cross-cultural: it occurs regardless of racial or ethnic origin.
- often inconsistent: an LD student may manifest difficulties in relation to learning demands and setting. That is, it may be more apparent during certain times of a person’s life, or in response only to certain academic areas.
- common: experts estimate that 10% of the population evidences learning disabilities.

As part of a support service that works with students with learning disabilities, it is important to remember that LDs are also:

- invisible: because learning disabilities are neurological disorders, their existence is not obvious to others. We cannot recognize a student with a learning disability by appearance or demeanor. Since LDs cut across gender, race, socio-economic and cultural lines, there is no “picture” of what a student with an LD looks like.
- frustrating: because LDs are invisible, teachers, tutors, and peers often do not understand the additional challenges faced by an individual with a disability. Students with LDs are often put in the awkward position of having to convince others that they have a disability, that this disability interferes with the process of learning, and that they are entitled to accommodations for this disability under law.
- misunderstood: LDs are neurological disorders that affect the way students perceive, understand, process, manipulate and communicate information. This fact does not mean that students cannot perceive, understand, process, manipulate or communicate. It just means that these students may do these things in a different manner or at a different rate than most other students, just as the visually impaired student may read a textbook in a different manner than most students.

A student with an LD will generally have difficulty in one or more of the following areas:

- oral expression
- listening comprehension
- written expression
- basic reading skills and reading comprehension
- mathematical calculation
- problem solving

Since an integral part of the ASC Peer Tutor interaction is assisting students in the writing process, it might be a good idea to be familiar with some of the characteristics of the written language skills a learning disabled student may present:

- difficulty planning a topic or organizing thoughts on paper
- difficulty with sentence structure
- slow written production
- inability to copy correctly from a book or dry-erase board
A paper written by an LD student might have some of the following characteristics:

- frequent spelling errors (omissions, substitutions, transpositions)
- limited length
- poor penmanship (poorly framed letters, incorrect use of capitalization, trouble with spacing)
- overly large handwriting

Strategies for Effectively Tutoring a Student with a Learning Disability

- Ask questions, repeat information or answers, and listen to the students’ comments and questions patiently.
- Offer verbal as well as written remarks; be sure to clearly and accurately sum up the tutorial, and articulate clearly the recommendations for revision you offer the student at the end of a session.
- Spend time helping students analyze the writing assignment. With poor reading skills, some LD students write well on the wrong topic; others may have mistaken notions of “what’s expected” by the instructor.
- Help students to focus on the question of audience very early in the writing process. Many LD students find writing so agonizing that they are happy just to get something down. They may not spend any time considering what it will be like for readers to plow through their essays.
- Warn students against trying to “get organized” or write a formal outline too early in the writing process. Instead, recommend free writing, clustering, drawing or diagramming.
- Work on selecting or generating a thesis or main idea statement from the student’s free writing, draft, etc.
- Try using an “idea list” to help students organize their notes, free writing, or draft. Once they have a main point, have them list the ideas expressed in their free writing. Work on organizing this list in support of the thesis by numbering each item. Then revise the idea list: ask the student if there are any ideas that don’t develop the thesis, and cross these out.
- Allow the student to tape record a tutorial if s/he wishes.
- Provide adequate opportunity for the student to ask questions.

For consultation or further information, contact:
Laura Márquez-Ramsey,
Director, Academic Skills Center
Wright Campus Center, 211
(903) 813-2454

Information and much of this text is taken directly from:

Section VII. Study Skills Strategies

GOAL SETTING, Part 1

Directions: Complete the following exercise by writing goals that you are interested in reaching. Keep this in a place you can refer to OFTEN.

SEMESTER GOALS

1. 

2. 

3. 

4. 

5. 

YEAR-END GOALS

1. 

2. 

3. 

4. 

5. 

5-YEAR GOALS

1. 

2. 

3. 

4.
**GOAL SETTING, Part 2**

**Directions:** Fill in each of your Semester Goals from the previous page. Then, create specific strategies to help you achieve these goals. When you are finished, put this page where you can see it **EVERY DAY** and assess your goals frequently.

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Goal #2</th>
<th>Goal #3</th>
<th>Goal #4</th>
<th>Goal #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy #1</td>
<td>Strategy #1</td>
<td>Strategy #1</td>
<td>Strategy #1</td>
<td>Strategy #1</td>
</tr>
<tr>
<td>Strategy #2</td>
<td>Strategy #2</td>
<td>Strategy #2</td>
<td>Strategy #2</td>
<td>Strategy #2</td>
</tr>
<tr>
<td>Strategy #3</td>
<td>Strategy #3</td>
<td>Strategy #3</td>
<td>Strategy #3</td>
<td>Strategy #3</td>
</tr>
<tr>
<td>Strategy #4</td>
<td>Strategy #4</td>
<td>Strategy #4</td>
<td>Strategy #4</td>
<td>Strategy #4</td>
</tr>
<tr>
<td>Strategy #5</td>
<td>Strategy #5</td>
<td>Strategy #5</td>
<td>Strategy #5</td>
<td>Strategy #5</td>
</tr>
</tbody>
</table>
Time Management

Time Management is not something we are born knowing how to do. It is a skill that takes practice and some self-discipline in order to be effective. What is it, exactly, and how do we become versed in this practice of “time management”? Time management is being able to balance your time as evenly as possible between academics, work, social obligations, or any other obligations you might have. Easier said than done, right? Of course. But here are some tips to help you manage your time a little more efficiently.

**TOP TEN WAYS TO KEEP TIME (or the lack thereof) FROM BEING A MENACE**

10. **Get a calendar.** It doesn’t have to be a great big Day Runner type. Just a little calendar will do. Transfer all the important dates from your syllabi onto your calendar. Write down important days for meetings and other things you might have planned.

9. **Make a “To Do” list.** Make one and check it often! If you write down the things you have to get done, you will be likely to remember what you have to do. On your “To Do” list, categorize the things you have to do in this way: things you MUST do, things you SHOULD do, and things you COULD do. This will help you prioritize.

8. **Work at the most effective time of the day for you.** Find your peak hour of the day and be productive during that time.

7. **Reward yourself for getting things done.** It’s always good to pat yourself on the back after getting a few things off your “TO DO” list.

6. **Make a list of goals.** These should include goals that range from short to intermediate term. Classify whether they are academic, personal, social, etc. Rank them in terms of importance to you, how difficult they are, and associated anxiety level. Goal setting consists of the following components:
   - **Be Thorough:** Think through your goals carefully. Have you included goals relating to all areas of your life?
   - **Be organized:** Structure your time realistically and in such a way that YOU are in control of your time, not the other way around. Make sure the time you spend doing certain tasks is quality time. Make lists to reduce any anxiety you may have.
   - **Be realistic:** Make sure that your goals are realistic so that you avoid disappointment and frustration. Find your limits and stay within them.
   - **Be accountable:** It is easier to be accountable to others when you have set limits for yourself.
   - **Be committed:** Stick to your goals and keep your promises to yourself. Once you have proven to yourself that you can accomplish your goals, your anxiety will decrease.
   - **Be kind:** Be good to yourself – both your mind and your body. Make sure you have a balance between work and play. Reward yourself once you have accomplished your goals.

5. **Make a weekly schedule skeleton.** Block off all the times you are in class, sleeping, and meal times. Make sure you include free time too! This will help you determine what your peak hours of the day are.

4. **Make a daily time log.** Write down everything you did (or remember doing) yesterday and how long it took you to do each thing. You will be surprised at how much time you spend doing some things and how little time you spend on others.

3. **Plan Ahead.** Use the last few minutes of each day to plan for the next day.

2. **Don’t Procrastinate.** We usually procrastinate when we find a job too large or overwhelming, so make the task smaller by breaking it down into smaller tasks.

1. **DON’T PROCRASTINATE.** Until you realize that you have a test in the morning that you haven’t studied for and a rough draft of an English paper due immediately after that, then it isn’t quite so much fun. Welcome to the wonderful world of procrastination! Everyone does it, but only a few are completely overcome by it. The only way to stop it from snowballing is not to get into the habit in the first place. Try to accomplish everything you set out to do in a day using the steps outlined above.
Test Taking

Test-taking strategies you can employ to “make the grade”

- Attend class regularly!
- Avoid cramming
- Create a study group and teach each other the material
- Know the test format
- Over-learning never hurts and often helps
- Summarize notes and study outline before the test to review key terms
- Take breaks during study time. 10 minutes for every hour of studying is recommended
- Eat well, RELAX and get a good night’s sleep

Essay Test Strategies

- Read all the questions before beginning. Look for key terms that may help “jog” memory
- Begin by answering the easiest question. This will lessen frustration and build confidence
- Jot down any ideas which immediately come to mind
- Make an outline. If you don’t finish, the professor will see where you were trying to go
- Keep track of the time. Do not spend more time on questions which are worth fewer points
- Write legibly. Leave space for added ideas and corrections
- Check for grammatical errors and misspellings before turning in your test

Multiple Choice Strategies

- Use the process of elimination. It is easy to pick out the answers which are obviously wrong
- Answer question before reading answer choices. This will help you anticipate what the answer choices might be
- If you do not know the answer, go on because the answer may be found in subsequent questions
- Beware of questions with “no,” “not,” and “none.” These words easily change the meaning of questions
- Change your answer if you feel strongly about it

If You Must Guess

- Reject answers that use specific determiners such as: everyone, always, never, etc.
- Choose answers which use qualifying terms such as: Often, most, etc.
- Choose the answer which first caught your eye

Assessing Your Test-Taking Pattern

Evaluating your own test taking habits and identifying your weaknesses are the first steps toward improving your performance, not only as a test-taker, but also as a tutor. Do any of the following apply to you?
1. **Information Gap:** I do not remember encountering this material at all or I glossed over it or did not have it in my notes.

2. **Retention Gap:** I studied this, but could not call it up from memory.

3. **Over/Under Generalization:** I eliminated too much or did not eliminate enough information when studying for this test.

4. **Misinterpretation of Information:** I incorrectly understood the information when I initially read the text or heard it in lecture.

5. **Misreading:** I made decoding errors in reading the question or response.

6. **General Vocabulary Gap:** I did not know the correct meaning or assumed an incorrect meaning of general vocabulary.

7. **Inability to Decipher:** I could not get past the grammatical structure of the question or response.

8. **Jumping to Conclusions:** I did not fully consider all the responses or did not take the times to consider the question carefully.

9. **Miskeying:** I knew the correct answer, but copied the wrong response on the answer sheet.

**Managing Test Anxiety**

**Recognition –**
- Listen to your body and decide what you are feeling anxious about.

**Preparation –**
- Do not prepare for a test the night before and expect to learn everything.

**Attitude –**
- Your frame of mind concerning an exam can have an affect on how well you do on the exam. Remember: this is only one test.

**Physical Needs –**
- Maintain good eating and sleeping habits.

**Test Day –**
- Avoid caffeine, sugar and nicotine because these stimulants set off a process that can result in rapid fluctuations of sugar levels, which produce symptoms of anxiety and panic.
- Arrive at the test location early.
- Wear a watch and check it frequently as you pace yourself through the test.

**Good Luck!!!!!**
Learning from Exam Errors

Directions:
1. Once you receive a graded exam back, sit down and analyze why you missed the questions you did.
2. Go through the entire exam and write the number of each missed question in the second box next to the appropriate reason for the error.
3. Look at those reasons where you have question numbers. Work with a tutor to find strategies to help eliminate errors.
4. List the strategies you plan to use to avoid this type of error on future exams.

<table>
<thead>
<tr>
<th>Test Errors Experienced on Exam</th>
<th>question(s) missed for this reason</th>
<th>Strategies to Avoid This Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation for the Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I came to the exam in bad physical shape.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not study adequately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I studied the wrong material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not understand the concept before taking the exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading During the Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I misread directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I misunderstood test questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Memory During the Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not remember the concept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not remember details.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I had a mental block.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not know how to use/apply the concept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exam Taking Strategies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I forgot to use strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I took the test the wrong way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not give complete written answers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I made careless errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was distracted during the exam.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Taking Exams:  
What Else to Do With Returned Exams

Was the error an attitude problem?  
I did not study the material because:  
1. I did not read it.  
2. it did not seem important.  
3. it was too difficult.  
4. I did not have it in my notes,  

Was the error a learning/reviewing problem?  
I studied, but:  
1. I did not understand it.  
2. I was distracted or fatigued at the time.  
3. my study was not as thorough as it should have been.  
4. I tried to memorize instead of understand it.  

Was the error a test taking problem?  
I knew and understood the material, but:  
1. I read into and misinterpreted the questions.  
2. the questions were stated differently from the way I studied.  
3. I was anxious and could not remember the information.  
4. I was not mentally alert during the exam because I was tired, hungry, or ill.

Other Strategies to Use When an Exam is Returned:  
Look up all missed information.  
Rework all missed problems.  
Read all comments.  
Meet with your professor and/or tutor for any needed clarification.

Taken from: Tanya Kunze (6/98). Office for Disability Services, The Ohio State University, 150 Pomerene Hall, 1760 Neil Ave., Columbus, Ohio 43210. 614-292-3307
Reading Comprehension

Have you ever read anything and after you finished, had no idea what you had just read? Many students encounter this problem and are often unsure about how to fix it. In college, knowing and understanding what you have just read is of key importance. Here are some strategies below to help you better understand what you read and to help you get the most out of what you read.

Some General Tips

- While you are reading, underline or highlight important words or phrases.
- Don’t highlight everything! This won’t do you any good. It wastes more time than it is worth, and you really won’t retain all the information contained in those sentences.
- Try to pick out the main ideas of each paragraph.
- If you are in a hurry, read the first sentence and the last sentence of each paragraph. The main information of each paragraph is usually contained in these two sentences.

Anticipation Guides

This reading strategy can be applicable to any subject matter and is one of the best ways to get the most out of what you read. An anticipation guide is simply a list of questions about the article/selection you are about to read. Before you begin to read and take notes, do the following:

✔ Scan the title and the first paragraph of the selection/article. Write down questions such as “what seems to be the main idea of this article?”; “what do I expect to learn from this?” and other questions that may come to mind upon approaching the article/selection.

✔ Write down questions that you may have that could be answered after you have read the article, such as “what methods does the author use to prove his/her point?” and “what are the shortcomings of the argument, if any, the author presents?”

✔ When you have finished reading, see if you can go back and answer the questions you have written down.

✔ ✔ ✔ These questions may serve as a useful study guide for you later on. ✔ ✔ ✔
Reading Comprehension Tips

**K-W-L Strategy**
From *Content Area Reading*, Vacca and Vacca, 1994.

The K-W-L strategy stands for “What do I KNOW, what do I WANT to know, and what have I LEARNED?” It is another reading strategy that is applicable to many subject fields and whose notes can serve as a useful study guide. This is how it works:

Divide a sheet of paper up into three columns and label them as follows:

<table>
<thead>
<tr>
<th>What do I know?</th>
<th>What do I want to Know?</th>
<th>What have I learned?</th>
</tr>
</thead>
</table>

Before you read the article/selection, fill in the first column. What do you know about the subject you are reading about? Fill in any background information you may already have about the subject in this column. After you fill in the “what do I know” column, fill in the next column, “What do I want to know?” In this column, write down any questions you may have about the subject. Write down things you want to know more about, and questions you think might be answered by the end of the article. After you read the article, fill in the last column, “What have I learned?” Hopefully, by the time you are done reading the article, any questions you may have had earlier will be answered. If not, go back and re-read the sections of the article that you did not understand.
Note-Taking

Note taking is an important and extremely critical study skill that many students need to develop, especially during their first year of school. Here are some pointers that can help you retain more information. Note taking is a THREE-PART PROCESS. There are before, during and after phases where note taking is concerned, and this workshop will help you make efficient use of all three phases.

#1 - The first phase is the before phase. Before you go to class to take notes, there are a couple of things you can do to make your time in lecture more effective. They are:

- **DO THE ASSIGNED READING!** Professors aren’t the only ones who have to prepare for class – you do too! Reading before going to class will help clarify points presented in lecture.

- **Write down questions about the reading.** These can be asked during class. The professors usually leave time for your questions, and asking questions can even improve your grade! This is because most professors have a portion of the grade set aside for participation, and asking a questions shows active interest and participation in the class.

#2 - The second phase is the during phase. Once you are in class, ready to take notes, remember these things:

- **Do not try to write down everything the lecturer says!** First of all, this is nearly impossible to do, and is an inefficient use of time and energy. Instead, pick out key points in the lecture and write those down instead.

- **Use abbreviations.** Sometimes it is too hard to try and write down full words, so abbreviate whenever possible.

- **Listen carefully!** You need to listen carefully to what is said so that you can pick up on those key points we mentioned earlier. Active listening is always preferable to passive listening.

- **Write questions about things you do not understand.** If there is something you don’t understand, write it down and ask the professor during class, or after class, if time runs out. These questions can also serve as a useful study tool when reviewing for a future test.

- **If the professor posts an outline, COPY IT DOWN.** Usually, if the professor puts up an outline, it will contain the main points of his/her lecture and will save you from having to write more later. This will also help you to study for tests and quizzes that you may have over the information presented.

#3 - The last phase is the after phase. Yes, there are a few things you can do after you have taken notes to make sure that everything “sticks.” They are:

- **Review.** Reviewing your notes in those last few minutes of class can help you not only see what you have just learned, but can also help you retain what you have just learned a little better. Also, reviewing your notes before the next class can help you prepare for that class by reminding you of important topics discussed, and any questions you may have had.

- **Recall.** Recall what you have learned. Look at the questions you have written down and try to answer them without looking at your notes. This will help jog your memory and improve retention.

- **Recite.** It sounds silly to read out loud to yourself, but it is actually a valuable study tool for helping you retain what you have learned. It has been proven that students retain information better if it has been presented to them in multiple sensor modalities. You have heard and seen the lecture once, and written down the notes. Now it is your job to review what you have written and heard. Read your notes to yourself out loud. Hearing the lecture again will help you retain the information.

Using this three phase system will help you improve information retention, and will hopefully serve as a useful study tool.

**GOOD LUCK!**
### Main Ideas

- Can be used to provide an outline of the course, chapter, or lecture.
- Organized by main ideas and details.
- Can be as detailed as necessary.
- Sequential -- take notes as they are given by instructor or text in an orderly fashion.
- After class, write a summary of what you learned to clarify and reinforce learning and to assist retention.
- Can be used as study tool:
  1. Define terms or explain concepts listed on the left side.
  2. Identify the concept or term based on its definition on the right side.

### Details

- Can be used to provide a "big picture" of the course, chapter, or lecture.
- Organized by main ideas and sub-topics.
- Limited in how much detail you can represent.
- Simultaneous - you can use this method for instructors who jump around from topic to topic.
- After class, you will probably need to "translate" notes into a Cornell format.
- Can be used as a study tool -- to get a quick overview and to determine whether you need more information or need to concentrate your study on specific topics.

### Summary:

There are a couple of ways that you can take notes. The Cornell method is best when the information is given in a sequential, orderly fashion and allows for more detail. The semantic web/map method works best for instructors who skip around from topic to topic, and provides a "big picture" when you're previewing materials or getting ready to study for a test.

http://www.bucks.edu/~specpop/Cornl-ex.htm
Improving Your Memory

Understanding how your memory works can help you develop strategies for more effective study!!!

Have you ever noticed that people remember some things better than others? This is because we tie those things that we want to remember to something that we already know (i.e. something that happened on your birthday, something associated with a certain song). We also remember things because we choose to. How many phone numbers do you know? How did you learn them? Everyone has a different method for remembering things: some people repeat things out loud, others remember things for their significance, and other people remember things visually. Figuring out how you remember things best will help you develop effective study skills.

Memory is like a computer: Information that’s on the screen is like the information you get from a lecture. Both of these things are waiting to be put into short-term memory. To save this information, you have to save it on the hard drive, or your long-term memory. But how do you make sure this information stays in your long-term memory? Here are (5) five ways to help “make it Stick.” They are:

✓ **Motivation.** One reason you remember things like phone numbers is because you want to. You choose the information you want to keep, and then you make an effort to retain it. Ask yourself what motivates you to learn this information.

✓ **Selectivity.** Nobody can remember EVERYTHING. Decide what the key points are and remember them.

✓ **Clarification.** It’s hard to remember things that aren’t clear to you. Make sure that everything you are trying to remember is clear to you.

✓ **Association.** Try this: Read aloud the following set of numbers. See how many of them you can remember, then write them down. Don’t start writing until you have recited all the numbers. **149217761999.** Did you get all of the numbers? Did you catch the fact that they are all dates? If you did, then you created an association. It is easier to remember and recall information if we tie it to something we already know.

✓ **Review.** This is the most valuable tool for improving memory. How much do you think you can remember from a lecture you heard yesterday? Studies show that if you pay attention in class, take notes and understand the material on Monday, but go home and don’t look at the material until Wednesday, you will have probably forgotten 80% of what you learned. But if you look at your notes, clarify them, put them into context, and look at them that night, and the next, then you will retain 80% of what was learned. Reviewing your material continually will pay off, especially around test time. It will also save you from having to cram!
Stress Prevention, Management and Relaxation: For YOU!

Ahhh! I’ve got a test tomorrow, a paper due Wednesday, and a book to finish by Thursday night! When am I supposed to go out and have some fun? And all those meetings! Office hours too! How am I supposed to juggle all of this? AGGGGGGGGGGGGGGGGGHHHHHHHHHHHHHHHHH!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Does this sound familiar to you? If so, then you are not alone. We all know that being a student here at Austin College can be particularly stressful. Being a Peer Tutor on top of that can also be stressful. It is important to remember to take time out of your busy schedule for yourself.

Stress isn’t always such a bad thing. Stress is the body’s natural reaction to danger or threatening conditions. When we are under stress our blood pressure rises, adrenaline is released, and the circulatory system shunts blood away from the extremities, causing your hands and feet to become cold. This “fight or flight” reaction is how the body prepares itself for a dangerous situation. Relaxation reverses these physiological processes and makes you feel a whole lot better!

You cannot do much good to help and take care of others if you don’t take care of yourself. When we are under stress, we lose the ability to concentrate on the task at hand. We waste a lot of energy which could be channeled into more constructive and productive things. But how do we prevent too much stress from building up? Well, Benjamin Franklin definitely knew what he was talking about when he said, “an ounce of prevention is worth a pound of cure.” Believe it or not, there are ways to reduce the amount of stress in your life. Here are a few tips on how to stop stress before it starts:

- **Time Management.** Need more be said? The biggest source of stress for many people is the inability to manage their time effectively. It’s a skill that’s worthwhile to know. See your workshop handouts on how to manage your time more effectively.
- **Don’t procrastinate!** Easier said than done, right? However, the main source of stress for many people is procrastination. If it needs to get done, as Nike says, just do it.
- **Make a “To Do” list** and keep it in a visible or easily accessible place. Refer to it often, and cross things off as you get them done. It feels good to get things done.
- **Sleep.** Sleep is good. Studies have shown that the average adult needs at least 7 hours of it each night to be fully functional the next day. When we don’t sleep, our body hasn’t had time to rest and recover from the day. It also hasn’t had time to renew itself for the next day. Another source of stress is not being well rested. So, be good to yourself. Sleep.
- **Eat.** Make sure that you eat balanced meals. You cannot exist on caffeine and sugar alone. Make sure you eat a good balance of proteins, carbohydrates, fruits and veggies and all that good fun stuff. Your body will thank you for it later.
- **Exercise.** This doesn’t necessarily mean that you have to go and do an intensive workout. Even brisk walking will do. Not only is exercise good for keeping you in shape, it also lowers your blood pressure, and gives you more energy. You will feel refreshed.
- **Avoid the “Superman/Wonder Woman” syndrome.** You cannot take on every responsibility or obligation that comes your way. You cannot do everything. Realize your limitations. You are only human. Don’t bite off more than you can chew. LEARN TO SAY NO. Learn to delegate. You will be thankful for it later.

LEARN TO SAY NO. Learn to delegate. You will be thankful for it later.
But…what if I’ve done all those things? Well, nothing is foolproof, so if you are still suffering the slings and arrows of a stress-filled existence here are some tips on how to keep your sanity and relax:

- Lie down on a flat surface, with your arms at your sides. Starting with your feet, and moving all the way up to your head, tighten each group of muscles, one at a time, as tight as you can for a count of 20, and then relax them. Let your body go limp. It feels good, trust me.
- Take a deep breath and hold it for a count of 10. Slowly exhale and let your body go limp.
- Think about a place you would rather be: a beach, the lake, the woods. Think about what kinds of things you would do there.

- Talk to a friend you know is a great listener. Talking about what’s causing your stress won’t make it magically disappear, but it will relieve it somewhat.

- Spontaneity is a good thing. You can’t always schedule fun, because then it’s not fun, is it? Goof off every once in a while.

- Always have something to look forward to. It’s always nice to know that there is something fun waiting for you.

- Make sure you have some “me” time every day. Do not schedule work during this time. Do something fun that you enjoy, like reading, going for a walk, going for a drive, talking with friends, whatever. Just take time out for yourself.

- Exercise. It’s a refreshing, energy-replenishing activity. And it’s good for you too.

- Help someone else. If you are worried about yourself, often helping someone else relieves that worry.

- Have a hobby or an activity that you can do which will demand your full attention, so that you can forget about work, school or other sources of stress.

Pages 53-66 adapted form the Southwestern University Latina Student-Mentor Handbook.
Section VIII. Interviewing Skills: Building a Team

Peer Tutor Application
Academic Skills Center

Please return to Suite # 61544 or to the Academic Skills Center (WCC 211)

I. Name____________________________________ Mobile Phone#________________________________
   Email____________________________________ AC Suite_____________________________________
   Current Classification__________________Cumulative GPA____________ Major GPA ______________
   Concentration(s)________________________________________________________________________

II. Please attach an unofficial AC transcript. You can download one from your WebHopper account. Write your current courses on the transcript, as well as those you hope to register for in the fall.

III. Attach a resume.

IV. Answer the following questions in well-developed paragraphs on a separate sheet of paper. This will be part of our assessment of your writing skills.
   A. What do you think is an important characteristic of a peer tutor?
   B. Briefly discuss several strategies you might use if a student brought you a paper with major structural problems as well as mechanical ones.
   C. What is one important study skill that you use, and how is it effective?
   D. Why do students have trouble in your major(s)? How would you solve their problems?

V. Submit a copy of a paper you have written at AC that you feel is representative of your best work. Please send a clean, ungraded copy if possible. If you do not have a clean copy, please cover the grade when you photocopy.

VI. List as references two faculty members who can assess your academic abilities. At least one should be able to evaluate your writing ability. Give each one a recommendation form to complete and return separately to the ASC.

   A.______________________________________________

   B.______________________________________________

COMPLETED APPLICATIONS ARE DUE BY
March 5th
______________ is applying for a Peer Tutor position in the ASC. Please evaluate this applicant in light of the following:

Job Qualifications: Peer tutors must have a good command of writing and study skills and strong abilities in one or more content areas. They need to be personable and able to communicate well. Although we require a minimum cumulative GPA of 3.5, successful applicants in recent years have had GPA’s of 3.7 and above.

We appreciate your help in our selection process. You may use this form to complete the recommendation, or you may email your comments to lramsey@austincollege.edu.

Signature________________________________________       Date_______________________

PLEASE RETURN BY MARCH 5th TO
LAURA MÁRQUEZ-RAMSEY, SUITE 61544
The Mock Tutoring Session:

Approach the applicant as thou you are a tutee and present the writing sample below. Explain why you are asking for help from a tutor. Make note of the applicants approach, comfort level, & approachability. Ultimately, you are trying to give feedback on the potential of the applicant to become a member of our team.

(General Writing Sample)

Basketball is one of the most exciting games to watch because of the nonstop action at every minute of the game. Unlike football where time is taken to huddle and the average play last only about five seconds, or even worse, baseball which is America’s sport, seems to drag on forever until something exciting happens. My opinion of basketball being the most exciting sport to watch is arguable but what is not arguable is the amount of unethical practices found in the sport. It seems that every year another team has been placed on probation or a school has had to suspend its program for various reasons. Among these are recruiting violations and payments to recruits and active players by alumni. These are the areas in which I would like to focus on and possibly give a few suggestions on how to clean up college basketball.
Ask the Right Questions

Peer Tutors,
Although they are good students, what’s most important is how they will work with other students. Warmth and enthusiasm are essential, as well as natural inquisitiveness and patience. Ask whatever question you think will give you a sense of the student’s interpersonal skills. Ask the candidates a question of the type usually asked by a client and to see how they respond. Role playing is excellent (where you are the client with the problem/dilemma).

Here are some questions that may help you get started in the interview process:

1. Why do you think you are a “fit” for this job? What kind of student do you think comes to the ASC?
2. Why did you choose your major/minor?
3. What is the most critical factor for student success at AC? Discuss three pieces of advice for incoming freshmen.
4. What are your frustrations with regard to academics?
5. What would be your tutoring approach?
6. Discuss a “hard” course and how you coped.
7. What is the class you most enjoyed and why?
8. Do you have experience working with a group? How?
9. Name 3 of your strengths? Name 3 of your weaknesses?
10. Give 3 reasons you should not be hired?
11. Give 3 reasons you should be hired?
12. Various “what if” situations:
   - a student comes in with a paper 30 minutes before it is due
   - a student says, “I don’t understand what I read."
   - A student says, “This paper is awful…you’ll probably just laugh when you read it.”
13. How do you handle time management? What advice would you give to someone who says, “ I have 3 tests, a 15-page research paper, and a major lab report all due two weeks from now!! Also, I’m Social Chair of my sorority. Help!”
14. What would you bring to our pot luck parties?
15. Any questions for us?
16. What social organizations do you participate in at AC?

The interview will probably last 20-30 minutes. Use the Evaluation Form, but feel free to elaborate. Be sure to look again at the applications submitted by the candidates before you interview them. Multiple strengths are wonderful. Thanks!!
Peer Tutor Interview Evaluation Form
(You need not respond to every item on the form, only to those items applicable to your interview)

________________________________________________________________________

Candidate’s Name

What is your impression of the candidate’s potential effectiveness as a peer tutor?

What is your impression of the candidate’s ability to 1) adapt to and handle individual learning styles; 2) to interact with and assist students who are performing at a wide range of levels?

How well does the candidate understand and appreciate the role and scope of the ASC? Does he or she have ideas about its future?

Will this candidate work well with other staff?

Discuss the general suitability of this candidate (include your assessment of credentials and personality).

Please indicate any reactions or comments from the candidate that you consider noteworthy.

OVERALL REACTION TO THE CANDIDATE:

_____ I was very impressed and strongly recommend this candidate.

_____ I was moderately impressed and recommend this candidate.

_____ I would recommend this candidate with reservations.

_____ I do not recommend this candidate

SUMMARY REACTION TO CANDIDATE (USE BACK IF NECESSARY):

________________________________________________________________________

Signature ___________________________        Date ___________________________
Section IX. Other Things It May Be Helpful To Know

Things to Know About Freshmen

Academic Changes
- Assigned reading complements but doesn’t usually duplicate lectures
- Classes do not meet as often, and class meetings are not as long
- Not as much “busywork”
- Efficient use of the library is important
- Students are held responsible for what they have previously learned in high school
- There fewer visual aids
- Class discussions are aimed at raising questions without a clear right or wrong answer
- Tasks are often less structured and concrete
- Students must work harder for an A or a B
- There is more focus on writing assignments
- Semester grades are often based on 2 or 3 test scores
- Instructors do not usually closely monitor student progress
- Just doing the homework will earn a C or lower
- Reading comprehension is more important
- Effective communication skills are important
- Students must independently seek additional and supplemental sources of information
- Taking good notes is important
- Essay tests are more common
- Courses are finished in 16 weeks or less
- Picking up on key concepts is more important than details
- There is more academic competition
- There is less individual feedback
- Students are often given little direction

Social Changes
- There are more social distractions
- Students experience new and often increased social pressures
- Students meet different types of people (with different beliefs, values, backgrounds, etc.)

Personal Changes
- Students’ personal autonomy grows
- Students are more independent and are held accountable for their behavior
- Relationships with parents and other family members may change
- Students are expected to know what they want from college life
- Many students experience increased financial responsibilities
- There are an increased number of choices and decisions to make
Recognizing and Helping Students Experiencing Emotional Difficulties

Sometimes students experience academic difficulties because they are immersed in personal struggles. However, many who have personal difficulties do well in their academics. Because you will be interacting closely with fellow students, you may find yourself in a situation where you think that a student may need additional help, other than tutoring. Here are some ideas about how to spot students who need personal help and how to get help for them.

Determining Whether There’s a Problem

- Constant fatigue
- Sleep disturbances (too much, too little, poor quality)
- Depressed mood. Sad, hopeless, or else simply numb or “flat”
- Withdrawal from others
- Decrease in class participation or attendance
- High or increased usage of alcohol, drugs, cigarettes caffeine
- Anger or anxiety that seem out of proportion to the situation
- Decreased ability to communicate
- Hallucinations (seeing or hearing things with confusion about whether these are in the external environment)
- Violent threats or preoccupation with violent fantasies
- Suicidal fantasies, statements, or gestures

What to do about it

Most students actually experience most of the above at some point in their lives, so it’s hard to know when to intervene and when to leave them alone. A respectful inquiry rarely hurts and often helps. For example, “I’ve noticed you’ve been looking tired and perhaps a bit down; are you going through a rough time?” If the student denies it, you’ve at least indicated an interest, and they may come to talk with you later. On the other hand, if the student begins to pour out their life story, you do NOT have to take on the role of psychotherapist. If the conversation feels at all overwhelming to you, or if you think the student needs more than you’re trained to give, have the student talk to the Director of the Academic Skills Center (who will refer the student to the Counseling Center). Or, if you feel comfortable, refer the student to the Counseling Center. You might say, “This sounds really important, and I think the folks at Counseling Services could help you come up with some ideas about how to deal with that situation,” or “I have several friends that have said that the counselors here are very helpful.” The student can make an appointment by calling or walking in to the Adams Center.

Contact: Counseling Services 903-813-2247

Always inform your Director of a student that may be in need. Remember, don’t take on this situation by yourself.
Career Services

The staff of Career Services assists students with self-assessment, career exploration and related decisions. They also provide information about graduate and professional schools and assistance with job searches. The choice of a career is a process which continues throughout the college years. AC students are encouraged to begin career exploration early so that they have a plan of action as soon as possible. Go by the Career Services Office in the Adams Center to speak with a career counselor or to get help with drafting a résumé or cover letter!

Resources & Services

- Individual Counseling & Testing
- Career Library
- Focused workshops and seminars
- Graduate/Professional School Day
- Career Services newsletter
- The LEADS Program – career assistance from alumni
- Full-time jobs & internship postings
- Resume and Cover Letter writing assistance
- Job search & interview prep materials
- Employer recruiting

CONTACT:

Margie Norman, Director of Career Services, 903-813-2247
Viki Reeder, Assistant Director of Career Services
Health Services

All students at Austin College are eligible to use Health Services. Students can see the nurse, receive information on wellness programs, participate in one of the regular clinics sponsored by the office, or visit the doctor during specified hours. Prescription medications are dispensed as appropriate for a minimum charge. The Health Services staff can also refer students to area physicians or specialists as needed.

Information regarding health, nutrition, prevention of illness and disease is offered throughout the year during Project Floor, CI classes, lunch seminars, and small group meetings. Watch for flyers around campus.

Assistance in health related matters is available from Health Services. The waiting area in the Adams Center is well stocked with pamphlets relating to all areas of health and wellness. The staff is anxious to assist with any needs or questions students may have. The nurse is available to discuss any specific concerns or requests for information. All health records and discussions are private and confidential.

If you or someone you know is in need of medical care or advice, call Health Services, at 903-813-2247 or stop by the Adams Center.

The Peer Tutor Training Manual was revised by Laura Márquez-Ramsey to create this Peer Tutor Handbook for the Academic Skills Center at Austin College. Portions of this handbook were used and adapted with permission from the Heartland Community College Tutor Handbook, Southwestern University Latina Student-Mentor Handbook, Drew University Tutoring Guidelines, and El Camino College Writing Center.