Peer Tutor Handbook



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The Peer Tutor Training Manual was revised by the Student Success & Access Services staff to create this Peer Tutor Handbook for the Office of Student Success & Access Services 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 Student Success & Access Services (CSASS) tutors. As a Peer Tutor, you will reflect the CSSAS 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 Student Success & Access Services is to strengthen learning skills, support academic transition, and enhance retention principally through group and individual tutorial programs, services for students with disabilities, and programs for students in transition. Services assist students to meet challenges in specific undergraduate coursework 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 tutors function, they can be accurately defined as paraprofessional educators who facilitate 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 would not need their services anymore!

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: Student Success & Access Services

Contact Person: Traci Howard Moore, Executive Director

Telephone: 903.813.2818 **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 and 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, applicants must have a willingness to develop a rapport with faculty in the academic specialization in which they tutor.

Brief description of duties:

Peer Tutors are students who work collaboratively with AC students to provide individual and group tutoring sessions as well as outreach to those wishing to enhance their study skills. Essential duties of Peer Tutors involve:

- providing academic tutoring & writing assistance;
- teaching study skills/strategies on an individual basis;
- facilitating skills development workshops & presentations;
- giving presentations & workshops for FYI & FYE classes;
- leading review sessions for courses as needed;
- introducing students to academic support services;
- guiding students through short and long term planning;
- assist students in learning college-level, class management skills that will lead to improved self-sufficiency including prioritizing, notetaking and planning;
- publicizing SSAS programs to residence halls and other offices on campus

Peer Tutors also maintain student files, monitor the academic progress of students, provide clerical and other assistance as needed, and check/respond to office emails and voicemails daily. Peer Tutors are expected to participate in weekly staff meetings and training activities (which may involve evenings and weekends). Peer Tutors will be required to keep all matters confidential and will 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.



Confidentiality Statement

I,(Print First, Middle Initial, & Last Name)	_, understand that in the course of working in
the Center for Student Success and Access	Services I will be privy to information that is
confidential in nature. This information ma	y relate to the University, employees, and/or
fellow students and includes, but is not lim	nited to, student academic records and disability
status.	
By signing this form, I agree to keep and p	protect the confidentiality of the students
serviced by the CSSAS. Information is not	to be released to anyone outside of this
department. Examples of such data or mat	terials which require confidentiality include but
are not limited to: reports, student files, ac	cademic progress reports, academic transcripts,
and student demographic information.	
I am also aware that any breach of confide	entiality 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 y	ou have read, understood, and agree to
comply with the above policies.	
Student Signature	Date

Section II: Working in the Center for Student Success and Access Services

General Office Procedures for the CSSAS (we're all in this together)

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 CSSAS The work study students have a work instruction manual binder that contains specific steps to setting up our Google Doc appointment book, mailing and printing codes, long-distance codes, etc. If you are ever looking for specific details on office management, chances are you'll find answers in the work study binder.

- 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 an appointment, consult the "Who Tutors What" to see when other tutors are working, and in the appropriate slot, write the client's name, the class in which they are seeking help, the course professor, what concept they will be seeking help with, and the student's phone number. If necessary, fill out a reminder card and give it to the student.
- **2. Phone Etiquette** When answering the phone in the CSSAS please respond by saying, "Student Success this is (your name), how may I help you?"
- 3. Taking Messages When taking messages for a member of the professional staff or one of your teammates, always write down the caller's phone number, name, time of call, and the reason for the call.
- **4. Communication Book -** Always read the communication book on the CSSAS work study desk. The communication book is used to ask questions, share information, or leave notes for CSSAS staff and tutors. Please check daily and initial next to any current messages to indicate you have received the message.
- **5. Ellucian (Datatel) Visit Sign-In Kiosk** Make *ALL* students sign in. We need an accurate count of individual students that visit the CSSAS This data-collection is critical to substantiate the budgetary requests.
- **6. Student Files** Files are maintained in the file cabinet near the work study desk. If this is the student's very first tutorial, the tutor is responsible for compiling a student file consisting of a **Client Record** (see Peer Tutor Work Form Management section):

Work Studies' petpeeve: tutors who don't do this!

After **EVERY** appointment, the tutor is responsible for updating their student's Client Record, <u>briefly citing the methods and materials used (handouts, books, etc.)</u> and assessing the tutoring session, stating any additional appointments or assignments that were made or specific suggestions given by the tutor.

After completing the Client Record, the tutor is responsible for filing the student folder in the "**To Be Filed**" section of the top file drawer. The CSSAS Assistant or work studies will enter additional information into Datatel as needed before returning files to the cabinet for the work studies to file.

- 7. Office Duties Please inform the CSSAS Staff if there are no appointments scheduled for a shift and ask to assist in projects or regular office duties. If there are no immediate office duties you, can: keep the drawers and files orderly and clean, scan books (if needed), update/replenish resources in the turnstile outside the CSSAS clean desks and white board, update office calendar and bulletin board, organize resource library, update social media, and brainstorm ways to advertise all the great things the CSSAS and it's tutors are doing. Please run your advertising ideas by the Director before following through. It is vital that the CSSAS 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 CSSAS duties.
- **8. Weekly CSSAS Meetings** The CSSAS will hold regular meetings on Tuesdays at 11 am, unless otherwise specified. The meetings are designed to facilitate discussion and conversation about tutoring issues/concerns, provide additional training opportunities, and prepare for CSSAS programming. All Peer Tutors are expected to attend these meetings. (Consult the schedule immediately and inform the Director of any potential conflicts).
- 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 CSSAS to inform your supervisor; 3) if you do not have any scheduled appointments, tell the CSSAS 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. 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 CSSAS related programming. Consult the schedule immediately and inform the Director of any potential conflicts.
- 11. Faculty/Partner Relationships The CSSAS continually works to improve relations with faculty members. In order to promote a positive CSSAS image, every Peer Tutor is now required to establish a faculty / partner relationship with one professor from a particular department on campus. (The CSSAS 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 for success in their class. 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 keep 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 CSSAS 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.

12. Resource Library – Peer Tutors should be familiar with the various resources available in the CSSAS handouts, books, and computer programs. Some books in the resource library can be borrowed but most are not permitted out of the CSSAS. Students may check out a book and use in the CSSAS by providing CSSAS staff with their AC ID. If students request to borrow a book to take out of the CSSAS, speak to the Director.

SEE PEER TUTOR WORKFORM MANAGEMENT (SECTION 12) TO FIND FORMS RELATED TO THE INFORMATION BELOW

- **13. Learning Outcomes Evaluation** Upon conclusion of the first session, the tutor is responsible for administering the appropriate **Learning Outcomes Evaluation** (see Peer Tutor Work Form Management, section 12) to the student. The student is to complete the evaluation <u>prior to leaving the CSSAS</u>. The completed evaluations are to be placed in the Evaluation Box and will be collected by the CSSAS work studies. If the tutee returns for multiple visits, have the student fill out an evaluation after every other visit.
- **14. International Tutor Certification Program** Austin College's Center for Student Success & Access Services 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.
- **15.Tutor Forms/Requirements** In order to CSSAS maintain 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 designated tutor (TBA) upon completion of each observation.

Center for Student Success & Access Services Tutoring Session Log

— This completed form will be returned to the designated tutor (TBA) at the beginning of each Tuesday meeting.

NOW GO TO <u>SECTION 12</u> TO LEARN ABOUT THE FORMS YOU WILL NEED TO USE THIS YEAR

CSSAS Key Players – Relationships &

Roles Expectations for Tutoring

Tutee (client): Relationship

- Be punctual to maximize the achievement of learning goals
- Communicate appointment cancellations so the CSSAS can provide other students the opportunity to use it
- Complete assignments to the best of their ability
- Come prepared to the session with all class materials, instruction sheets, and course syllabus
- Have questions ready to ask for the session
- Communicate learning gaps and when they don't understand
- Write down questions to ask a professor at the conclusion of a session and follow through with asking them
- Expect that a tutor does not know everything and know they are not a teacher
- Approach feedback with an open mind and listen to suggestions given in a session

Tutor:

- Uphold duties in job description
- Be a positive role model on campus & for the CSSAS
- Keep appointments and arrive on time
- Contact a student if you need to cancel a session as far in advance as possible
- Admit when you do not know the answer
- Help students become independent thinkers/learners
- Plan and facilitate Review Sessions
- Be knowledgeable about your content area
- Don't engage in negative talk about a professor, staff member, or other student
- Maintain a positive environment during a tutoring appointment
- Be accepting of different learning styles and adapting a session to best help a student
- Keep a detailed record of what happened in a tutoring appointment

Non-Tutoring Staff Roles

Work Studies:

- General office assistance
- Administrative support to professional staff
- Data entry
- Assist in office organization & management
- Manage completion of their work study award package

Professional Staff:

Director and Assistant (All)

- Provide 1-on-1 academic coaching
- Reach out and maintain on and off-campus constituent relationships
- Sign returning students up for accommodations
- Assist with data management for specific CSSAS programs

Director

- Oversee the overall functioning of the CSSAS
- Supervise work studies, peer tutors, and professional staff
- Maintain and keep records for compliance of all certifications related to the functioning of the CSSAS
- Manage data for assessment purposes
- Conduct regular & required assessment of department & programs for college accreditation & tutor center certification
- Coordinate & maintain college compliance with all Federal/State/Campus requirements for Disability Support
- Determine accommodations for all new qualifying AC students
- Supervise Peer Tutors
- Deliver training to Peer Tutors
- Create & deliver academic programs for AC students
- Maintain accuracy of CSSAS webpage
- Supervise work studies

Assistant

- Schedule testing in the CSSAS
- Create academic/social programs based on observed student needs
- Assist with supervising student staff
- Supervise work studies
- Assist with supervising peer tutors

20ASC Expectations for Positive Office Collaboration			

TUTOR PROJECTS Content Project Leads

Project leads will be the point person for organizing review sessions/workshops for specific topics. Leads 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 CSSAS supervisors and professors. Areas will include:

- General Chemistry
- Organic Chemistry
- Finance
- Math (Calculus and Statistics)
- Writing
- Organizational

Additional Résumé Building Initiatives for Tutors

Tutors may volunteer to take on any of the following projects to expand their experience and resume. These projects vary in training, time required, and frequency of need. If no volunteers are identified for specific projects, tutors will be assigned. Tutors are also free to propose their own projects to the Director.

Assistive Technology- The CSSAS offers various technologies for students registered for Access Services. Some assistive technologies include: Dragon Dictation, Kurzweil, Live Scribe Pens, user friendly computer font for dyslexic students, and more. The Tutor Project Coordinator will pick one of these tools to learn, then work with the professional staff to create a user friendly instruction guide to be used with the technology.

Athletics- Tutor Project Coordinator will work to establish strong relationships with the athletic department and coaches. The Coordinator will funnel information to all coaches about all CSSAS opportunities (review sessions, workshops, organizational tutoring opportunities) and may even arrange for the CSSAS to conduct some workshops specifically in Mason Complex for student athletes (i.e., study sessions). CSSAS advertisements will be placed in MC for coaches and athletes to see.

Faculty Contact- Tutor Project Coordinator will keep track of the "faculty contact" chosen by each peer tutor. The Coordinator will help tutors think of information about the CSSAS to funnel to their faculty contact. All tutors should engage with their faculty contact at least once a month to promote the office and develop good relationships as a representative of the CSSAS.

Tutor Tally Sheet- Tutor Project 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.

Tutor Handbook Updates: Tutor Project Coordinator will work with the professional staff in the CSSAS to review the tutor handbook, research current information that could be incorporated into the handbook, update and cite sources in the handbook.

Marketing / Social Media- Tutor Coordinator will review, make suggestions, and be given privileges to assist in the marketing of the CSSAS, including assisting with brainstorming,

planning, and communication regarding the CSSAS. Promoting the CSSAS through different kinds of media is encouraged (i.e., information videos, webpage updates and improvements, CSSAS social media accounts, AC digest). Traditional advertising can involve a plan for creating flyers and delegating tutors to post across campus (halls, bathroom stalls, lobbies, cafeteria, napkin holders).

Residence Life Contact- Tutor Coordinator will work to organize and report progress of advertising ideas to the CSSAS staff at least one time per month. The Coordinator will be in regular contact with the Area Coordinators about programs and review sessions that could benefit their students.

Resource Library- Tutor Coordinator will manage and organize the Resource Cabinet so that it is a user-friendly tool for tutoring information. Outdated material can be donated or discarded. Responsibilities include: creating a list of the books in the Resource Cabinet and bookshelves, compare/confirm correct editions with respective faculty, and suggest replacement materials relevant to tutor needs.

Introducing Freshmen to CSSAS

Services FYE Tour Script

Before beginning your presentation look at the Learning Outcomes Evaluation for CI Tours (p. 31). Our presentation should answer all the questions listed on the Learning Outcomes Evaluation. Address the pertinent points listed in this script and be sure to rehearse your presentation prior to the tour.

Introduction

- Introduce yourself and indicate your tutoring specializations;
- Introduce the CSSAS staff (mention names/titles if unavailable)
- Get them talking a little bit, ask them...
 - o What do you think we do here in the CSSAS?
 - o Have any of you used academic support services before?
 - o How many of you are starting to feel like you might need help at some point in college?
 - What does academic support look like to you?
- Give a brief description of what other services are available at the center and overall campus usage of the CSSAS (close to 60% of the student body uses the CSSAS for one of these services)
 - General academic support services (Workshops/Programs/Review Sessions)
 - Tutoring Services
 - o Transfer & International Student Transition
 - Disability Services

CSSAS Resources

- Introduce/show students to additional resources available to CSSAS
- Focus on how they can use these resources to improve their methods for identifying solutions to a problem
- solutions manuals (describe subjects available)
 - Online resources (study guides, study tools, computer preps for graduate school)
 - Writing resources, manuals, free handouts in the turnstile
 - o Computer programs (text to speech software, mind mapping, SPSS)
 - Study space (open until 10pm)
 - Personal Statement Support (prospective graduate students)

TRANSITION TO WHAT YOU CAN DO TO BE SUCCESSFUL: Activity: Facing Adversity

- Pose the question: What difficulties do you expect to face over the course of the next four years?
 - At your table come up with three challenges you all think you will face when it comes to life at AC
 - Switch your paper with the table to the right of you and come up with a solution to face each of the challenges mentioned on the rotated piece of paper
 - Switch your paper to the right one more time and have the table read over it. As a table, decide
 if you agree/disagree with the solutions given and explain why
 - Get two tables to volunteer what one of the challenges was, the proposed solution, and if they
 agreed/disagreed with the solution (if agree/disagree make sure they specifically identify what
 led them to that conclusion- practices how students should be able to argue in their papers)
- What strategies can you implement today to be proactive with academic struggles?
 - Take notes, compare them to a classmate's, and explain concepts to friends not in your class to find gaps in your understanding
 - o Identify what you don't know and be specific about it as possible (example if you are trying to solve an equation, identify what steps you already know and stop where you get stuck)
 - Refer to the syllabus often
- Hand out Evaluations



LEARNING OUTCOMES - EVALUATION

FYE Session – Introduction to the Center for Student Success & Access Services

Name:		Date:	
FYE Professor:			_
What are some of the ways	the CSSAS can help	o a student at Austin Col	lege?
What resources in the CSSAS	6 will you most like	ly use?	
How should you come prepa	red for a tutoring s	ession?	
How has this session helped class setting?	with your understa	nding of breaking down	arguments in class a
Did today's session help you (Circle One)	·	about seeking academic	support?
•		110	

What is the most memorable part of today's session?

Section III: Characteristics of Our Own Learning

To Understand Others, We Must First Understand Ourselves

Learning Personalities & Preferences

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 your learning style 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.* **Your learning style reflects how you best retain information (how we process).**

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. Your <u>learning personality</u> impacts how we take in information (how we learn).

Taken from Your College Experience: Strategies for Success by John Gardner and A. Jerome Jewler, 1992.

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 based 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.

1. AB	2. AB	3. AB	4. AB
5. AB	6. AB	7. AB	8. AB
9. AB	10. AB	11. AB	12. AB
13. AB	14. AB	15. AB	16. AB
17. AB	18. AB	19. AB	20. AB
E			

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

If your first letters are "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 are "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 are "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, mater-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.

If your first letters are "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 orwant, 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.

* 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*

Meyers-Briggs Definitions of Learning Preferences According to Type

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.

EXTRAVERSION

- talking, discussion
- psychomotor activity
- working with a group

SENSING

- tasks that call for carefulness, thoroughness, and soundness of relationships
- going step by step
- tasks that call for observing specifics
- tasks that call for memory (recall) of facts
- practical interests (independent of intelligence)

THINKING

- teacher's logical organization
- objective material to study
- depth and accuracy of content
- personal connection to content

JUDGING

- work in steady, orderly way
- formalized instruction
- prescribed tasks
- drive toward closure, completion

INTROVERSION

- reading, verbal reasoning
- time for internal processing
- working individually

INTUITION

- tasks that call for quickness of insight and in seeing
- finding own way in new material
- tasks that call for grasping general concepts
- tasks that call for imagination
- intellectual interests

FEELING

- personal rapport with teacher
- learning through personal relationships

PERCEIVING

- work in flexible way, follow impulses
- informal problem solving
- discovery tasks
- managing emerging problems

Table 2 Meyers-Briggs Definitions of Learning Preferences AccordingtTo Type

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

 TYPES Demonstrations labs computer assisted instruction films, audio-visual aids 	 INTYPES serious reading tutorials independent study systematically organized courses
 television reports to class on topics selected by students scheduling my time having a schedule and sticking to orderly work on goals set in advance 	 ENTYPES Reading self-instruction courses that put me on my own initiative working on group projects meeting a lot of people opportunities to be creative and original

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.

STTYPES demonstrations instruction with personal involvement television having a plan and sticking to it having a study schedule	SFTYPES • student led demonstrations/presentations • labs • Television • films and audiovisuals
 NFTYPES learn through personal relationships dislike impersonal, didactic instruction highly value faculty feedback low-friction student-led discussions opportunities to be creative and original 	 NTTYPES organized teacher lectures self-instruction reading, researching systematically organized discourses

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 (VAK)

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 (VAK)

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.

Le	arning Style Inventory		
		YES	NO
1.	I like to listen and discuss work with a partner.		
2.	I learn by hearing my own voice on audio.		
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.		

		YES	NO
17.	I often use my hands and body movement when		
	I'm explaining something.		
18.	I prefer to practice redrawing diagrams on a dry erase board rather		
	than on paper.		
19.	I seem to learn better if I get up and move around while I study.		
20.	If I wanted to assemble a bike, I would need pictures or diagrams		
	to help with each step.		
21.	I remember objects better when I have touched them or worked		
	with them.		
22.	I learn best by watching someone else first.		
23.	I tap my fingers or my hands a lot while I am seated.		
24.	I speak a foreign language.		
25.	I enjoy building things.		
26.	I can follow the plot of a story on audio.		
27.	I enjoy repairing things at home.		
28.	I can understand a lecture when I hear it on audio.		
29.	I am good at using machines or tools.		
30.	I find sitting still for very long difficult.		
31.	I enjoy acting or doing charades.		
32.	I can easily see patterns in designs.		
33.	I need frequent breaks to move around.		
34.	I like to recite or write poetry.		
35.	I can usually understand people with different accents.		
36.	I can hear many different pitches or melodies in music.		
37.	I like to dance and create new movements or steps.		
38.	I enjoy activities that require physical coordination.		
39.	I follow written directions better than oral ones.		
40.	I can easily recognize differences between similar sounds.		
41.	I like to create or use jingles/rhymes to learn things.		
42.	I wish more classes had hands-on experiences.		
43.	I can quickly tell if two geometric shapes are identical.		
44.	The things I remember best are the things I have seen in print/pictures.		
45.	I follow oral directions better than written ones.		
46.	I could learn the names of fifteen medical instruments much easier		
	if I could touch and examine them.		

	YES	NO
47. I need to say things aloud to myself to remember them.		
48. I can look at a shape and copy it correctly on paper.		
49. I can usually read a map without difficulty.		
50. I can "hear" a person's exact words and tone of voice days after		
he or she has spoken to me.		
51. I remember directions best when someone gives me landmarks,		
such as specific buildings and trees.		
52. I have a good eye for colors and color combinations.		
53. I like to paint, draw, or make sculptures.		
54. When I think back to something I once did, I can clearly picture		
the experience.		

GO TO NEXT PAGE FOR SCORING INSTRUCTIONS

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.

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

Total:	Total	: Total	l:

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.

CHARACTERISTCS OF THREE 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"

Section IV: The Tutoring Session

Understanding Our Responsibilities

The 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
- o Be knowledgeable about your content area
- Establish mutual expectations with your students
- Maintain confidentiality
- Be accepting of a variety of learning styles

The Student

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



Understanding Our Role

The Peer Tutor

A Tutor is...

- o an interested, active listener
- o a curious questioner
- o a friendly face
- o a non-judgmental peer
- o a willing reader
- o an informed source
- a professional

A Tutor is not...

- a grammar cop
- a grader
- a course instructor
- a parent
- o a proofreader
- o a ghost-writer / problem solver

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 students intentions
- 3) assess their academic needs
- 4) set mutual expectations
- **5) 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, <u>comment on productive behaviors</u>. 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.

1. Establish 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 extracurricular 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 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.

2. Explore

During the first meeting, ask students what they need (or think they need). 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.*

3. 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 <u>realistic expectations</u>. Help students see that they are in control of the tutoring session and are <u>active participants</u> in the tutoring experience.

4. 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.

5. 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.



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 CSSAS.

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 their 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. 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 they can begin the role of an *active participant* in each session.

ACTIVE LISTENING DIALOGUE EXAMPLE

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 is

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 genus 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). In, 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.

EXERCISE

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 can 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 stay-at-home-dad Jack does not want to relocate from their small town to the nearby Metroplex, he demonstrates that he is sensitive to how his wife, Emily, is managing her lengthy commute to work as a CEO. He says, "I can see how driving at least 2 hours a day can make you long for better ways to spend your time. And the drive must be exhausting for you. I bet you must be thinking of how those 2 hours could be spent on other things that are important to you."

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 we were living closer to your workplace?" 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.

<u>Section V: Tutoring New Students (a.k.a.</u> <u>freshmen)</u>

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

Section VI: Tutoring Students with Learning <u>Differences</u>

STUDENTS WITH LEARNING DIFFERENCES

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. A Learning Disability 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 a 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 CSSAS 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 that a student with a learning difference 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 Students with Differences

- 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 desired.
- Provide adequate opportunity for the student to ask questions.

Information and much of this text is taken directly from:

Brinckerhoff, Loring C., ed. *College Students with Learning Disabilities.* OH: Association on Higher Education and Disability, 1991.

Summer, Caroline. "Teaching Writing to Students with Learning Disabilities and Attention Deficits." Berkeley: U of California, 1995.

Tutoring Students with Short Attention Spans

As the Peer Tutor, be a facilitator

- Ask the student how they learn best. (What strategies 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. Emphasizetheir 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

♦ Concentration ♦ Frustration ♦ Self-observation & evaluation

♦ Self-confidence ♦ "Illogical" rules

(you should try to explain "why" as well as "what")

Section VII: Tutoring Writers

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 Center for Student Success & Access Services 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 <u>help them discover corrections needed rather than have the tutor make corrections</u> – is preferred. When students understand and identify how changes are needed in a paper, they are learning how to be better writers. 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 their strengths and use them 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 Center for Student Success & Access Services.

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 "Where the Writer Is"



Stephen North, co-editor of <u>The Writing Center Journal</u>, 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. To 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 their 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.
- 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

TRANSLATION: needs more specific details, evidence, examples, descriptions **ASK:** How? Why? What kind? In what way? Can you give me an example?

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

TRANSLATION: 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?

TRANSLATION: 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

TRANSLATION: needs re-ordering of paragraphs

SK: 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?

TRANSLATION: 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?

TRANSLATION: 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?

Doesn't "flow," confusing Keep losing my train of thought "Style" problems Good arguments but weaker presentation Difficult to follow

TRANSLATION: 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 "is/was/will be exploding," how can you use it alone? Can you open this sentence with a descriptive phrase instead of just subject-verb?

NOTES:

TRANSITIONS

1. chronological transitions: from then on. before/after presently, next. at length, by that time, first, since afterward, earlier, while/during soon, meanwhile, then when later, 2. Comparison transitions: likewise, similarly, once again, at the same time, once more, in like manner, compared to X, in much the same way, again, 3. Contradiction transitions: however. conversely, although/[even]though even so, nevertheless, unlike X, on the other hand whereas on the contrary, in spite of (despite)X, but * instead. yet * in contrast, still, otherwise, * Note: no comma after but or yet 4. Illustration transitions (SHOWING): for example frequently, similarly in general, generally, in order to X, usually, for instance, specifically to illustrate. that is. in particular. occasionally, in other words, especially, 5. Cause-effect transitions: therefore. thus, as a consequence, since consequently, for this reason, because then, on the whole, due to X, accordingly, _, so as a result, finally, subsequently, _, and so 6. Continuation or Addition transitions: furthermore, as a matter of fact, ___(,) and in fact. moreover, then, too, for that matter, _(,) or besides that, *note: no comma in addition, again, as noted earlier, in other words, after and & or also, indeed,

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 <u>two complete sentences</u> "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 form 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 <u>may</u> 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. (Always check a style manual for any 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 <u>only</u>, then parentheses, <u>then</u> 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).

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 <u>not only illegal</u>, <u>but often just plain lazy</u>.

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 <u>FULL</u> 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 <u>piece</u> 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 VIII: Tutoring Organization

Being an Organizational Tutor

Organizational Tutoring is a process that can cover many areas. As a tutor, you will be handling a variety of situations, and it is best to be prepared for as much as possible. From time management to referring a student to another department, to helping a student deal with communication problems with the professor, no situation is the same. Not all of the problems that students come across have a policy that tells exactly what they should do. That's where you come in! Your experience and survival of all the questions about registering, adding/dropping, studying for tests, writing good papers, taking meaningful notes, learning how to formulate thoughts in a class discussion, and too many other skills to name, were not described to you in a policy or manual. They are things you learned with the help of faculty, administrators, and probably mostly, your peers. You've probably had a few peer advisors this far in your college career, you just don't think of your friends in that way. It's important to distinguish a few ways in which your job as an Organizational Tutor is going to be different from that of a faculty or administrative advisor:

- Your peers may be more comfortable coming to you with questions related not only to academics, but personal issues, as well.
- As a tutor, you can give insight to another student concerning classes or problems with a professor that the student may not be comfortable going to a mentor with.
- You can more closely relate to problems that another student may be experiencing simply because you've been there and it wasn't that long ago for you.
- You will not be able to perform certain administrative functions, for example, singing a registration card.
- You want to be limited to a few "regular" tutees. Although you may have a few "regulars" who wish to see you each time they come in, others may be added to your list of tutees throughout the year.

"Be kind. Every person you meet is fighting a hard battle."
-Anonymous

Important Dates

Important dates on the Academic Calendar:

Fall Term 20	January Term 20	Spring Term 20
First day of class	First day of class	First day of class
Last day to add a course	Last day to add a course	Last day to add a course
Fall Break	Last day to change a grading system	Spring Break
Last day to change a grading system	Last day to drop a course without a grade	Last day to change a grading system
Last day to drop a course without a grade	Last day to drop a course with a W	Last day to drop a course without a grade
On-Campus Jan Term registration	Last day of Jan Term	Last day to drop a Course with a W
Last day to drop a Course with a W		Fall Term registration
Spring Term registration		Last day of classes
Thanksgiving Break		Final Exams Begin
Last day of classes		Reading Day
Final Exams Begin		Spring Term Ends
Reading Day		
Fall Term Ends		

Important Terms

Freshman - A student who has satisfactorily met all entrance requirements for the bachelor of arts degree program and who has completed less than 8 course credit units.

Sophomore – A student who has completed at least 8 course credit units.

Junior – A student who has completed at least 17 course credit units.

Senior – A student who has completed at least 25 course credit units.

Full-time undergraduate student – A student who is registered for at least three course credit units during a fall or spring term, at least two course credit units during the summer term, or one course credit unit during the January term. For purposes of federal financial aid, an undergraduate student must be registered in three course credit units in the fall or spring to be considered full-time.

W -Withdrawal from the course by the first day of the tenth week of the fall or spring term.

I - Incomplete. Incomplete grades are given only if circumstances beyond the student's control prevented completion of the course. To obtain credit, an incomplete grade must be removed by the end of the next regular term. Unless the incomplete is removed within the time set, the grade in the course will automatically become F or U.

S/D/U – Courses taken on an S/D/U basis will fulfill requirements for credit only when students pass the course. No GPA points are associated with S/D/U courses as long as the student completes work equivalent to a C- or better. If a student makes a D or a U, GPA points for a D or F will be calculated into the GPA.

S – Satisfactory work

U - Unsatisfactory work

Consulting Strategies

Organization and Time Management

Time management is a skill that can play into the whole of a student's problems. If good time management skills are not in place, this could result in poor test-taking skills, study skills and even note-taking. If the student is not organized and managing his or her time, any number of problems can arise. Below are some tips on advising a student on time management.

1. Get comfortable with the student

Ask about the classes they are taking. Ask if they own a calendar or planner. If they don't, have them retrieve a Semester at a Glance worksheet, available in the turnstile outside the office. They should also have received a planner during registration from Student Life. Ask the student to pull out any syllabi that they may have with them so that you can mark important dates on their calendar (tests, due dates, project deadlines, etc.).

2. Weekly Worksheet

Use the weekly worksheet to get the student to fill out what their daily life is like. Make sure that they include sleeping, eating, classes, work, and any time that they set aside for themselves just to take a break. Once they have blocked off the time in their days that they are definitely not studying, you can see how much time they are leaving for themselves to actually study. It may turn out that the student is not leaving enough time and is involved in too many other activities. Or it may turn out that they just waste time that they could be doing homework or readings. Just as above, block off certain times for them to work strictly on homework (just as they have blocked off times strictly for class).

3. Utilize the worksheets available

The Center for Student Success & Access Services has many worksheets that you can use to help in your meetings with students. The Weekly Schedule, Semester at a Glance, Goal Sheet, and To-Do List are all worksheets we recommend using when meeting with students.

Organization and Test-Taking

When a student comes in to see you about their test-taking skills, there are a few things you should keep in mind. Usually a student that is concerned enough to come in and get help in test-taking is going to be pretty open about anything you can do to help them. Following are some steps you can take to get used to advising students on test-taking.

1. Get comfortable with the student

Ask about how their classes are going, find out what their interests are and if they know what their major is. Don't act as though you know exactly what's going on with them after they share their struggles. Take time to ask them questions; get to know them and their take on the situation. Their struggles are unique to them.

2. Get the student to take the Learning Styles Inventory

Let the student know that knowing their learning style will help both of you approach better ways to learn. After the student has taken the test, discuss the results and help them understand what they mean. Inventories can be found in the turnstile outside the CSSAS.

3. Review past tests

Have the student bring in past tests that they have gotten back. Use the Learning from Exam Errors Worksheet to categorize why they missed the questions they missed. Take the discussion a step further by asking what they could do differently to get those questions right in the future. Use handouts from the turnstile as needed. It is also always a good idea to encourage the student to visit with the professor during their office hours. The professor will be able to discuss with the student why they missed the questions they did and be able to give tips, as well.

4. Discuss strategies for test-taking

You may want to talk about the different kinds of tests there are (essay, multiple choice, mathematical). Refer to the handouts on different kinds of tests and how to best approach them that are found in the turnstile.

5. Encouragement

Be sure to let your tutee know that you are available for them if the methods you discussed in the meeting do not work for them. You should also try to get them to come in for a follow-up appointment after they have taken the actual test or a future test, to see how they did, and so that you can discuss strong and weak points of their test taking. Use the Learning from Exam Errors worksheet again to narrow down why they missed the questions they missed.

Organization and Note-Taking

When a student needs help on their note taking skills, there may be some deeper things to watch for. Does the student have problems taking notes because of their attention span in class? Or is it more about not knowing what is important? Below are some suggestions on advising students on note-taking skills.

1. Get to know the student

Ask questions to understand how they currently take notes, and what has worked well for them in the past. (Understand that many freshmen may think that something worked well for them in High School, but they may need to adapt their note taking strategies now in college). Do they take notes as they read? Do they highlight what's important and go back later and take notes? Do they take too many/not enough notes in class? You may even want to share some suggestions that have worked for you.

2. Talk about classes

Find out what kinds of teaching styles their professors use, i.e. mostly lecture, visuals or discussion. If the professor is one that writes on the board, make sure your tutee knows that what's usually on the board is important. If the professor doesn't write on the board, help the student to see how they can know what is important, for example: what the professor spends a lot of time talking about, or what they ask the students about. Also, be sure to emphasize that the student gets the readings done before class. This helps to know what the professor is talking about and distinguish what is important (if they didn't read, everything will seem important).

3. Be patient

Especially if the student is a first-year, confirm that adjusting from the different teaching styles of high school and college is a learning process. Also, encourage the student to talk to the professor to get a better understanding of the professor's expectations in an out of the classroom.

4. Look for warning signs

If the student seems more distracted than normal, can't make sense of their notes after taking them, or can't seem to pay attention in class, these may be signs of a larger problem. You can advise the student to see Traci Howard Moore, Executive Director of the Center for Student Success & Access Services, to assess if there is a learning disability playing into their problems.

However, you should NOT discuss your concerns about a possible learning disability with the student. Let the Director handle that discussion.

Section IX: Tutoring 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 <u>EVERY DAY</u> and assess your goals frequently.

Goal #1		
Strategy #1	Goal # 4	
Strategy #2	Strategy #1	
	Strategy #2	
Strategy #3	Strategy #3	
Strategy #4	Strategy #4	
Strategy #5	Strategy #5	
Goal # 2	Co. 1 # 5	
Strategy #1	Goal # 5	
Strategy #2	Strategy #1	
Strategy #3	Strategy #2	
	Strategy #3	
Strategy #4	Strategy #4	
Strategy #5	Strategy #5	
Goal # 3		
Strategy #1		
Strategy #2		
Strategy #3		
Strategy #4		
Strategy #5		

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.
- 1. 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 <u>balance</u> 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 us 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 effect 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.

Learning from Exam Errors

Directions:

- Once you receive a graded exam back, sit down and analyze why you missed the questions you did.
 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.
- 4. Look at those reasons where you have question numbers. Work with a tutor to find strategies to help eliminate errors.
- 5. List the strategies you plan to use to avoid this type of error on future exams.

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

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.

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 a 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 <u>Content Area Reading</u>, 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:

What do I know?	What do I want to Know?	What have I learned?

- Before you read the article/selection, fill in the first column.
 - o 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 <u>before</u>, <u>during</u> and <u>after</u> 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 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 the lecture and will save you from having to write more later. This will also help you to study for tests and guizzes 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.

Cornell Note-Taking Method

Subject: <u>Taking Notes in Class Lectures</u> Date: <u>11/20/2010</u>

Main Ideas	Notes	
Key Points, Terms, Events, Names, Concepts Questions	 First - Title and date your notes! Write key ideas and details from lecture Who, What, When, Where, Why? Write points, bullets, or sentences here. It's ok if this is a lot; you want to be able to shift through andmake relevant connections from this info. Second - Within the first day of hearing the lecture/discussion, review the notes, clean them up, add information 	
Pictures/Diagrams	 Write a summary, in your own words. A few sentences is suitable. This can be used as a reference and study tool later. Third - 	
Relate to Other Class Sources	 Use this as a study tool by covering up the Notes section and quizzing yourself on the items in the left-hand column. Try to explain concepts/terms in your own words. Define terms or explain concepts listed on the left side. 	
	 Identify the concept or term based on its definition on the right side. Organize information and make connections between the small details and the bigger picture. Fourth – Leave the back of the pages blank so you can develop questions to test yourself on this information. 	

Summary:

The Cornell Note-Taking Method is one way to take organized notes. It can be used as a tool to arrange information in sequential and logical way. The notes provide a summary, highlights main ideas, and can be used as a study tool when reviewing material.

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!

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:

- o **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.
- o **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.

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. o Think about a place you would rather be: a beach, the lake, the woods. Think about what kinds of things you would do there. o 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. o 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. o Exercise. It's a refreshing, energy-replenishing activity. And it's good for you too. o 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,

Pages 59-66 & 68-70 adapted with permission from the Southwestern University Latina Student-Mentor Handbook (8/2002).

so that you can forget about work, school or other sources of stress.

Section X: Study & Organization Activities

WORKSHOP IDEAS...

that can be used in individual tutoring appointments, too!

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 from a session 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

<u>Materials:</u> 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

Materials: balls (more than 3) and a box

- 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*)
- 2. 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.
- 3. Give Students 5 minutes to write on a 3x5 card:
 - a. (On one side of the card) Long-term goals: where 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.
- 4. 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.
- 5. Make a timeline
- 6. Re-evaluate your goals and adjust periodically (maybe you decided that you would rather study computer science and will change your major...)
- 7. Have them write one academic goal and one personal goal they want to achieve by the end of the semester
- 8. Tell them to put it in the envelope and seal; and write their name and box number on it.

- 9. Pass the envelopes to you.
- 10. You will not open them but you will put them in their boxes the last week of school
- 11. See how you do and if you want to talk about goal setting in depth, come in for an appt.

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 vet.
- 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.

Section XI: Referring Skills & Other Things It May Be Helpful to Know

Making Referrals

If you ever recommend that a student visit another office or if a student ever reveals anything that makes you uncomfortable, please come and speak with the Director. You are not equipped or expected to counsel a student who is in distress. If you feel that you need help, please call Traci for further advice. If she cannot be reached and *it is an emergency*, call campus police.

Who's Who on Campus

Campus Police | *903-813-2555*

If you need an escort to your car after work or coming back from the library, be sure to call campus police. They should also be called in case of emergency. They are available 24 hours a day.

CSSAS Director | *903-813-2818*

Be sure to contact Traci if you refer a student to any of these services or if a student is struggling with transition or personal issues that are impacting multiple areas of their life.

Director of Access Services | 903-813-2454

If you are concerned about a student and feel they may have a learning difference, or you encountered a challenge when working with a student.

The Scarbrough Center for Writing | 903-813-2369

If a student is struggling with writing, contact the writing center for free one-to-one peer writing consultations. The collaborative writing sessions are responsive to each student's writing goals and needs.

Student Life | *903-813-2306*

If a student has questions about roommates or where they are going to live next year, suggest they speak with Student Life.

Counseling Services | *903-813-2247*

If a student starts to talk about their life struggles outside of your topic at hand, you can suggest they speak with a counselor at Counseling Services.

Career Services | *903-813-2074*

Often time's students may have difficulty in classes when they feel they have no direction with their course work. Career Services is a good place to go to ask those kinds of questions.

Health Services | *903-813-2247*

If a student mentions not sleeping well, getting headaches, or generally not feeling well, suggest they see the nurse at Health Services

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 Center for Student Success & Access Services (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, 903-813-2074

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.



Access Services for Students with Diverse Abilities and Differences 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 Director of the Center for Student Success & Access Services . It is the student's responsibility to provide written documentation of the disabling condition, the impairment(s) the condition causes, and recommended accommodations. Eligibility for services is determined on an individual case-by-case basis.

Documentation guidelines are on the Access Services page of the Center for Student Success & Access Services website.

Written documentation must be provided by a qualified professional with training and experience relevant

Accommodations are meant 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. Students have a right to request a specific form of accommodation, but the College may offer another effective form instead.

The services available through the Center for Student Success & Access Services 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

For consultation or further information, contact:

James Reed, Director Center for Student Success and Access Services Wright Campus Center, 211 (903) 813-2454

Frequently Asked Questions from Faculty Regarding Access Services

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 Center for Student Success & Access Services 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 CSSAS—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 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 CENTER FOR STUDENT SUCCESS & ACCESS SERVICES ?

Simply refer them to the Director of Access Services, in the WCC 211 (x 2454). If the student has provided Access Services 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 Access Services 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 Access Services Frequently, successful provision of accommodation is the outcome of negotiation between student, professor, and the CSSAS.

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 (CSSAS 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 CSASS, arrange to have the test delivered to the Director and indicate any necessary directions. Please use the electronic Instruction Form located on the CSSAS 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 CSSAS as a testing site, the student should notify the Director of Access Services 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 Access Services to discuss your concern. Again, successful provision of accommodation is sometimes the outcome of negotiation between student, professor, and the CSSAS.

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 Access Services 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.

Section XII: Peer Tutor Work Form Management

The following forms are an essential part of managing relevant aspects of CSSAS systems. Please take time to understand when, why, and how the forms are used. These documents are filed in the CSSAS for your convenience but you are welcome to refer back to this section and print copies of any form you need.

Summary of Work Forms

- 1) **Tutoring Agreement (p. 81) -** Tutors review this form during their client's first tutoring appointment of each semester (fall & spring). This assists tutors in setting the tone, encouraging positive working relationships, and promoting realistic expectations with their clients.
- 2) **Learning Outcomes Evaluation Tutoring Session (p. 82) -** Tutors give clients a Learning Outcomes Evaluation at the end of every other session & place a check-mark on the Client Record sheet when this is done. Responses are regularly compiled to measure assessment goals related to peer tutor effectiveness.
- 3) **Client Record (p. 83)** Tutors write summaries of tutoring sessions, providing relevant details to help fellow tutors working with the same client. It is important that each entry *include the date and course tutored*, as work study staff often use this information to make corrections to clients Datatel sign-in entry.
- 4) International Tutor Training Program Certification (ITTPC) Checklist (p. 84)
 This checklist details the requirements for professional tutor certification. Tutors use this and Tutor Tally Logs to track their progress toward different levels of certification.
- 5) **Tutor Tally Log (p. 85) -** Tutors keep track of their tutoring & review session hours, projects, and training on this sheet. Tutor Tally Logs are submitted to a designated tutor & tracked for certification purposes.
- 6) **Observation of Peer Tutor Requirement Instructions (p. 86); Observation Form (p. 87-88)** To help tutors continually assess new techniques, they critique fellow tutors' sessions are required for each level of certification (see p. 86). Tutors discuss feedback with their colleague and submit observation forms (initialed by both tutors) to their supervisor (p. 87-88).
- 7) Review Session Checklist (p. 89); Content Lead Checklist (p. 90)
 When preparing for review sessions, tutors use this checklist. Tutor content leads ensure they are engaged in planning and executing sessions (per Content Lead Checklist, p.90). When complete content leads sign off on the checklist, then tutors submit and discuss with the supervisor. This helps us adjust to noticeable trends in program usage.
- 8) **Review Session Evaluation (p. 91) -** Evaluations are conducted after review sessions. Complete evaluations are submitted to the tutor supervisor. Tutors can use the standard evaluation (p. 91) but are allowed and encouraged to tailor this survey to assess their specific programmatic needs.
- 9) **Peer Tutor Job Expectations Review (p. 92)** -The tutors' supervisor regularly offers guidance on performance and techniques using this sheet.
- 10) **Peer Tutor Job Performance Self-Evaluation (p. 93-94)** At mid-year, tutors do a self-evaluation & complete a one-on-one performance evaluation with their supervisor.

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 <u>read and sign</u> 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 willle 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 CSSAS at 903-813-2454 to cancel my appiners soon as possible.

TUTOR RESPONSIBILITIES:

- I will be on time. If I am going to be late, I will notify the CSSAS 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 whose considered after consultation with the Executive Director of the Center for Student Success and Transitions);
- 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.

211 Wright Campus Center 903-813-2454

LEARNING OUTCOMES EVALUATION

Name (Optional):					
What semester/year did	you enter Austin	College:/ Semester Year	<u> </u>		
Course tutored:				-	
Name of your tutor:					
What techniques/strateg	jies did the tutor u	use that helped you in the	course?		
How will you apply these	e techniques on yo	our own while studying or	preparing for exams	5?	
Would you recommend t	he tutor program	to other students? If no,	why not	YES	NO
The tutor asks me quest examples. (Circle one)	ions, has me work	oproblems, has me expla	in, has me summari Sometimes	ze, and has me give <i>Rarely</i>	
Has working with the CS tutoring? (Circle		proved your attitude towa No Unsure	ard the class for whic	ch you received	
Has tutoring support res (Circle one)	ulted in increased Yes No	confidence in your class purchase Unsure	performance?		
Do you think tutoring po (Circle one)	sitively affected y Yes No	our course grade? Unsure			
If you had not had tutor (Circle one)	support for this c	lass, is it likely you would Unsure	have withdrawn from	m this course?	
(If applicable) My Writin apply new strategies/ted		n me to discover what corve my writing.	rections are needed	and teaches me how	v to
(Circle one)	Always	Most of the time	Sometimes	Rarely	
What is one thing your t	utor did that was	particularly helpful today?	?		
Other comments that wi	ll help our tutors i	n their work with you:			

Client Record

Client Name:	

Date (mm/dd/yy) Session Summary (Class, assignment description, material cove handouts, suggestions, etc.)	
9/10/18 Seth Lisa needs to decide on a clear thesis for an ENG 112 paper. We spent most of the session talking through the prompt and then brainstorming ideas. She is going to make an outline that includes supporting points for each paragraph. She's coming back tomorrow to talk through her outline. She also wants to have the first few paragrap done by tomorrow. Her paper is due a week from tod. 9/11/18 Anna Today Lisa and I went over Chap. 3 in her MATH 120 book. We talked about mutually exclusive events with probability. She needs more practice so she learns which formula to use. We did practice problems 4.89 & 4.90. I didn't help her as much with 4.90 and she got very frustrated. She did ok, though. I showed her websites to use for further practice until her next appointment. She has a test in 2 weeks.	ls

Continue on back of page

INTERNATIONAL TUTOR TRAINING PROGRAM CERTIFICATION (ITTPC) CHECKLIST

ITTP is a program of the College Reading & Learning Association (CRLA) that is endorsed by the Council of Learning Assistance and Developmental Education Associations (CLADEA), National Association for Developmental Education (NADE), and the Commission XVI of the American College Personnel Association. ITTPC sets professional standards for tutor training and establishes credibility for tutor training centers to certify professional tutors.

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.

Regular/Level 1 I. Training = at least 10 hrs. (6 hr. must be face-to-face) Training Topics ≥ 8 ITTPC Topics II. Tutoring = 25 hrs	Hrs. Earned	Advanced/Level 2 I. Training = Review of Level 1 hrs. 10 hrs. of Level 2 Topics (4 hrs. must be face-to-face) Training Topics ≥ 5 ITTPC Topics II. Tutoring = Level 1 hrs. + 25 hrs.	Hrs. Earned	Master/Level 3 I. Training = Review of Leve 1 & 2 10 hrs. of Level 3 Topics (2 hrs. must be face-to-face) Training Topics ≥ 5 ITTPC Topics II. Tutoring = Level 1 &I 2 hrs. + 25 hrs.	Hrs. Earned
I. Training Experience		I. Training Experience		I. Training Experience	
ITTCP: Roles/Responsibilities of Tutors		ITTCP: Review of Level 1 Topics		ITTPC: Review of Level 1 & 2 Topics	
ITTCP: Basics of Tutoring Session		ITTCP: Assessing Study Behaviors		ITTPC: Tutoring Target Populations (Athletes, Students w/Disabilities, Students in Transition)	
ITTCP: Beginning/ Ending Tutoring Sessions		ITTCP: Tutoring Specific Skills/Areas		ITTPC: Understanding The Role of CSSAS at Austin College	
ITTCP: Learning Styles		ITTCP: Using Questions as a Tutoring Tool		ITTCP: Structuring the Learning Experience & Organizational Tutoring Techniques	
ITTCP: Tutoring in Difficult Situations		ITTCP: Intercultural Communication Skills		ITTCP: Training, Mentoring, Supervising Other Tutors	
ITTCP: Role Modeling Learning Behavior		ITTCP: Brain Dominance Learning		ITTCP: Group Management Skills	
ITTCP: Goal Setting		ITTCP: Identifying and Using Resources		ITTCP: Self-Regulated Learning	
ITTCP: Communication Skills/Styles		NON-ITTCP: Interviewing Skills for Hiring New Tutors		ITTCP: Observation/Critique of Fellow Tutor	
ITTCP: Active Listening/Paraphrasing		NON-ITTCP: Topic: Special Program Facilitation		PROG. REQ.: Observation/Critique of Fellow Tutor (4 Sessions)	
ITTCP: Referral Skills		PROG. REQ.: Observation/Critique of Fellow Tutor (4 Sessions.)		PROG. REQ.: Satisfactory Performance Evaluation	
ITTCP: Study Skills, Time Mgmt, Reading		PROG. REQ.: Satisfactory Performance Evaluation		PROG. REQ.: Compliance with Procedures for Managing & Operating the CSSAS	
ITTCP: Critical Thinking Skills		PROG. REQ.: Compliance with Procedures for Managing & Operating the CSSAS			
ITTCP: Prgm. Philosophy, Ethics, Mission					
NON-ITTCP: Records, /Office Management					
NON-ITTCP: Tutoring Writing in the CSSAS					
PROG. REQ.: Observation/ Critique of Fellow Tutor (2 Sessions.)					
PROG. REQ.: Satisfactory Performance Evaluation					
PROG. REQ.: Compliance with Procedures for Managing & Operating the CSSAS					
TOTAL TRAINING HOURS		TOTAL TRAINING HOURS		TOTAL TRAINING HOURS	
II. Tutorial Experience		II. Tutorial Experience		II. Tutorial Experience	
TOTAL LEVEL 1 TUTORING HOURS		TOTAL LEVEL 2 TUTORING HOURS		TOTAL LEVEL 3 TUTORING HOURS	

Student Success & Access Services Tutoring Session Log (Tutor Tally)

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 TR = Training FL=FLOOR session		T=tutoring; CI=FYE presentation	W=workshop; SP = Special Project	\mathbf{R} = review session;	
session type	date	hours	subject/s	client name/s	
session type	date	hours	subject/s	client name/s	
session type	date	hours	subject/s	client name/s	
session type	date	hours	subject/s	client name/s	
session type	date	hours	subject/s	client name/s	
session type	date	hours	subject/s	client name/s	

OBSERVATION REQUIREMENT

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 their 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 Sessions** of peer observation.

- You must observe another tutor with 1 or more years' experience in the CSSAS
- You must observe at least 2 different tutors
- You must discuss your observation with the Director of the CSSAS
- It is recommended that you discuss your observation with the colleague you observed

Advanced/Level 2 requires **4 Sessions** 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 your CSSAS supervisor

Master/Level 3 requires 4 Sessions 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 your CSSAS supervisor

Center for Student Success & Access Services

Peer Tutoring Observation Record Form

After each observation, fill out the <u>Peer Tutor Observation Record</u> found on next 2 pages and submit it to your CSSAS supervisor.

Peer Tutor Name:				
Observation Date: Tutor Observ				
Introduction to Session:				
Collaborative Learning Techniques	Board Work			
Conaborative Ecarring recrimques	Dodia Work			
Study Skills				
Activities				
recivities				
Responses to Student Questions & Comments				
Pacing				
Pacing				

Center for Student Success and Access Services Peer Tutoring Observation Record Form

Conclusion of Session:
Skill Development:
General Comments:
Discuss Facility of the Associate Totals
Discuss Feedback with Tutor.
Initial after discussion
·

Adapted from Southwest Texas junior College Student Support Service Tutor Program Evaluations



Review Session Planning Checklist

Review	v Session Title:	
Lead Fa	Pacilitator:	
	Review Course Syllabi	
	Consult with faculty regarding content to address / area	s of focus:
	Confirm Date, Time, & Location (Work with CSSAS Pro	Staff to check schedule)
	o Date:	
	o Time:	
	o Room:	
	Designate / Plan at least 2 hours to prepare for the Revi (Use tutor meetings and with permission block off tutors	
	Meet with Content Lead to discuss planning, preparatio	n, and post review expectations
	 Work with Co-Facilitators to complete the following: Draft Practice Test (adapt old versions filed in Re Create learning objectives for the review session Request email to be sent to the class from CSSA Make sandwich board poster to advertise session Review content / discuss who plans to do what 	n (adapt previously used surveys, as needed) S Assistant
	Submit practice test to faculty for review (one week prior t	to review)
	Submit Final draft in electronic format to supervisor (no	later than 4pm the workday prior to review)
	Complete Print Work Request Form and drop off at the	Copy Center (Copy Center not open on Weekend)
J	Have Material gathered for Review Sign-in SheetEvaluationsPractice Tests	
	Date and File a Practice Test and Answer Key in Practice	Tests Binder
	Review Evaluations and Sign in Sheet (place Sign-In Sheet u Evaluations to a workstudy)	nder CSSAS staff door for processing and Review
	Follow-Up with Content Lead	
Lead F	Facilitator Signature:	Date:
Contan	nt Load Signature	Data

SUBMIT SIGNED FORM TO CSSAS DIRECTOR OF TUTORING PROGRAM THE WEEK PRIOR TO THE REVIEW





Review Session Planning Checklist

Review Session Title:	Send reminder email to	facilitators (imme		t
Lead Facilitator:	2010011,000	F-F		
Review Course Syllabi Know if the syllabus is	on schedule – communicate	appropriate chang	ges to facilitators	
Consult with faculty regarding content to address	/ areas of focus:		If professors don't res	
Confirm Date, Time, & Location (Work with profe	ssional staff to check	schedule)		1
Warer	ors to confirm dates and time			that
o Room:		Assess facil	itator's time managemen	nt –suggest
Designate / Plan at least 2 hours to prepare for th (Use tutor meetings and with permission block of)		asking to bloc	k off office hours to prep	pare if needed
Meet with Content Lead to discuss planning, prep	paration, and post rev	view expecta	tions	
 Work with Co-Facilitators to complete the followi Draft Practice Test Create learning objectives for the review Request email to be sent to the class fron Make sandwich board poster to advertise Review content / discuss who plans to do 	session n CSSAS Assistant (S	Encourage facilitators to seek Susan help in completin g tasks if needed	fac sche dr	Ensure the illitator is on edule, review aft, discuss problem enarios, etc.
Submit practice test to faculty for review (one week	k prior to review)	$\stackrel{\square}{\longrightarrow}$	Please look over	it too!
☐ Submit Final draft in electronic format to supervis	or (no later than 4pm th	ne workday pric	or to review)	<u> </u>
Complete Print Work Request Form and drop off	at the Copy Center (Copy Center not	open on Weekend)	Laura
		DO N	OT COPY IN ASC	needs to archive and post on webpage
Date and File a Practice Test and Answer Key in Pr	ractice Tests Binder	Black Binder or Cabinet!	n Resource	
Review Evaluations and Sign in Sheet (place under C	SSAS staff door for pro			
Follow-Up with Content Lead Check in with facilitators before meeting with Laura Review and discuss with Laura if you identify any concerns			ı if you	
Lead Facilitator Signature:		Date:		
Content Lead Signature:		Date:	<u> </u>	

SUBMIT SIGNED FORM TO CSSAS SUPERVISOR



Title:			
Date:			

REVIEW SESSION EVALUATION

- 1. Do you feel that this review session prepared you for the test?
- 2. The tutor(s) were most helpful when they....
- 3. What topics/concepts do you wish had been covered in the review session?
- 4. What do you recommend the tutors do to improve the delivery of their session?
- 5. Any other comments/suggestions?



Peer Tutor Job Expectations Review

Peer Tutor Name:	
Arrives to Tutoring Appointments on time and/or Communicates with scheduled appointment and r Facilitates at least 2 Review Sessions/Skills Worksl Assists the Assistant Director in at least 1 FYE Tou Advertises Review Sessions/Skills Workshops to P community at least 1 week in advance	reschedules when they are unable to tutor hops per semester r, Success Series, or FYI rofessors, students, and campus-wide
Participates and attends on-going training for cert	ification
Attends weekly Peer Tutor Meetings	
Keeps all matters with the Center for Student Succ	
Reaches out to faculty partner(s) in person at leas	t bi-weekiy
 Beginning a Session: Starts with a customer-friendly greeting Facilitates the creation of an agenda for the company of the company o	he tutoring appointment
 Determines if a follow-up appointment is 	client nderstanding scusses independent practice opportunities
Fosters the skill development of tutees	
Demonstrates the ability to follow through on ass	igned office responsibilities
Exhibits appropriate work behavior and customer	-friendly service
Performs office-related tasks while on the clock	
Has tutor met satisfactory level of expectations?	es No
Date discussed above expectations: Supervisor Comments:	
Tutor Signature:	
Supervisor Signature:	

Peer Tutor Performance Self- Evaluation

Tutor N	ame:										
1.	On a scale	of 1 (poor) to 5 (ex	cellent)	, how wo	ould you	ı rank youı	perfor	mance as	a tutor this	5
	semester?										
			1 🗆	2 □	3 □	4 □	5 □				
	Please exp	lain:									
2.	One a scal	-	•	effectiv	e) to 5 (extreme	ly effectiv	e) pleas	e rate the	e effectiven	ess
	of the Pee	r Tutor pro	_								
		_	1 🗆	2 🗆	3 🗆	4	5 🗆				
	Please exp	lain:									
3.	What were	e some of	the main	issues y	ou assis	ted stud	dents with	this sen	nester (cl	neck alltha	t
	apply)?										
	∟ Te	st Preparat	tion								
	☐ Wi	riting (writi	ing paper	s, resea	rch skills	, revisin	g, etc.)				
	☐ Re	ading Strat	tegies								
	☐ No	te Taking S	Strategies	5							
	lacksquare Re	viewing co	urse con	tent and	l concep	ts					
	☐ Ke	eping up w	vith pace	of cours	e						
	Or,	ganization									
	lacksquare Ot	her:									

Use the following numerical guide to rate your performance in each area.

- 1 = Poor: Work performance is unsatisfactory, needs to improve a lot
- 2 = Below Average: Work performance is satisfactory but inconsistent
- 3 = Average: Work performance is satisfactory and consistent
- 4 = Above Average: Work performance goes beyond expectations.

(Circle the most appropriate response for each statement)

1.	Greet guests with a smile and courtesy; introduce yourself and extend a few words of	1	2	3	4
	concern				
2.	Help guests who look confused or lost	1	2	3	4
3.	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	1	2	3	4
	, , , , , , ,		_	2	
4.	Asks tutee appropriate questions; has tutee work problem; has tutee explain solutions; has	I	2	3	4
	tutee summarize session highlights; give tutee examples in order to checkunderstanding				
5.	Adjusts tutoring style to the needs of each client	1	2	3	4
6.	Take responsibilities as a tutor seriously; has willingness to extend oneself to complete	1	2	3	4
	assign tasks				
7.	Seek help from administration or other tutors when I am having trouble with a tutee	1	2	3	4

4.	What, if any, personal benefits have you gained from being a peer tutor?
5.	Summarize your performance as a peer tutor this semester and include elements of the job that you did you do well and identify what you could have done better?
6.	What positive practices did you observe this semester from another tutoring, training, review session, etc. that you would like to see continued by future tutors?
7.	What did you like MOST and what did you like LEAST about the peer tutoring program/being a peer tutor?
8.	Identify 2-3 tutor-related goals that you will work to achieve within the next year.
Ad	ditional Comments: