

The logo for the Student Academic Services (sas) peer tutor program. The letters 'sas' are rendered in a large, rounded, sans-serif font. The 's' is yellow, the 'a' is a light green, and the 's' is a darker green. Below this, the words 'peer tutor program' are written in a smaller, black, lowercase sans-serif font.

sas
peer tutor program

Skidmore College
Student Academic Services
Starbuck Center, Lower Floor, Room 102
815 North Broadway
Saratoga Springs, NY 12866
(518) 580-8150

Dear tutor:

Welcome to Student Academic Services' Peer Tutor Program at Skidmore College. You have been recommended and approved by faculty to serve as a tutor to your peers. In agreeing to be a tutor, you have accepted an important and challenging responsibility. As a peer tutor, you can encourage students to reach their academic potential. Your positive interaction with students can make a critical difference in their educational endeavors. Your role involves both the command of an academic subject area and strong interpersonal skills.

The purpose of this tutoring manual is twofold. First, it is to provide you with information specific to the tutoring program at Skidmore College. Secondly, it is a resource that may be a benefit to you as you build and improve your tutoring methods. The information in this packet is designed to help you achieve the best results possible as you become both an efficient and effective tutor.

Any time you have questions related to tutoring, please contact Student Academic Services (Starbuck 102), email saspeertutoring@skidmore.edu or call 518-580-8150.

All the best,

Brenda Pashley

*Brenda Pashley
Academic Counselor
Peer Tutor Program Coordinator
Student Academic Services
Skidmore College*

Table of Contents

Section 1	General Information
Section 2	Tutor Qualifications
Section 3	Record Keeping, Forms, and Office Procedures
Section 4	Methods and Strategies
Section 5	Communication Skills
Section 6	Learning and Tutoring Strategies
Section 7	Study Skills Strategies
Section 8	Non-Native Speakers of English
Section 9	Students with Disabilities
Section 10	Role-Playing Scenarios
Section 11	Peer Tutor Timesheets
Section 12	Academic Support Handouts

Section 1

General Information

The Office of Student Academic Services (SAS) works to promote high student achievement and help students take full advantage of the wide variety of opportunities available at Skidmore. As part of the college's commitment to academic excellence, the office serves all students interested in strengthening their academic performance by organizing peer tutoring, study groups, and drop-in tutoring and offering one-on-one and small group academic support. SAS collaborates with other campus offices and faculty to support international students, students of color, student athletes, and students with disabilities.

The Peer Tutor Program is run by the Tutor Coordinator and is one of the primary methods of assistance to students provided by this office. Tutoring sessions are not intended to replace regular classroom instruction, classroom attendance, thorough note-taking or proper preparation for essays and examinations. SAS recognizes that the availability of and assigning of tutors in a course is contingent on the faculty of said course. All Tutors are faculty-approved in order to ensure that tutoring never undermines a professor's pedagogy. The Peer Tutor Program seeks to provide further explanations and answer questions related to course content only.

Student Academic Services

Starbuck Center, Lower Floor, Room 102

Phone: (518) 580-8150**Fax:** (518) 580-8149**Website:** www.skidmore.edu/administration/sas/**Hours:** Monday - Friday, 8:30 a.m. - 5:00 p.m.

Student-Staffed Evening Hours:

Monday - Thursday, 5:00 p.m. - Midnight

Sunday, Noon - Midnight

Should you have any questions, please do not hesitate to contact the Peer Tutor Coordinator:

Brenda Pashley

Student Academic Services

1021 Starbuck Center

Office Phone: (518) 580-8147

Email: bpashley@skidmore.edu

Section 2

Tutor Qualifications

Tutors must be knowledgeable in the subject matter and feel comfortable and confident in explaining the course material. SAS hires students who have taken the particular course(s) in which the student has requested a tutor. As some courses are professor-specific, in terms of content and pedagogy, all tutors are faculty-approved each semester. Tutors are expected to be in good academic standing. Qualifications are subject to review every semester.

A tutor must:

- Maintain academic integrity at all times.
- Have a comprehensive, detailed knowledge of the subject matter.
- Be punctual and prepared for all tutoring sessions.
- Exhibit professionalism, respect and courtesy.
- Complete tutor session reports immediately following each session.
- Submit timesheets on time every pay period.

Academic integrity is understandably of the utmost importance. What constitutes plagiarism is discussed in some detail in this handbook, and even more explicitly in the College's Honor Code. All tutors are expected to read and have a complete understanding of both documents. If there are any questions please do not hesitate to contact the Tutor Coordinator.

Your Role as a Peer Tutor

When you tutor:

- Be open, caring, encouraging and supportive.
- Be aware of outside interference with learning.
- Respect and value each student as an individual.

Help students become independent learners:

- Encourage students to do their own thinking.
- Probe their understanding of the matter in question.
- Suggest what more they can do.
- Do not do their work for them.

Determine and respond to the student's needs:

- Clarify course requirements (go through syllabus).
 - Offer suggestions about study skills.
 - Provide practice in skills specific to the course.
-

Remember to refer students to other resources as needed:

- ✓ Writing Center
- ✓ Foreign Language Resource Center
- ✓ Professors' Office Hours
- ✓ Academic Counselors
- ✓ Residential Life
- ✓ Counseling Center
- ✓ Athletic Department

Benefits for the Tutor

Skill Acquisition and Reinforcement

By tutoring you gain and use specific techniques that enhances your reading, writing, speaking, and personal communication skills.

Maturity and Professionalism

Tutoring requires you to be attentive to another person's needs and wants. As a tutor, you find ways to be there for your tutees, whether or not you like them or find them interesting. This regulation of emotions demonstrates professionalism and is a clear mark of maturity.

Intellectual Scope and Depth

Optimally, tutoring will give you a greater appreciation for a subject and increase your depth of knowledge in that field.

Benefits for the Tutee

Improved Learning

Students request tutoring for a number of reasons, the most common being their hope for improved grades and/or a better understanding of content. Small group tutoring allows students the arena to teach each other and ask questions in what some would perceive as a safe or nonthreatening environment.

Improved Attitude Towards Learning

If students improve as a result of tutoring, they will become more excited about learning. Tutoring gives students the chance to be heard, control their learning environment, and pursue knowledge.

Improved Self-Image

Students who improve academically gain self-confidence, an attribute that propels academic and personal growth, resulting in a more confident learner who feels more connected to the learning environment in general and to Skidmore College.

Harassment and Discriminatory Behavior

Skidmore College affirms that its community members have the right to be free from acts of harassment that constitute unlawful, offensive, and hostile behavior. Such acts include (but are not limited to) sexual or racial harassment. In general, such harassment may consist of (but is not limited to) words, signs, jokes, pranks, acts of intimidation, or acts of physical violence that unreasonably interfere with an individual's work or educational pursuits, or that create a hostile, offensive, or intimidating work or learning environment. All members of the Skidmore community are prohibited from engaging in any such acts of harassment.

The College is committed to maintaining a positive learning and working environment for all of its students and employees. The College prohibits harassment of any individual or group of its students, prospective students, employees, or candidates for employment on the basis of race, color, religion, age, national or ethnic origin, physical or mental disability, veteran status, marital status, sex, sexual orientation, gender identity or expression, or any other category protected by applicable federal, state, or local laws. The fact that someone did not intend to harass another individual may not constitute an adequate defense in response to a complaint of harassment.

How to Report

1. Tell the person that you consider his or her behavior to be harassment.
 2. Discuss the problem with any member of the Student Affairs staff. They will help students work through these concerns and make choices about how to handle the issues involved.
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Section 3

Forms and Procedures

Your records are a vital part of obtaining data for SAS' Peer Tutor Program at Skidmore College, which:

1. Improves our efficiency and effectiveness in tutoring students.
2. Enables us to evaluate our program and plan for our future needs.
3. Protects Skidmore and its tutors as we are subject to audits.

Paperwork Expectations

1. Submit all payroll forms to Student Employment:
 - *I-9*: Needs to be completed when working on campus for the first time.
 - *Direct Deposit Form*: Needs to be completed each academic year.
 - *Wage Theft Protection Act Form*: Needs to be completed each academic year.
 - *W-4*: Needs to be completed each academic year.
 - *IT2104/IT2104E*: Needs to be completed each academic year.
2. Accurately complete [paper] time sheet during the tutoring session.
3. Submit [paper and TimesheetX] time sheets on time: refer to the back of the time sheets for due dates and payment dates. TimesheetX needs to be completed **prior** to submitted paper form.

*Failure to adhere to policies can result in termination from Peer Tutor Program.

Tutoring Expectations

1. Respond to all e-mails from tutees as soon as possible (always within 48 hours).
 2. If meeting a tutee is not possible you must include SAS in your e-mail response.
 3. If you are ill or unable to attend a session, you must notify your tutees.
 4. Tutors can arrange group-tutoring sessions with assigned tutees.
 5. Should you encounter any issues/problems with your tutee(s), contact the SAS Peer Tutor Coordinator.
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Section 4

Methods and Strategies

Prior to your first meeting with a tutee you should contact them and encourage that they bring questions (3 is a safe and easy number) to your first session and each subsequent session. This allows for each session to have a tangible focus and for the topics discussed [purposely] tutee-driven.

The first meeting with your tutee is crucial in establishing the atmosphere of subsequent tutoring sessions. You must establish that you are an approachable, empathetic person who will be able to help them understand the subject.

1. Check that you know each other's name, phone number and e-mail.
2. Discuss your respective goals and expectations.
3. How aware is the student of his/her study skills? Where and when do they study? Do they take notes or annotate? Do they review their notes daily?
4. Share your study skills and your approach to the course when you took it.
5. Wrap up the session. Ask if the session was effective/helpful.
6. Discuss when you will meet again and what you will do in the next session.

Preparation

You should be able to tutor in your area of expertise with minimal preparation, but you must be certain you come to every tutoring session thoroughly familiar with the topics that are to be taught and discussed. Have a tentative plan of what you want to accomplish in each session. Just as you have the right to expect that the student will come to the session prepared with all relevant texts and papers and having worked through as much of the material as possible, the student has the right to expect that you will be prepared as well. Be honest when you are not sure of an answer and feel free to ask for help or refer the student to the Professor.

Problems

In the event of a problem, do not hesitate to come and discuss it immediately with SAS and the Peer Tutor Coordinator. They will help you work out strategies for dealing with the problem or will intervene if this seems most appropriate.

If you become aware that your student has severe personal, academic, or medical problems, you should not attempt to deal with them yourself. You should suggest the student seek appropriate College personnel. It may be advisable to discuss this with the Peer Tutor Coordinator.

Professors

Avoid trying to interpret an assignment when a student has come to you without the necessary information about what the student has been asked to do. If at all possible, send the student back to the professor for clarification on the assignment. Your role is to help the student learn the material with a minimum amount of frustration and a maximum amount of learning.

Reporting a Tutoring Session

Immediately following the tutoring session, you must complete their timesheet. This form can be found on the file rack in SAS: Starbuck 102, on SAS' website, and the back of this manual. This is a condition of employment and you will not be paid for the session if the report is not submitted on time. The timesheet serves as both your timecard and as the primary method of feedback regarding progress in each tutoring session. Failure to complete the timesheet and TimesheetX at the end of the current pay period will result in the tutor not getting paid (for tutoring and any other on-campus position the Tutor holds). Repeated tardiness with timesheets and/or TimesheetX will result in termination.

Please pay particular attention to the comments section of the session report. These comments regarding the tutoring session provide important information to the academic counselors.

Suggestions for Effective Tutoring

All or parts of this may be used in discussion to help the tutee determine if the student is studying effectively.

1. Do not do the actual work for the students!
2. Start wherever the student is. Set objectives and then work toward them.
3. Be sure that the student understands the principles of the subject. Memorization without understanding is often the source of academic difficulties.
4. If one method or approach isn't working, try others. Be creative and innovative.
5. Make use of students' strengths and interests wherever possible.
6. Center your attention on the student. Avoid talking about yourself too much.
7. Allow time to think. Don't answer your own question before the tutee has had a chance to think about the answer.
8. Come to sessions prepared. Think about the content: What might students find difficult? What examples will clear up these difficulties?

These are questions to ask the tutee:

1. Describe three academic strengths and three academic weaknesses that you have:
 2. Do you take notes in class? Do you use them to study?
 3. What is your approach to reading the text?
 4. How do you prepare for tests? How long before a test do you start to review?
 5. Describe your environment for studying?
 6. Where do you sit in class?
 7. What difficulties are you having with the class?
 8. How much time do you study daily for this course (including reading and reviewing)?
 9. What are three questions that you have about the course content?
-

Section 5

Communication Skills

Positive Reinforcement

Praise is one of the most influential tools a tutor can use. It encourages students to develop good study habits, utilize productive thinking and reasoning skills, and learn course content. Praise is also a tool which can affect whether students will or will not return for more tutoring sessions. Students will likely return to tutoring when they leave sessions feeling supported and sensing progress. Make a conscious effort to be positive in each of your sessions.

Empathy

Imagine that you are in the other person's situation, experiencing that situation from the other person's point of view. Try to understand the reasons that they feel a certain way. You can communicate empathy with feedback. After listening to the other person, you should give "feedback": a summary of what you heard, focusing on both the person's emotions and the reason(s) for them ("*I'm hearing that you feel this way because...*").

For example:

Student: *"I can't believe I bombed that chem exam. I studied and studied; I can't figure out why I can't get it. I don't want to blame the professor, but the average was only 47; no one I talked to did OK either."*

Tutor: *Your distress is understandable. It's really frustrating to work so hard and not have things turn out and not know why.*

The Tutor Did Not:

Judge...*"You should have studied harder."*

Negate...*"Don't feel that way. It's only one test."*

Sympathize...*"Sometimes professors can be such jerks."*

Rescue...*"It's too bad. I'm sure you'll do better next time."*

Own...*"It's my fault for not focusing on those problem sets."*

Section 6

Learning and Tutoring Strategies

Help Students Become Independent Learners:

Giving in to students' pleas for "the answer" is detrimental for them in the long run. It robs students of a sense of self-achievement and independence, and teaches them dependency.

Students learn it is O.K. not to have an instant answer.

Students learn through your refusal to let anxiety pressure you into giving them the right answer. Students learn that becoming anxious blocks learning. They learn this through watching how you persevere at returning to a step-by-step process. In essence, the tutor serves as a role model of patient perseverance, communicating that the process is vitally important.

Students are given the opportunity to experience a sense of achievement and confidence.

Students learn this through breaking the problem into small, "do-able" tasks rather than anxiously hoping for an immediate answer to the whole problem. Less accepting or impatient people may have never tolerated their students' pace of solving problems. This may have robbed students of the chance to achieve for themselves.

Interactive Learning

Tutor approaches to learning that are interactive not only help the tutor, but once students become aware of them, they help them learn on their own.

- **Use drawings or diagrams** to illustrate concepts rather than relying only on words. This is especially good for tutoring in the sciences and math. Remember that some students' preferred and most effective learning style is visual.
- **Use practice quizzes** to help reinforce learning. Have students write their own quizzes, either for the Tutor or for other students in a tutoring group.
- **Make lists of key vocabulary words** and have the student write down their meanings and the page number in the text on which they are defined.
- **Analogies** are comparisons of similar things. When using an analogy in tutoring, you compare a new concept to be learned with a similar concept that the student is already familiar with.
- **Flash Cards** are good vocabulary-builders. Compared to keyword lists, flash cards have the advantage that shuffling the cards creates a new order of memory cues.
- **Mnemonics** are tricks to help you remember things. For example, to remember a list of words, you could make up a sentence in which the first letters of each word correspond to the first letters of words to be remembered. For example:

M My Mnemonics

C Cat Can

H Has Help

R Red Remember

T Teeth Things

SQR3: Survey-Question-Read-Recite-Review:

SQR3 is a strategy that has been proven effective for solving math and science word problems.

Survey: Carefully read the word problem to learn what it is about.

- Clarify any terms you don't understand.
- Read the introduction to the chapter.
- Look over the major section headings. Glance at the figures.
- Skim questions, key words and summaries at the end of the chapter.
- Generate a sense of what is important.

Question: State the problem in the form of a question. Reading the problem out loud, visualizing it, or drawing a picture helps you state the problem as a question. For each section in the chapter, ask these 4 basic questions:

- What is the main point?
- What evidence supports the main point?
- What are the examples?
- How is this related to the rest of the chapter, the book, the world, to me?

Read: Identify the information that is needed to answer the question. Differentiate between information that is needed and that which is extraneous. Skim or read the section actively. Search for the answers to your questions:

- Make notes in the margins to create your own organization.

Recite: Look up the main points from the section and verbalize the answers to your questions:

- Talk out loud and listen to the answers. Recite to remember.

Review: Now go back and annotate (highlight, underline, notes in margin, etc.) the main points in the section.

Study Group Strategies

Advantages of Group Tutoring:

1. Diversity of ideas and points of view.
2. Builds tolerance for differences in background, personality, and intellectual style.

Tips for Successful Group Tutoring:

1. Stand or sit where all can see and hear you.
 2. Facilitate the learning process.
 3. Wait for students to volunteer well-developed answers.
 4. Respect all questions or responses.
 5. Don't allow individuals to dominate discussion.
 6. Ask another student to describe the same concept in his or her own words.
 7. Provide closure by asking the students what they learned during the session, what they still need clarification on, or what they would like to cover in the next session.
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Section 7

Study Skills Strategies

What is test anxiety?

Test anxiety is a sense of unease and apprehension; frequently accompanied by symptoms such as upset stomach, restlessness, sleep problems, irritability, and "nervous" eating that precede the taking of an exam. Test anxiety can also make it difficult to concentrate, which increases careless errors.

What causes test anxiety?

It's natural to worry about whether you will do well on a test. Indeed, some degree of pre-test anxiety is good, for it focuses the mind on the task at hand and creates stimulation to meet the challenge. Problems arise, however, when the anxiety grows to the point of harming performance. If you don't prepare adequately for the exam by studying, and you care about your performance, then it's realistic to feel anxious about the possibility of failing.

Solutions to Test Anxiety:

1. Give yourself quiet time in which you relax and imagine yourself taking the exam (visualization).
2. Arrive at the exam 5-10 minutes early and let yourself relax.
3. Don't rush before the test. Don't cram.
4. Get a good night's sleep. Eat a balanced meal one or two hours before the exam.

Exam Preparation

For Problem Solving:

Go through past homework assignments, lecture notes and your textbook, then:

1. Copy problems.
2. Solve as many as possible.
3. Check your answers.
4. For any you do not answer correctly, try to find similar problems and keep working on them.

For Short Answer:

1. Make a list of important terms.
2. Write down a definition of each term as it was used in the course.
3. Think of examples or illustrations of each term.
4. Determine the term or concept's relevance to the course.

For Essay Questions:

1. Write a detailed (facts, figures, quotations, etc.) outline for possible thesis statements.

For Objective Tests (Multiple choice, true/false, and matching questions):

1. Study concepts as well as facts.
 2. Study your texts and notes by looking for the material that can be answered objectively (dates, names, etc.).
-

Section 8

English Language Learners (ELL)

Students today come from a variety of cultural backgrounds. As a tutor, you will be working with students from other cultures. Be sensitive to the tutee's viewpoints. What is socially acceptable to you might be unthinkable in the student's culture. Remember, English language proficiency does not indicate intelligence or ability level.

Communicating with ELL:

The following techniques are useful in matching speech patterns to the needs of those who are experiencing difficulty with oral skills:

- Employ simple, active, and present verb tenses.
- Talk slowly and clearly; repeat, and use synonyms.
- Use as many examples and models as possible.
- Speak at a normal volume.
- Avoid use of slang and idioms.
- Paraphrase words, phrases, or sentences.
- Correct by restating or modeling.

Tips for tutoring ELL:

- Don't categorize students; they come from a large variety of backgrounds.
 - Use activities that will demonstrate their understanding.
 - Review course vocabulary that the student might not be familiar with.
 - Although it may be hard for them to understand your speech pattern, with practice the student will become familiar with it and in the long run, it will help them.
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Section 9

Students With Disabilities

As a tutor, you will not know if a tutee has a disability unless the student shares that information. A disability is in no way indicative of intelligence. Tutoring sessions are typically not conducted any differently for students with disabilities.

- Obtain information from the student directly on how he or she feels he or she learns best. Listen to what is important to the student and on what areas of learning does he or she want to focus.
- Realize that tutoring can be frustrating for everyone. If you show the student that you are frustrated, this creates feelings of inadequacy.
- Encourage the student to teach you the material.
- Never assume that what is easy for you is easy for others or that your approach is the only approach.

Students with disabilities have the right to:

- Equal access to Skidmore's courses, programs, activities, and facilities.
- Reasonable accommodations or auxiliary aids as appropriate.
- Confidentiality of disability-related information.

**Students or parents who have further questions about support for students with disabilities at Skidmore should contact the Office of Student Academic Services, at either (518) 580-8150 or Meg Hegener, Coordinator of Student Access Services, (518) 580-8161, email mhegener@skidmore.edu.*

Section 10

Role-Playing Scenarios

What would you do in these situations?

1. You have scheduled a session with one of your tutees on Saturday at 9:00pm. The student begins to get tired about halfway through and suggests that you both continue your tutoring session at Wendy's where you can get something to eat and drink. How do you respond?
 2. You are tutoring several students who are friends. However, you tutor them individually. Chelsea asked you how Mario did on his last exam. He earned a 98 while you know that Chelsea only earned a 65. How do you respond?
 3. A student has asked you if it would be OK to borrow all of your materials from the class you are helping him with. These materials include projects, papers, notes, and old tests. How do you respond?
 4. One of your regular tutees calls you at 11:00pm and requests to meet immediately. You are very busy this semester. The student says, "*Hey, I'm really in a desperate situation.*" How do you respond?
 5. You had forgotten to ask a new student what you would be working on in your tutorial session. When you arrive, you discover that your tutee has brought a take home exam. What do you do?
 6. You have a student who tries to get you to do his homework in a subtle way. He asks you to work #15, #20, #23, #30 and #35. You discover that this is the whole homework assignment. How do you respond? How could this have been avoided?
 7. A student wants two hours of tutoring per week. You have been working with four students who are in the same class. You find that you are repeating yourself four times and that you are running short on time. What are your choices?
 8. A student wants study skills information.
 9. A student brings you a problem you don't know how to solve.
 10. A student is passive and contributes little to the session.
 11. You feel frustrated or impatient with your student.
 12. A student keeps saying, "I don't understand" no matter how many times and ways you explain.
 13. A student fails the exam, is very negative, and blames the professor.
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Section 11

Peer Tutor Timesheets

STUDENT ACADEMIC SERVICES
BI-WEEKLY TUTOR SESSION REPORT FORM

To The Peer Tutor: For the purpose of effective advising, we require a summary of your tutoring interactions with the student named below. This form may be used for one or more sessions, and it must be presented to Student Academic Services by the time/dates listed on the reverse side of this report. Thank you for your cooperation.

Name of Peer Tutor _____

Name of Tutee _____ **Class Year** _____

Course (Ex. CH115) _____ **Professor** _____

Date	Session Comments: how well does the student understand the material, was the student on time/prepared, any additional support recommended, etc.	Start Time - End Time
INDIVIDUAL SESSIONS CAN BE NO LONGER THAN 2 HOURS AND TOTAL HOURS PER TUTOR NOT TO EXCEED THE NUMBER OF CREDIT HOURS OF THE COURSE		
TOTAL HOURS		

Note: .25 = 15 minutes; .50 = 30 minutes; .75 = 45 minutes; 1.00 = 1 hour

Tutor Signature _____ (Required for payment)

Tutee Signature _____ (Required for payment)

Payment is contingent on submission of this form AND entering your hours in TimesheetX.

see reverse side for report submission schedule

STUDENT ACADEMIC SERVICES

DROP-IN TUTORING SIGN-IN/TIME SHEET

Name of Tutor: _____ Course: _____ Date: _____

Please complete one form per session

Prep Time: _____ Group Time: _____ TOTAL: _____

Note: .25 = 15 minutes; .50 = 30 minutes; .75 = 45 minutes; 1.00 = 1 hour

All Attendees Must Sign In – Please Print Your Name

1.
2.
3.
4.
5.
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12.
13.
14.
15.

Drop-in Tutor Signature: _____

Payment is contingent on submission of this form AND entering your hours in TimesheetX

see reverse side for report submission schedule

2015 Student Employment Pay Period Start and End Dates

PAY-PERIOD START DATE	PAY-PERIOD END DATE	PAYMENT DATE
August 29, 2015	September 11, 2015	September 18, 2015
September 12, 2015	September 25, 2015	October 2, 2015
September 26, 2015	October 9, 2015	October 16, 2015
October 10, 2015	October 23, 2015	October 30, 2015
October 24, 2015	November 6, 2015	November 13, 2015
November 7, 2015	November 20, 2015	November 27, 2015
November 21, 2015	December 4, 2015	December 11, 2015
December 5, 2015	December 18, 2015	December 24, 2015

Section 12

Academic Support Handouts

Active Reading Method: SQ3R

This approach helps you get the most out of your reading assignments. It will help you create notes from your reading from which to study.

1. **Survey:** Carefully pre-read the chapter. Look at the title, subtitles, boldface and italics, graphs and diagrams, summary and/or conclusion, and questions at the end of the chapter.
2. **Question:** Reading is a thinking process; inquiry makes you an active reader. Formulate questions before you read. Convert titles, subtitles, etc. into questions. **WRITE THESE DOWN!**
3. **Read:** Thoroughly read the chapter and fill in the answers to your questions as you go along. Read for meaning, not only the answers. Write down any information you sense is important.
4. **Recite:** Read your questions, answers and notes out loud. Translate key ideas and new terms into your own words. Research any answers or information that don't seem clear enough.
5. **Review:** Re-read your notes as often as possible. Frequent review enables you to better retain the material.

At first go through SQ3R step-by-step, and later alter it to suit your own purposes and style.



Note-Taking: Taking Lecture Notes

Use your Pen

1. Lecture notes should be as specific and concrete as possible. Be precise about the lecturer's key ideas. It makes them easier to understand, remember and apply.
2. Take selective notes. Don't try to copy information verbatim. Write down ideas from the lectures that are most salient. If you get stuck or desperate, write down single cue words to help remind you of the topic, then go back and fill in your blanks later.
3. Focus on lecture information that ties together or explains important themes. Compare and contrast to find relationships and to create "mental filing systems" to organize information.

Use your Ears

1. Develop the intention to learn while you are in a lecture. You've made the effort and taken the time to come to the lecture. Make the most of your time by learning the information as you receive it. The more information you understand, the less you'll have to memorize.
2. Listen for clues to what is important information in the lecture.

Use your Body

1. Get involved in the ideas and information being presented. Rather than thinking of yourself as "attending" (in the passive sense) a lecture, think in terms of "participating in" the lecture (the way you would participate in a conversation.)
2. Sit up front to hear better, see better, avoid distractions.
3. Compare notes with fellow students to get their strategies for good note-taking.

Use your Mind

1. Take a minute before class to anticipate what the instructor is likely to present based on:
 - The syllabus
 - What has been presented in the course thus far
 - A quick review of your notes from the last lecture
 - A quick glance at the readings assigned for the current class
 2. What is the relationship between information presented in lecture and information presented in the readings, in section, in the written work, in the problems assigned?
 3. Anticipate the ways you may be tested on material presented in lecture. Give yourself a pre-test to help you identify areas of strength and diagnose areas of weakness.
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procrastination®

What's Going On?	How Do I Resolve It?
<p>Insecurity</p> <ul style="list-style-type: none"> • “What if I can’t do it?” • May feel inadequate to perform at the level you expect of yourself, or that others expect of you (real or imagined). • “Last time I tried it didn’t go well.” • “Last time I tried, I did well but that was only luck.” • “What if I don’t look smart?” • “The task is difficult so I must be doing it wrong.” 	<ul style="list-style-type: none"> • Focus on the positive. • Think of a time that your efforts paid off and visualize similar positive outcomes. • Remember, as a student, your job is to learn. • Part of learning is active participation. Don’t let others get in your way.
<p>Too much going on</p> <ul style="list-style-type: none"> • You don’t know where to begin, so you don’t begin at all. • You don’t manage time well. • You don’t plan. • Underestimate how long things take • Putting it off until you feel calmer (weekend, after finals, etc.) 	<ul style="list-style-type: none"> • Write out everything that you need to get done and schedule each task according to the commitments that you have (in order of importance). • Set realistic goals. • Don’t schedule tasks too tightly. • Allow breaks.
<p>Rebellion</p> <ul style="list-style-type: none"> • In the absence of parents and teachers telling you what to do, sometimes you rebel • Motivation issues (i.e. my father wants me to be an engineer but I want to be an artist) 	<ul style="list-style-type: none"> • Make it count. You are here to get the most of this opportunity; no one can get your education for you. • Have your own goals in mind and above all else—persevere.
<p>Self-sabotage</p> <ul style="list-style-type: none"> • A reaction to stereotype threat • Blaming a failure on the fact that you procrastinated instead of lack of skill 	<ul style="list-style-type: none"> • You earned your spot here. No one else can take credit for that or take that away from you. • Identify your strengths and weaknesses. • Take responsibility for your grades.
<p>Head-in-the-sand</p> <ul style="list-style-type: none"> • A method of coping with daily pressures and experiences 	<ul style="list-style-type: none"> • Address things as soon as possible. • Take things one step at a time: don’t let the pressures of the next step worry you when you’re still on step 1.
<p>Low Frustration Tolerance</p> <ul style="list-style-type: none"> • Perfectionism – avoiding the frustration and energy drain of picking apart your own work 	<ul style="list-style-type: none"> • Remember that writing is a process and writing is an important part of that process. • Refer to appropriate campus resources. • Don’t strive for perfection—strive to do your personal best.

Test Preparation

Five days before the test: Organize

Organize and review your class notes and text notes *carefully*. Prepare a list of all topics that will be on the exam. List them in order of importance so you can *focus your attention accordingly*.

Four days before: Review and Recall

Review your notes *thoroughly*, but don't just look at them. Explain them to yourself. Don't mistake familiarity for *comprehension*. Concentrate on the topics that are more difficult for you to understand. *Visualize* the material as a pathway back to the big ideas.

Three days before: Rewrite

Briefly rewrite all of the important information. Review these notes *repeatedly*. Trying to *recall* your own explanations is an effective method to review what the text and your professors have said.

Two days before: Question

Make a list of questions that might be on the exam and answer them in *as much detail as possible*.

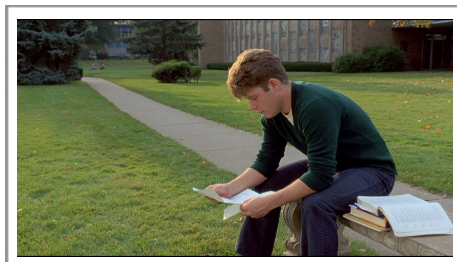
One day before: Prepare

Review your notes and rewritten notes a few hours before the exam. Take time to *relax* before the exam. If you are afraid you will forget information or blank-out, when you receive the exam, write reminders on the back that you can come back to during the exam.



Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
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Top 10 General Study Skills

1. **Set goals.**

Be specific! If you don't know what you want to achieve [as a student], you won't know how to get there or if you've accomplished things.

2. **Use an appointment book.**

If you keep all your appointments, due dates, test dates in your head, you won't have any room left for the new information you are learning about in classes. Use a planner, your email calendar, or your phone to keep dates organized.

3. **Time on Task.**

Learning takes time and attention. If you don't pay the bank, you can't expect to make a withdrawal.

4. **Be an active reader.**

Annotate! Ask your text good questions and it will yield good answers. Don't forget to write them down. Pages are made of paper and paper is for writing. Don't be afraid to write on your text.

5. **Participate in study groups.**

Share the load of reading and studying with other students. You will learn better by teaching them, and you will be exposed to ideas you didn't come up with on your own. You're all wearing the same jersey—act as a team and you'll find success as a team.

6. **Take notes.**

Use the Cornell, outline, mapping or charting method to condense and synthesize reading, lectures and discussions. If you're going to do something, do it right.

7. **Organize your study materials.**

If you organize your materials as you proceed through a course, you will retrieve information with greater ease later. Everything has a place. Make sure your materials go where they belong.

8. **Draft papers.**

Never turn in the first draft of a paper. Always leave time to edit it before your professor sees it. You don't train for a marathon by running 26.2 miles on your first day.

9. **Slow down on tests.**

Sometimes anxiety makes you skip over parts of questions. Have patience and read every word carefully.

10. **Don't replace sleep, exercise, and healthy food with caffeine.**

You need a lasting energy source that won't leave you jittery. Get sleep and fuel your body.

