Hanover College

earning Center

Peer Tutor/Mentor
Manual
2017-2018

Table of Contents

Tutoring in the Disciplines:

Appendices

A   Techniques for Successfully Beginning and Ending Tutoring Sessions*
Gier's Tips for Tutors*
Handling Difficult Tutoring Situations
Referral Skills and Strategies*
Addressing Diverse Audiences: Tutoring the Underprepared Student*
Improving Critical Thinking Skills*

B   A Tutor's Guide to the Writing Process*
A Tutor's Guide to the Textbook Reading Process*

C   Hancock's Tips for Tutors*

May 2017

Dear Gladish Learning Center Tutor,

We have an exciting time ahead of us, and it is an honor to have your talent, your experience, your dedication, and your ideas with us.

At the Learning Center, you will be a member of a multidisciplinary team that provides peer tutoring for almost every subject on campus. You will learn not only to facilitate learning in your major field of study, but also to help your peers become better overall students, working with them to learn how to unpack dense texts, engage in scientific inquiry, develop effective time management and study skills, and make the most of their academic experience.

You have been selected as a peer mentor/tutor on the basis of a number of talents and skills. Your academic success in your discipline played an important role in the decision, but faculty who recommended you for the job also considered your talents as a *whole* student, including your ability to lead, to teach, to manage, and to encourage and engage, all with compassion and respect.

You and your fellow peer tutor/mentors are accomplished student leaders with much to offer the center and much to gain from your work here. We welcome any and all suggestions, comments, and feedback. This manual, for example, contains a number of tips from Hanover tutor/mentors of the past and present. It was written and compiled by Linda Bettner ('06), a longtime Center tutor who majored in biology, tutored regularly in the sciences, and was instrumental in the summer of 2006 in helping us continue the shift to a more holistic, more multidisciplinary center. As the center grows, students continue to be integral to the life of the center, serving as lead tutors who oversee the day-to-day operation of open hours, as lead mentors to their fellow subject area tutors, and as leaders who help plan training, assist in promoting the center, and perform other vital work.

As you can see, it is your experiences as a student and as a peer tutor that will help the Learning Center continue to grow and develop. Please feel free to make comments and ask questions by contacting me or Joyce Flanagan directly. We welcome your ideas for making the center a better place for everyone.

Thank you again for your commitment to your fellow Hanover students and to the Learning Center. It will be an exciting and challenging year, and we look forward to working with you.

Sincerely,

Kay Stokes
Director of the Learning Center
Assistant Professor of English
Disability Services Coordinator

Learning Center's History and Philosophy

Where Are We Going? Where Have We Been?

The Learning Center began its life in 1994 in Donner Hall basement as a writing center where students could get help on papers of all types. In 2004, as the college moved forward with the LADRS and a more interdisciplinary core curriculum, we added services in public speaking. Two years later, in 2006, the name "Learning Center" was posted on the door at a new space in old Science Hall as part of an effort to create a "one-stop shopping" space for all tutoring on campus. In 2008, we moved to the second floor of the Campus Center to a more centrally located and inviting space and began an ongoing drive to create a constellation of programs and services that would provide comprehensive support for students' academic needs.

These rapid changes reflect the continuing evolution of the Center's mission, goals, and services. From the beginning, students have always been able to walk in during open hours and receive assistance from a peer tutor who has been trained not to simply correct papers, but to engage in dialogue with students that helps them to explore their strengths and weaknesses and to become better writers in the future. The center also has always provided directed, one-on-one help for academically underprepared first-year students. Students were identified either before the start of the school year or by their Strategies for Composition or Great Works teachers and were assigned a writing tutor with whom they worked once a week for 10 weeks in the fall term.

While both walk-in and one-on-one services continue to form the bedrock of the center's work, what has changed — and what will continue to change — is the focus and scope of the assistance we provide In the 2005-2006 year, for example, we broadened our efforts with one-on-one students. Rather than working only on papers and speeches, the tutors sought to treat the students more holistically—working to help them to develop a broad range of academic skills. They provided coaching on time management and study habits, test taking, reading comprehension, note-taking, and other functions that are vital to success at the college level.

In 2005-2006, we made an effort to bring the center into the classroom. We worked with a half dozen LADR classes on a variety of assignments, going into the classroom with peer tutors to engage in small group workshops and exercises built around specific writing assignments. The center also worked to increase the number of students helped through the one-on-one program. For the first time, in Winter 2006, students on academic probation were assigned a peer tutor/mentor who could help them address the issues that led to their probation.

In 2006-2007, the center added a number of programs that we hoped would continue the move toward treating students holistically by helping them with all aspects of their academic life. These changes were driven by concerns over student retention and by survey feedback that shows that, while students gave us high marks for academic challenge, they gave us relatively low marks for helping them to meet those challenges. In 2006-2007, we had two goals: 1) begin to consolidate or centralize tutoring functions going on across campus to create a "one-stop" academic assistance center, and 2) create new programs that help to fill the gaps that may exist in our academic support network. As part of these efforts, the

center started an academic coaching program, evening Spotlight on Academics Talks, and Peer Advisor Group orientation visits.

The Learning Center took another step forward in its efforts to serve Hanover students in 2009. In partnership with the college's Peer Advisor program and the Eurasia faculty, the Spotlight on Academics lecture series was expanded and reorganized into a college success seminar called Hanover 101. Each week, PA's brought their groups to Donner Lecture Hall for an interactive workshop on study strategies, time management, unpacking dense texts, and other techniques for making the most of the first semester. The college success seminars will continue in 2010 and be housed in the Ogle Center.

In 2010, we began to offer Hanover 101, our first-year seminar, as a for-credit class open to students in their first academic year. Each section of Hanover 101 was and is assigned a peer mentor to work closely with the faculty instructor assisting in the students' adjustment to college academics, the scholarly community, and the liberal arts. Approximately 98 students finished the course in Fall 2010, while 120 enrolled in Fall 2011. Initial feedback from Hanover 101 has been encouraging. More than 90 percent of the students who took the course in 2011 said they would recommend it to a friend.

The center focused in 2012 on improving student performance in introductory chemistry, a traditionally challenging and high-traffic course. Rather than routing most tutoring for chemistry through walk-in hours, we are grouping students in specific classes into study groups that meet twice a week. The study groups are led by an upper-level student who has excelled in the class. They have all the materials, class notes, solution manuals, etc., and collaborate closely with the class instructor. Study group sessions focus on understanding major concepts, developing the most effective problem-solving techniques, and mastering chemical language. These sessions are not another lecture, but a chance to discuss the material with fellow students and have questions answered. They give students an opportunity to be proactive instead of reactive. Students can master the material as the semester progresses, so they are well prepared when exam time rolls around. National research shows that these kinds of groups are more efficient and effective than one-on-one tutoring. Students who participate in biweekly study sessions like these receive a half letter or full letter grade higher than students who don't. This system also should cut down on the stress at the Learning Center that happens when 15 students from four different sections with four different homework sets come into walk-in hours all at once.

The Learning Center also experienced a big move in 2012. In the middle of Fall term, we relocated to the ground floor of the Duggan Library to make way for renovations taking place in the Campus Center and Lynn Hall. We gained a beautiful, 1,700-square-foot space with high ceilings and tall windows. Our new space underwent major renovations in the summer of 2013 thanks to a generous donation from Ken and Kendall Gladish, alums and members of the Board of Trustees.

Finally, the chemistry study groups started in 2012 provided valuable experience with the guided study group model. In Fall 2014, they expanded to include biology, math and KIP. We look forward to the next steps in this process and the valuable experience it will bring as we continue to improve Learning Center services and students' overall academic experience.

Mission Statement and Learning Outcomes

With its mission statement, an organization boils down all its goals and intentions into one sentence that states its purpose. Here is the Learning Center's:

We support students in the transformative process of becoming life-long learners by helping them acquire the essential tools for intellectual exploration, meaningful engagement, personal empowerment, and academic excellence.

In even shorter terms, we help students gain the tools to EXPLORE, ENGAGE, EMPOWER, and EXCEL. We don't just help a student fix a thesis or finish a set of homework problems; we give them the skills to flourish as a writer and/or problem solver in the future, both at Hanover and in the world beyond.

Our learning outcomes explain in more detail *how* we are going to accomplish our mission and goals. How will we know if we are succeeding, and what will those results look like? The overall learning objectives of the Learning Center are:

Through interaction with Learning Center staff and programs, students will improve their levels of academic success and gain skills for lifelong inquiry and transformative learning. The Learning Center students will help students to:

1) *clearly understand, articulate and apply course content and engage in higher-order thinking, both within and across disciplines;*

2) *define and analyze their own learning styles, strengths, and weaknesses so that they can engage course content and all other types of information in ways that are most effective for them; and*

3) *identify and apply the foundational techniques that promote academic efficiency and excellence, including methods for unpacking texts and solving problems, effective note-taking strategies for readings and class discussion, and time management and study skills.*

The Learning Center will measure these objectives through a variety of both qualitative and quantitative methods, including surveys of student and faculty satisfaction and the comparison of grades and other indicators of academic success for students who have used the Learning Center versus those who have not.

The Role of the Tutor

In the language of the Learning Center, you will see both "peer mentor" and "peer tutor" used to describe your duties as a center staff member. The center's mission statement and learning outcomes lay out the foundational need for both terms. Traditionally, the word "tutor" conjures images of a diligent student who spends his evenings answering questions about homework problems or proofreading papers. A mentor, on the other hand, is an individual who serves essentially as an

embodiment of experience, giving advice and guidance based on that experience to another individual in need.

We must use both terms to properly capture your responsibility as a Learning Center employee. At times you will serve instrumental, academic functions such as addressing homework concerns and guiding students in paper revision. However, you will also have the more encompassing duty of guiding students through their academic lives at Hanover College, offering your experience and advice on topics ranging from technical skills to the more abstract talents of time management, effective study, and active participation in class and campus life.

As you begin your work as a peer tutor/mentor, it is important to understand your complex and rewarding role. While you do not have the authority of a professor to evaluate students, you have valuable experience and training to offer them, so you may act as a teacher of certain skills. While you do not have the training to serve as a psychological counselor of students, you may need to see through what appear to be technical, academic issues and help your fellow students understand and cope with their scholastic and personal difficulties. You are not strictly a peer or classmate to whom a student in need can go for quick answers or the latest gossip. Instead, you will serve as a mediator and translator guiding students as they make the transition to college and helping them learn how to be a successful student and member of the academic community.

As you can see, you serve an integral yet complex role within the framework of higher education. You are not a professor, but you will help people to learn. You are not a psychologist, but you may be called upon to provide support and guidance. You are not a buddy, but you can do your best work if your fellow students see you as a friend and mentor. As you continue in your training and in your work with the Learning Center, keep in mind the complexity of your role. If you have questions or concerns, please don't hesitate to ask the center director, a faculty member in your department, or a lead tutor for help.

The Goals of Tutoring

The following six goals of tutoring come from *The Master Tutor: A Guidebook for More Effective Peer Tutoring* by Ross B. MacDonald (Cambridge Stratford Study Skills Institute 2000). They summarize nicely the responsibilities and boundaries of college-level peer tutors and mentors:

1. Promote independence in learning
2. Personalize instruction
3. Facilitate tutee insights into learning and learning processes
4. Provide a student perspective on learning and school success
5. Respect individual differences
6. Follow a job description

 If you are a veteran tutor, you have probably seen all these goals manifest themselves in your work in many different ways. If you are a new tutor, you will have the opportunity to work toward these goals and personalize them for yourself and for your mentees each day you report to work at the Center.

Above all, the tutor ought to be a facilitator of students' academic independence. You will have to work carefully and thoughtfully to design your own methods of facilitating such independence. A good starting point for honing this ability is to make use of the Socratic method of instruction, which is founded on the mentor's asking questions of the mentee that will inspire the student to create his own solutions and come to his own conclusions. We will talk more about effective questioning, active listening, and other tutoring techniques both during the August training sessions and throughout the year.

As a peer mentor, you can combine this method with specific skills in your discipline(s) of expertise to fulfill the primary goal of peer tutoring. If you are an English tutor, you should help a writer learn to improve his or her own writing. If you are a Spanish tutor, you should help a student develop his or her own confidence and fluency in writing, speaking, and hearing Spanish. If you are a chemistry tutor, you should review basic principles but help students to solve problems for themselves.

If you keep in mind that the primary purpose of your work as a peer mentor is to help students improve their own skills and become better learners, you can keep yourself from succumbing to the temptation to mark up English papers, give answers to chemistry problems, and finish sentences for struggling Spanish speakers.

Policies and Procedures: The Nuts and Bolts

Job Descriptions

There are many types of peer tutors at Hanover. Some specialize in one academic discipline, such as Spanish, economics, or chemistry while others are what we call "generalists," humanities tutors who are ready to tackle any paper or presentation that comes their way. In addition to working open hours, many tutors also serve as one-on-one, long-term mentors who will work with students on overall academic success skills. Each year, a few upper-level tutors are tapped to act as supervisors during open hours and to mentor their fellow subject-area tutors, passing along their wisdom to new generations at the Learning Center. Finally, some truly accomplished tutors perform multiple functions at the center, amazing us with their ambidextrous abilities to tutor in multiple and sometimes very different subject areas.

Here are the job descriptions for the main categories of Learning Center tutors:

Peer Tutor/Mentor - Generalist

Job Summary: Peer Tutor/Mentors help their fellow students with assignments from a wide range of humanities classes. They help with papers and presentations, research projects and reflective assignments, and even independent studies and personal statements for jobs and grad school. They also mentor students to help them improve their overall time management and study skills, working with first-year students and students on probation to assist in their adjustment to college-level academic expectations.

Essential Functions:
- Help students with writing, speaking, and other assignments during walk-in hours and/or weekly one-on-one assignments
- Help students with time management, study skills, and college-adjustment issues

Other Responsibilities:
- Document tutoring sessions using electronic reporting system
- Consult with professors in tutoring area
- Attend 8 hours of tutor training each August
- Attend regular staff meetings
- Respond promptly to all communication from senior tutors and full-time staff
- Notify professor and/or Learning Center permanent staff of any concerns or problems
- Other duties as needed

Job Qualifications:
- Recommendation by a subject-area professor
- Excellent GPA
- Successful interview with Learning Center director

Work Hours: 4 to 8 hours per week

Peer Tutor/Mentor – Subject-Area Tutor

Job Summary: Subject Area Tutor/Mentors help their fellow students with content knowledge, assignments, professor expectations, and study skills for a specific class or discipline. They assist students during open hours and/or through ongoing one-on-one assignments. Subject-area tutoring assignments include but are not limited to calculus, statistics, economics, biology, chemistry, geology, physics, and kinesiology and integrated physiology.

Essential Functions:
- Help students in a particular course or discipline with content knowledge, problem-solving skills, homework assignments, professor expectations, study skills and other academic success strategies.

Other Responsibilities:
- Document tutoring sessions using electronic reporting system
- Consult with professors in tutoring area
- Attend 8 hours of tutor training each August
- Attend regular staff meetings
- Respond promptly to all communication from senior tutors and full-time staff
- Notify professor and/or Learning Center permanent staff of any concerns or problems
- Other duties as needed

Job Qualifications:
- Recommendation by a subject-area professor
- Excellent GPA
- Successful interview with Learning Center director

Work Hours: 4 to 8 hours per week

Peer Tutor/Mentor – World Languages Tutor

Job Summary: World Languages tutors assist students with all aspects of their language class. They explain grammatical structures, teach learning strategies for memorizing vocabulary, review grammar vocabulary and content to help students prepare for exams. They assist students in developing their reading comprehension skills and help them prepare for presentations and oral exams. They work during walk-in hours and/or in one-on-one assignments.

Essential Functions:
- Help students with homework.
- Teach learning strategies to memorize vocabulary
- Explain grammatical structures.
- Review grammar, vocabulary and content for presentations and oral exams
- Assist students in developing their reading comprehension skills.

Other Responsibilities:
- Document tutoring sessions using electronic reporting system
- Consult with professors in tutoring area
- Attend 8 hours of tutor training each August
- Attend regular staff meetings
- Respond promptly to all communication from senior tutors and full-time staff
- Notify professor and/or Learning Center permanent staff of any concerns or problems
- Other duties as needed

Job Qualifications:
- Recommendation by a World Languages professor
- Excellent GPA
- Successful interview with Learning Center director

Work Hours: 4 to 8 hours per week

Guided Study Group Leader

Job Summary: Guided Study Group Leaders help students master a specific class by holding regular study group sessions for students in that class. They focus on understanding major concepts, developing effective problem-solving techniques, understanding professors' expectations, and mastering the language of the discipline. They do not lecture or re-teach the material, but focus on asking questions to harness the power of the group and help direct students toward finding their own answers.

Essential Functions:
- Hold two one-hour study group sessions per week
- Attend class and lab as-needed basis
- Prepare for sessions in advance (review chapter, homeworks, etc.)
- Help students with time management, study skills, and college-adjustment issues

Other Responsibilities:
- Document study group and tutoring sessions using electronic reporting system
- Meet regularly with course professor and other study group leaders
- Promote study group sessions through class and lab visits, email, etc.
- Work any assigned open hours
- Attend eight hours of tutor training each August
- Attend regular staff meetings
- Respond promptly to all communication from senior tutors and full-time staff
- Notify professor and/or Learning Center permanent staff of any concerns or problems
- Other duties as needed

Job Qualifications:
- Recommendation by a subject-area professor
- Excellent GPA
- Successful interview with Learning Center director

Work Hours: 4 to 8 hours per week

Lead Tutor/Mentor

Job Summary: Lead Tutor/Mentors serve as greeters and shift supervisors for open-hours shifts and as mentors for the tutors in their subject area. They manage traffic flow, assigning incoming students to tutors in the required subject area, call in additional tutors when needed, and make referrals when a tutor in a specific subject area is unavailable. They also perform the same basic functions as regular Learning Center tutor/mentors, helping students with assignments and time management and study skills in their designated disciplines.

Essential Functions:
- Oversee day-to-day operation of open hours shifts
- Greet walk-ins as they arrive at center and assign them to an appropriate tutor
- If the appropriate tutor is not in the center, call or make contact with one who can come in or who can make an appointment with the student to meet as soon as possible.
- Assign walk-ins in an equitable and efficient manner. (No tutor should be doing all of the work, or no work at all.)
- Call in additional tutors as needed.
- Troubleshoot issues, problems, questions as they arise
- Report issues, problems, questions and concerns to full-time staff
- Assist with development and delivery of training for tutors
- Mentor new and returning tutors in subject area
- Help promote the Learning Center and increase center visibility
- Act as liaison between subject-area tutors and the center's full-time staff
- Organize team building events
- Help students with work in their designated disciplines
- Help students with time management, study skills, and college-adjustment issues

Other Responsibilities:
- Document tutoring sessions using electronic reporting system
- Consult with professors in tutoring area
- Attend 10 hours of tutor training each August
- Attend regular staff meetings
- Respond promptly to all communication from tutors and full-time staff
- Notify Learning Center permanent staff of concerns or problems
- Other duties as needed

Job Qualifications:
- Recommendation by a subject-area professor
- Excellent GPA
- Must be current Learning Center tutor
- Successful interview with Learning Center full-time staff

Work Hours: 4 to 8 hours per week

THORs: Reporting Your Tutoring Sessions

Tutors working during Open Hours scan their ID cards at the beginning and end of their work shifts and information is automatically entered to our Tutor Hours Reporting System, aka THORs. This includes the length of the shift, the names of any tutees, and their class and professor. The sole reporting responsibility for Open Hours tutors is to clock in and out with their ID card. However, tutors are responsible to account for any time they spend outside of Open Hours working for the Learning Center. After each session, tutors are expected to complete on-line session reports that detail the name(s) of the student(s), the professor, the class, the type of session (Tutoring by Appointment, Study Group, Scheduled Group, or First-year mentoring), topics covered during the session, and other pertinent details. These reports are vital in helping the center make decisions about staffing, budgets and logistics. Hours submitted to THORs are automatically sent to the time clock, so failure to account for your time will result in delayed pay. Tutors are expected to submit their hours to THORs in an honest manner. If it is discovered that any fraudulent time has been submitted, disciplinary action will follow.

In addition to the tutoring session reports, tutors are responsible for recording administrative time while on the clock. Administrative time includes time spent preparing for a study group session or attendance at labs (both for study group leaders), meetings with professors, tutor training, or time spent entering your session reports.

Instructions for reporting a tutoring session:

- Visit the THORs database on-campus, since it **is not accessible from off-campus.** Use Mozilla Firefox to use THORs; download it if you haven't already. The web address for THORs is https://thors.hanover.edu

- Enter your username and password, which are the same as your campus email account.

- Once you are logged into the database, click "+ ADD." You will see the following:

Add Shift

My shift is...

○ Tutoring By Appointment   ○ Administrative   ○ Study Group   ○ Scheduled Group   ○ First-year Mentoring

Date: [   ]   Time: [   ] : [   ]   Length: [   ] (min)

Professor: [   ]   Class: (Choose professor first)

Type in student's name: [   ]   ☐ A tutee didn't show up.

Describe student's concerns:
[   ]

Identify steps taken:
[   ]

Note student's next step (Optional):
[   ]

Leave a note to the professor (Optional):
[   ]

- Use *Tutoring by Appointment* for a single student tutoring session. This would include any (non-Open Hours) tutoring session by appointment with a single tutee. If your tutee doesn't show up for the appointment, you should only wait 15 minutes. These minutes can be submitted to THORs, but be sure to check the appropriate box (*Tutee didn't show up*).

- Use *Scheduled Group* if you tutored more than one person at a time for the same class. This form allows you to enter more than one student for the same tutoring session so you only have to complete a report once.

- Use *Study Group* for official study group sessions. This form allows you to enter more than one student for the same study group session so you only have to complete a report once.

- Use *First-year Mentoring* for designated one-on-one sessions with assigned first year mentees.

When using *Tutoring by Appointment*, *Study Group*, *Scheduled Group*, or *First-year Mentoring*, you need to input the Date (start typing and a drop down calendar will appear), starting Time (please click on AM or PM to adjust period), and Length of session (in minutes). In addition, these four types of shifts require the name of the student(s), the professor, and the class for which tutoring occurred. These three pieces of information are vital. Obtain this information from the student before the tutoring session ends and the student departs.

- Once you fill these out, please complete the form by providing pertinent information about the session in *Describe student's concerns* and *Identify steps taken*. Important note: the report cannot be submitted until all the previous fields are complete.

- As indicated, entering information to *Note student's next steps* or *Leave a note to the professor* are optional.

- At the bottom of the report you need to click ADD SHIFT.

Adding Administrative time

Use *Administrative* to record any tutoring activities when you were **not** tutoring. This would include training, filling out your online session reports, waiting for an appointment, preparation for a study group session, attending a lab or meeting, visiting a class, etc.

Add Shift

My shift is...

◉ Tutoring By Appointment ○ Administrative ○ Study Group ○ Scheduled Group ○ First-year Mentoring

Choose the type of your administrative shift:

◉ Preparation ○ Lab ○ Meeting ○ Training ◉ Other

Date: [   ] Time: [   ] : [   ] Length: [   ] (min)

Describe what you did during the shift:

[   ]

- Choose the type of administrative time from the choices provided and provide a brief explanation in the box.

- Hit the ADD SHIFT to complete the report.

If you have any questions regarding the completion of online reports, please ask any Learning Center staff member or your Lead Tutor. It is your responsibility to keep up to date with your reporting. At the end of every month, tutors' session reports will be reviewed.

The Ethics of Tutoring: Job Responsibilities and Standards

Over the course of your time as a tutor, you will work with your fellow students, with professors, and with the center's full-time staff. At all times, tutors have a responsibility to adhere to the following guidelines.

Regarding Students:

- Follow the Golden Rule: Always be interested, kind, and attentive. Treat those you are tutoring (and your fellow tutors!) as you would wish to be treated.
- Avoid tutoring close personal relationships (boy/girlfriends, roommates, classmates with the same assignment, unless your professor has approved the tutoring)
- Always respect the confidentiality of the tutoring relationship (See Students' Right to Privacy: FERPA Basics).
- If a student is struggling with issues outside the classroom, help them make a connection with Student Life, Health Services, the school's mental health counselors, Financial Aid, or other resources on campus that might help them.
- Be aware of boundaries. Do not ask questions of a personal nature unless they relate to the academic assignment. Avoid flirting and/or overly familiar behavior with students you are tutoring.
- Avoid judgmental, critical responses to student work. Be careful not to assert your own biases regarding content. Instead, focus on logic and the development of argument and structure.
- If you are disturbed or concerned by an interaction with a student for any reason (possible cheating or plagiarism, concerns about safety, etc.), report it immediately to a senior tutor or full-time staff member.
- Tutors have the right to feel safe at the center and to end a tutoring relationship or decline an assignment if the student is problematic. If someone who you are tutoring is repeatedly combative, makes you uncomfortable, or pushes boundaries, please inform a senior tutor or the full-time staff ASAP.

Regarding Professors:

- Avoid offering suggestions or predictions about grades.
- Avoid offering negative opinions about professors' comments on assignments. It is fine to affirm or agree and help students' understand comments and grades, but if you have no constructive insights, remain silent.
- Encourage students to talk with their professors about their concerns regarding grades and comments. Helping them to open channels of communication is one of the best things you can do.
- Communicate regularly with professors of your one-on-ones. Often they will have good suggestions for ways you can better help the student.

Regarding the Learning Center and LC Staff:

- Be diligent about bookkeeping and accounting issues. Fill out a session report in the on-line tracking system for each person you tutor. Tracking accurately is vital part of your job and helps us do a better job in advocating for the center's budget and in making sure we have the right number of tutors to work at the right times.
- Doing your homework during open hours is a privilege, not a right. Each tutor is responsible for taking a fair share of the walk-in traffic in his or her subject area. If the evening is slow, you are welcome to break out your own books, but you must put them down when it is your turn to take an assignment. Manage your time wisely. Do not expect to be given a pass on tutoring because you have your own homework to complete.
- Respond promptly to communications from fellow tutors and full-time staff. Emails, phone calls, and text messages requesting help are often time sensitive. It is hard to determine the next step when the majority of tutors emailed have simply not responded. **Help us avoid shouting into the void. It is your responsibility to answer requests for help, even if the answer is "No."**
- Use your down time constructively to benefit the center. If there is no walk-in traffic, work on fliers or other promotional ideas, check out the website, read about your discipline, write some tutoring tips or Words of Wisdom for your subject area, clean, organize, and/or make a list of supplies.

Attendance and Punctuality:

To maintain a productive work environment, you are expected to be reliable and to be punctual in reporting to scheduled work. Absences and tardiness are to be discouraged. The normal functioning of the center suffers when tutors are late or absent. Excessive absences and tardiness will lead to disciplinary action.

If you do need to be absent, it is your responsibility to find a suitable substitute and inform the lead tutor on staff for your shift. A suitable substitute is another tutor who can work within your same discipline. Also, provide at least a half day advance notice to your lead tutor if you are unable to find a suitable substitute. Providing notice of your absence 30 minutes before your shift begins is not acceptable.

Disciplinary Action

Although the Learning Center's normal practice is to help identify problems and help the tutors improve performance and behavior, the Director of the Learning Center reserves the right to take whatever disciplinary action he/she feels appropriate, including dismissal without advance notice.

The specific disciplinary action will normally be based on the assessment of the offense, the circumstances and the tutor's previous record.

The following procedures may be used when it is necessary to exercise discipline of a tutor although all steps may not be taken prior to dismissal depending upon the circumstances.

1. Verbal warning by the Director.

2. A written warning by the Director. This warning must be signed by the tutor. This signature acknowledges receipt but does not necessarily indicate agreement. The tutor may be suspended without pay at this point.

3. Termination of employment.

The Right to Privacy: FERPA Basics for Tutors

Students' Right to Privacy

As a peer tutor, you are both a student and an employee of the college. Because Hanover pays tutors for the important business of helping students with their academic work, and because tutors are often privy to grades and students' other academic information, federal law defines you as an "agent of the college" and considers you to be accountable under the Family Educational Rights and Privacy Act, or FERPA.

The Registrar's Office has provided the following information on FERPA. Please read it carefully.

The Essence:
* FERPA is a federal law designed to protect the privacy of education records. It also provides guidelines for appropriately using and releasing student education records.
* It is intended that students' rights be broadly defined and applied. Therefore, consider the student as the *"owner"* of his or her education record, and the institution as the *"custodian"* of that record.

Key Terms/Definitions:
EDUCATION RECORDS: Include any record maintained by the institution that is related to the student (in whatever format or medium) with some narrowly defined exceptions:
   * Records in the "sole possession of the maker" (*e.g.*, private advising notes).
   * Law enforcement records created by a law enforcement agency for that purpose.
   * Employment records (unless the employment is based on student status). The employment records of student employees (*e.g.*, work-study, wages, graduate teaching associates) are part of their education records.
   * Medical/psychological treatment records (*e.g.*, from a health or counseling center).
   * Alumni records (*i.e.*, those created after the student was enrolled).

DIRECTORY INFORMATION: Those data items that are publicly releasable, so long as the student does not have a "No Release" on his or her record. Each institution establishes what it considers to be directory information. Common examples include: name, address (local, home and e-mail), telephone (local and home), academic program of study, dates of attendance, date of birth, most recent educational institution attended, and degrees and awards received.
   * Directory information *cannot* include: race, gender, SSN, grades, GPA, country of citizenship, or religion.
   * Every student must be given the opportunity to have even directory information suppressed from public release. That is referred to as a "No Release." Everyone within the institution must respect a student's No Release on his or her record.

PARENT: With reference to FERPA, the term "parent" refers to either parent if the student is financially dependent (IRS definition).

When do FERPA rights begin?

A FERPA-related college education record begins for a student when he or she becomes 18 or enrolls in a higher education institution at any age.

Basic Rights of Students
   * Be notified of their FERPA rights at least annually.
   * Inspect and review their records.
   * Amend an incorrect record.
   * Consent to disclosure (with exceptions).

Annual Notification

Every institution must notify students of their basic FERPA rights at least annually.

Inspection and Review

Students have the right to see everything in their "education record," except:
   * Information about other students,
   * Financial records of parents,
   * Confidential letters of recommendation if they waived their right of access (which cannot be required).

   There is no records retention policy under FERPA. It does not state what records you must make or how long you must keep them. Those are institutional decisions. You cannot destroy records once requested.

Right to Consent to Disclosure

Start with the premise that the student has the right to control to whom his or her education record is released. Then, there are several exceptions when that permission is not required.
   Historically, we had to have a *signed* release. Regulations now provide more flexibility for utilizing electronic signatures.

WHEN IS PRIOR CONSENT NOT REQUIRED?
The institution may release records without consent, but is not required to do so. Some examples of the exceptions for having a release include:
   * "School officials" with a "legitimate educational interest"/"need to know;" Employees and legal agents have access to education records in order to perform their official, educationally-related duties.
   * Disclosure to organizations conducting studies to improve instruction, or to accrediting organizations;
   * Disclosure to parents of *dependent students* (IRS definition); Check to see how your institution expects parents to show that dependent status;
   * To comply with a judicial order or lawfully issued subpoena;
   * Disclosure for a health/safety emergency; and
   * Disclosure of directory information.

Some Specific Issues for Faculty and Instructional Staff
   * POSTING GRADES: Since grades can never be directory information, it is generally inappropriate to post grades in a public setting. However, if the instructor posts grades in such a manner that only the instructor and the individual student know the posted grade (*e.g.*, with a personal ID; however not any portion of a SSN or institutional Student ID Number), that is acceptable. It is recommended that such a posted list not be in the same order as the class roster or in alphabetical order.
   * COURSE WEB SITES: In this age of increasing technology, many courses are supported by class Web sites and/or discussion groups. Only directory information can be available to the general public and other class members, so it is recommended that such Web sites have a security layer such that only class members and instructors can access appropriate information.

How Does This Relate to Tutors?
As tutors, you are defined as an agent of the college.
   • You may be privy to grades and information on student performance. Keep this information confidential.
   • If you have concerns or questions regarding a session or want to talk with a protégé about a meeting or assignment, do not hold these conversations in a public location. The Underground or the hallway of a classroom building is the wrong place to discuss tutoring issues.
   • Do not share personal tutee information with others unless there is a need to know.

Learning Center Policy on Weather Emergencies

If you are in your room or elsewhere on campus when the weather watch or warning is issued, follow the lead of residence life and security. If they are telling everyone to stay inside because of bad weather, then do so. There's no need to be walking across campus to the Learning Center in the midst of golf ball-sized hail, or toad frogs, or whatever is falling from the sky.

If you're already at the Learning Center when the sirens go off, the Campus Center has a basement, so you're as safe there as anywhere on campus. Go to the basement rather than returning to your residence hall. It makes more sense to stay under cover at these times than try to head back across campus. If bad weather is approaching and you are headed for the basement, please don't forget to take along all students who have come into the Center for tutoring.

Once bad weather has passed, please report for the remainder of your shift as normal. Most weather alerts last for a fixed period of time. During a recent weather alert, for example, Jefferson County's tornado warning lasted from approximately 5:15 to 5:45. By 7:00, it was still raining, but all the threatening weather was well beyond us, and so the center could open as normal. Please keep apprised of the weather situation so that you can report for your shift once the thunder clouds have passed. It is your responsibility to show up for work once the alerts have expired.

If you are in doubt about what to do, please do not hesitate to call me, center director Kay Stokes, on my cell phone at 812-599-4182. I always make sure to leave my cell phone on during hours when the center is open, and I encourage you to call if you have any concerns about anything at all. You are also

welcome to call security at x7999. They monitor the weather situation closely, and will be able to tell you what's going on if a television, radio, or internet connection is not available.

Finally, always use your best judgment. Unfortunately, weather prediction is still often an art rather than a science, and sometimes warnings lag behind adverse conditions already on the ground. If you look outside, and things look scary (lightening crashing on the quad, blinding snow obliterating the campus center, the aforementioned frogs), let your common sense be your guide. No paper critique or calculus prep is more important than your well being.

In the Session: Effective Tutoring Techniques

The 12 Steps of the Tutoring Cycle

Effective tutoring, while a particular session has a definite beginning and end, is best thought of as a cycle. One session melds into the next through twelve distinct phases described here (MacDonald 2000).

1. Greeting and Climate Setting

In this phase, greet the student and either move together to the work station or indicate to the student where to take his or her seat. Seating arrangement is very important in the effectiveness of instruction. In one-on-one situations, both people should be on one side of the table and the work should be equally available to both individuals. In a small group setting, try to achieve as much of a circular seating arrangement as possible to facilitate equal access to discussion and work materials.

Regardless of the subject area you tutor, do not immediately arm yourself with a pen when you sit down with a student to work on an assignment. This may give the student the impression that you are willing to jump in and "save him" at any moment. If you are tutoring writing, this may indicate to the student that you plan to proofread his paper and little else. Instead, indicate to the student that you would like for him or her to be in charge of making notes on his or her own paper.

During this time, set a positive tone for the meeting. Smile and maybe make small talk for a moment to ease the student into the mindset of work. Particularly in walk-in settings, this phase is commonly associated with fear and anxiety for the student. If the tutee first learns to recognize you as an ally and a friend, you both will have a much easier time.

2. Identify the Task

If you are in an ongoing mentoring relationship with the student, you probably will already have identified the day's task at a prior meeting or in correspondence since the most recent meeting. Creating long- and short-term calendars together with your mentee helps you both to prepare effectively for each meeting.

During open hours, take this time to allow the student to explain his or her assignment to you. This is a crucial step! Ask to see an assignment sheet or syllabus to supplement the student's request, even if he asks only for a quick proofread. You cannot effectively help the student unless you understand the

student's assignment. If you still feel confused after looking at the syllabus and talking with the student, ask to see discussion and lecture notes and try to get a better idea of the tone and demands of the class.

Because your time is at a premium, make sure the student understands that you are not a miracle worker but will try your best to provide quality assistance. If the student's requests are too ambitious for the time you have available, trim them down to a manageable level and work from there.

3. Break the Task into Parts

Depending on the material at hand, you and the tutee will have to do this in different ways. Remember your goals: you are trying to help the student become empowered and gain independence. Ask the student to take control of the session as much as possible by letting them take the lead in breaking the task into parts. What do they see as concerns, and how would they like to proceed. If they are in the dark about what to do, you can provide some guidance. However you and the student choose to organize your session, make sure you and the student are clear on the plan. If you are helping with a paper, for example, you might suggest that you will take a moment to read it, then ask the student questions about their concerns, listen and collaborate with him or her to come up with some clarifying ideas, then answer any additional questions. If you are a tutor in a more technical field such as mathematics or science, allow your session's organization to follow the organization of the problem or concept at hand, since it likely has steps itself.

4. Identify the Thought Process

Together with your tutee, discuss the specific kinds of work you will have to do to solve the problems you've been presented with. This brief discussion is one tool to teach the student how to learn and solve problems for him or herself. For example, will the student (and you) need to analyze? Organize? Recall items from memory? Edit? Prove? Explain? Using discipline-specific terms will help to steer you and the student in the right direction as you address the task at hand, as well as help to familiarize the student with the language, concepts, and discourse of the academic field you are working with. Once you have identified a set of thought processes appropriate for the task, remember them, perhaps have the student write them out, and refer to them later in the meeting to keep the student focused and to re-teach that process.

5. Set an Agenda

Once you have divided the task into sections and discussed the specific *kind* of mental work you and your student will do during the session, order those tasks in a logical fashion. Again, you might ask the student to write down the agenda for the session to keep you both on task.

6. Address the Task

This step of the cycle should consume more time than any other step—perhaps more time than all the other steps combined—because it involves tackling a problem head-on with a student and being prepared for all that accompanies this process.

Direct experience in the subject area you are tutoring often will be sufficient to prepare you for the bulk of this step, and this may be where you feel most comfortable. Take this time to engage the student in meaningful dialogue either about the questions he or she has brought to the meeting or about issues you notice as you begin to assess the student's work.

As you first assess the work before you, look for positive aspects that you can comment on. It is important that you begin and end the session with positive statements that help put the student at ease, draw them into the session, and help make the process of having their work critiqued a little easier to swallow. It may be difficult, but it is important for the student's confidence that you begin and end a session with a genuinely encouraging statement. Even if you notice many mechanical errors in a paper, for example, the paper may be very well organized, have a stunning opening paragraph, an excellent angle, or it may even just be complete! If all you can say is, "Wow! It looks like you've spent a lot of time getting through this and have a very substantial product. Let's take a look at a couple points," that is better than jumping into the many negatives that may jump out at you first.

Effective tutoring involves an exchange of information; at times, the tutor should explain concepts to the student but should remain quiet at others to allow the student to explain his understanding. Both should ask questions and utilize books and other resources. As you spend more time gaining experience as a tutor, the rhythm of question and answer during mentoring sessions will become second nature to you, but never forget to ask yourself if you are helping to fulfill the primary goal of tutoring: to encourage independent thought in the student.

7. Tutee Summary of Content

Once you have finished the task or tasks that that you and the student have identified (or, in many cases, finished as much as you can during your shift), take time to allow the student to summarize for you exactly what you did and what he or she learned. If you have finished discussing a paper, for example, the student can go through his or her notes and review the steps he will take to improve the paper on his own. Pay close attention during this step and ask open-ended questions if he or she has left out information or still seems confused about any important points. Never interrupt, especially to correct or to give negative comments. Challenge your student to recall the business of the meeting and to teach you what he or she has just learned.

8. Tutee Summary of Underlying Process

Successful completion of this step will indicate to you that your student has, in fact, internalized (at least temporarily) the basic processes involved in solving the problems or answering the questions at hand. Allow him or her to explain not only the technical tools he or she has learned during the session, but also the principles at work behind those technical aspects. Perhaps refer back to the thought processes you predicted that you would need to solve the problem. Ask the student if he or she has successfully utilized those processes. If not, think about what other tools you can use to explain how to apply the processes to the specific task.

9. Confirmation
Take time to wind down from the work of the session and summarize what you have done and ask if the

student has any more questions. Use this time to complete any bookkeeping you have to do for the Learning Center, including any online or paper forms.

10. What's Next?

Have the tutee explain to you what his or her next steps will be after he or she leaves the meeting. Will he or she report back to you later that evening? If you were working on a paper, for example, should he or she e-mail you the next draft or make an appointment with the professor?
In other disciplines, does the student understand the assignments immediately ahead? Should you schedule another meeting ahead of time or wait to see if the student requests help?

Particularly in one-on-one assigned mentoring relationships, this step is crucial for the student to feel as though you value your time together and are planning on seeing him or her again. This often defines a successful meeting for anxious students, and they can get their minds off whatever frustrations or disagreements they may have felt during the meeting. Discuss the next assignment on the semester calendar or syllabus and determine which aspect of that assignment should be covered at the next meeting.

11. Arrange and Plan Next Session

Once you have identified roughly which assignment you will discuss, next allow the student to see you write down in your personal calendar the date, time, and location of your next meeting. This will give them the cue (and time) to do the same, and suggest that they make a note of the meeting if you realize they have not. Set a tentative goal for the student to complete by the next meeting. Should they have an outline of a paper? A topic for a paper? A certain number of questions for you to discuss in preparation for an exam? A selection of text read and prepared for discussion? Depending on the subject and the assignment, make a realistic goal for the student to reach in the time between the current meeting and the next.

12. Close and Goodbye

Let the student know the meeting has gone well if it has, and, if you have not reached your goals for that meeting, explain why. Also explain what the student can do to be more prepared next time. For one-on-one mentees, remind the student that you will be in touch with their advisor and referring faculty member to let them know how the meeting went.

Try to end on a positive note, even if the meeting has been difficult. Walk the student out or smile and tell the student you will see him or her soon if the person is a one-on-one mentee. Remind her that she is welcome to e-mail or call with other questions or to request an earlier meeting (with plenty of notice, of course) before the next planned session. If the student has come in during open hours, invite the student to come back anytime, remind them of the center's hours of operation, and take a moment to mention other services we offer that might be helpful to the student. Finish up any paperwork, and, if a session summary is not automatically sent to the appropriate faculty members electronically upon its completion, e-mail them shortly after the meeting.

Finally, Don't Forget to Reflect on Your Own Role in the Session

Either at the end of the session or as soon as possible during the day, be sure to take the time to reflect on your own work as a tutor. What effective techniques did you use in this session? Where might you have been more effective? How might you work in the future to improve your own tutoring practice? Both the on-line and paper forms for tutoring sessions contain an area where you can record your thoughts, track your progress, identify your concerns, and reflect on your experience. Engaging in this process and filling out forms or an on-line journal is part of your growth and development as a tutor and an expectation of the job. Don't forget this important aspect of your work.

Tutoring In the Disciplines:

Tips for Tutoring Writing and Speaking

Being a tutor for the writing and speaking component of the Learning Center means being available to work with many different kinds of students on many different kinds of written assignments and presentations. There are a number of excellent resources you should have at your disposal in order to be of the best use possible to your mentees when the time comes to sit down and tackle a paper together.

Incoming freshmen traditionally receive a copy of a writing handbook or stylebook. Diana Hacker's *Rules for Writers* is a classic resource, as are general stylebooks in MLA and APA. The Learning Center's website (see handout) also contains links to resources that discuss style and technical/grammatical components of writing. Be sure to check which formatting style is required for the paper before you begin work, and be sure you are clear on the assignment and the professor's expectations.

Also refer to the extensive library of topical writing handouts located in the top drawer of the file cabinet in the front room of the Learning Center. Additionally, a few handouts on writing from Dr. Melissa Eden are included in this packet, and there are more to come.

As a rule, address the most basic, "big-picture" items first. There is no point to correcting a comma splice halfway through a paper if the student does not have a clear thesis statement. Begin with questions about some basic choices the student has made and encourage him to explain as much as he can at the outset to avoid confusion later. Spend most of your time talking and listening, spend a little less time reading their work and digging through texts, and spend even less time writing. As you move through the work, continue to ask questions and get the student to explain as much as possible.

For speaking assignments, the general format of the meeting is identical to that of any other discipline. However, you should review your handouts on the fundamental differences between writing and speaking. These differences influence how you will execute the individual steps of the cycle. Depending on the specific aspect of the speaking assignment with which you are assisting a student, you may or may not need to have the student orally rehearse the presentation for you. On the other hand, do not focus too much on the organization of a finished speech if the student needs more help conquering his public speaking anxiety.

During step 2 of the tutoring cycle, determine what, if any, paper materials will need to be submitted before, during, or after the speech. Many classes require an outline and/or other documents be submitted at the time of the speech. Work on these aspects of the assignment can be productive both in helping the student visualize, organize, and create effective support for the speech, as well as be vital for the student's grade.

Writing in Mathematics and Science

If you are a writing and speaking tutor, you occasionally will have to be able to assist a student working on a paper outside the humanities. However, you should not feel intimidated even if you never have taken a course in that subject. You may be surprised just how similar writing for technical courses is to writing in the humanities. But, before you begin serious work on a paper for a science or math student, ask her what recommendations she has received from her professor regarding style and format of written work. They may be clearly described in the syllabus or in an assigned text, such as Victoria E. McMillan's *Writing Papers in the Biological Sciences*. Ground yourself first in that information, and the details of the paper will follow from that foundation.

For more information on the differences between writing in various disciplines, visit www.montreat.edu/tutor. This page from Montreat College is one of many Writing Center training resources and provides an excellent comparison of writing standards across the curriculum.

Faculty Advice on Teaching Writing

English Prof. Melissa Eden created the following set of handouts in 2005 for faculty who were new to teaching writing. While they are aimed at faculty, they provide two valuable services for tutors. First, they provide insight into writing professors' thinking and goals in teaching writing. Second, they give peer tutors a vocabulary to work with and a series of techniques and steps that they – as well as their professors – can use.

Writing Critical Essays: Some Techniques to Imitate
Dr. Melissa Eden, Professor of English, Hanover College

Getting an Idea about a Primary Text

How do you get an idea? To begin, read the primary source carefully, as many times as you can. React to it and try to understand your reactions. Underline, in the text, phrases or ideas that strike you as interesting or significant, and then take notes in which you try to record and analyze your responses. Read over your notes to see if any pattern is developing in the way you're thinking about the work.

You may wish to focus on an aspect of the work that, for you, is troubling, confusing, or inconsistent. Then concentrate on this particular aspect, trying to see how it fits, how it operates in the text. That is, define a problem for yourself and attempt to solve it. Your solution to the problem that is the topic or focus of your essay may suggest an idea about the meaning or significance of the work as a whole.

If you are dealing with a work of literature or art, you probably will want to concentrate on <u>how</u> it works. How is it structured? What sorts of images or symbols, or peculiar language, or techniques of characterization, or narrative strategies does the author employ? Does he or she use any of them consistently in conjunction with a specific emotion or idea? To what end?

Some Techniques for Writing the Essay

These are things to keep in mind as you are writing, but especially as you're revising the essay.

1. <u>Thesis</u> (what it's not): Your essay should not just summarize the story but should make an argument about it. Summarize events or a character's actions only when you need to do so for the purpose of commenting on them or of supporting a generalization you've made.

2. <u>Thesis</u> (what it should be): Beware of making statements that merely describe but do not assert or explain anything (e.g., "Thomas Wolfe uses symbolism in 'Child by Tiger.'"). Once you have made this observation, you will want to discuss <u>how</u> and <u>why</u> he does so, and to what end. You will probably find yourself moving from comments and observations about technique, characterization or language to a consideration of what your analysis means in the work as a whole. This is an attempt to answer the most important question: "**SO WHAT?**"

3. <u>Organization</u>: You should not structure your essay according to the story's plot or chronology but according to your own argument. In other words, your points should be controlling the story (although you need to base these <u>on</u> the story). Your transitions should help make clear the logical progression of your argument.

4. <u>Evidence</u>: Always support your assertions with details from the text (in the form of brief paraphrase, short summary, short quotation or, when necessary, a longer quotation). Set up the quotations you are using by giving us some sense of who is speaking and when. Allow us to see the context from which you've taken your quotations. Do not allow quotations to speak for themselves; you need to explain them so that we can see them in the way you want us to.

Thesis Statements and Introductions
Dr. Melissa Eden, Professor of English, Hanover College

In general, the thesis is to my mind the most important basic building block of an essay. Without a strong thesis everything else falls apart more easily. When you teach writing you usually have to come back to the importance of a good thesis over and over again. It's amazing how even seniors can forget about the need for a good thesis (or any thesis at all).

Start with Hacker: Hacker has a section for students on how to approach various topics and come up with ideas. The section on pages 2 – 38 gives a decent introduction to the overall writing process. More particularly, pages 20 – 22 can provide a good starting point for teaching the thesis, although I take issue with her advice on introductions (more on that later).

But go beyond: I'd like to add a few suggestions that go beyond Hacker's:

- Urge students to **make the last sentence of their introductory paragraph the thesis statement**. This strategy serves several purposes. First, it makes them aware that they must have a thesis and that they can locate it and look for it in one particular place. Second, it provides a space for them to introduce their idea effectively.

- **Make your thesis precise and specific**. Many students will want to veer towards theses that are very vague and general. These kinds of theses will get them into trouble in at least two ways: a broad and general thesis tends to mean that the paper also has room to become broad and general, loose and baggy, and a broad and general thesis makes it harder for students to see what evidence they ought to use. Moreover, students often think that writing a broad thesis will give them more to say, but in fact it does just the opposite. When students write a thesis that is too general they tend to have no idea what they are arguing, and so they tend to run out of things to say.

- **Make the thesis predict the shape of the paper that follows**. Here's an example from a student essay of the kind of thesis statement I mean. It is perhaps more advanced than what a first-year student will come up with, but it's the best example I could find in my files. (I've numbered the steps in the thesis that predict the steps the paper too will follow):

"Marianne's character change does more than simply pull a romantic into reality (1); it mirrors Austen's own altered style (2), which, as the novel progresses, moves from parody to gravity (3), from violence to serenity (4)."

It helps students to see that a thesis can, in effect, provide a mini outline for their essays.

- **A good thesis is neither a statement of fact nor is it a statement that all readers would agree with.** I've heard various professors here using several means of explaining what a thesis does. Some prefer to say that a good thesis provides a statement plus an assertion, some prefer to say that it contains a statement that makes a claim. You could also say that it provides an interpretation. In any case, a good thesis will always suggest an idea that a reader either had not thought of before or might dispute in some way. A good thesis takes some sort of a risk.

- **A thesis, like all other parts of an essay, is a work in progress**. It can change shape as the student's writing process shows him or her new ways of thinking about the material in the essay. I had one student who said that whenever he wrote a paper he would always print out his initial thesis and tape it to the top of his computer monitor. Then, while writing, he would continually check his writing against the thesis. If the writing moved away from the thesis he knew either that he had to get the body of this essay back on track or that he had to revise the thesis to reflect the better ideas that the writing process itself revealed to him.

- **In an essay that still needs work, the real thesis, or a stronger thesis, will often appear in the final paragraph of the essay.** As the student writes and, in writing, learns what he or she really means to say, the thesis can become clearer. If an essay looks vague and the thesis is not clear, it helps to look in the final paragraph and see if there's a better (or any) thesis lurking there. Then you can show it to the student and have him or her pull it up to the introduction.

I think the English Department members will be unanimous with me in urging you to steer students away from the 5-paragraph essay structure. By that I mean the type of essay in which a student's thesis claims something like: In this essay I will show x, y, and z. This kind of thesis encourages students to write essays that are not unified, but rather that serve as a rather uninteresting list, the 5-paragraph monster some of us not so fondly call it. **A better essay develops and builds ideas rather than listing them.**

A bit more on introductions: Now for some brief comments on the introduction: First, (a pet peeve) I take issue with Hacker's suggestions for a good introduction (see page 20, and feel free to disagree with me). I like to head students immediately away from writing introductions that are clever, cutesy, fluffy, and worst of all, irrelevant or only tangentially related. Most of Hacker's suggestions easily lead to students writing just this kind of an introduction. A nice introduction asks the question that the thesis answers or poses the problem that the thesis solves. It can also define terms so that a student can avoid writing a long and unwieldy thesis statement.

Moving Beyond the Five-Paragraph Essay
Dr. Melissa Eden, Professor of English, Hanover College

The "five-paragraph essay" is not <u>any</u> essay that amounts to five paragraphs in length, but rather an essay that follows a particular structure. In that structure the thesis lists three separate topics, one for each of the body paragraphs in the essay to follow. So, for example, a typical five-paragraph essay thesis might look something like this: *Achilles is motivated by his pride and by his desire for power and vengeance.* Predictably, in the body of the essay we will find three paragraphs: one on pride, one on power, and one on vengeance.

Many high school teachers push their students to learn this structure, and many first year Hanover College students recognize the term "five-paragraph essay" by name and remember learning this format. That kind of essay does serve a purpose. It helps students to see that they need a thesis of some kind, and it helps them learn to organize a paper into discrete paragraphs, each of which contains evidence. If you understand and can apply this method of organization, then learning to write this type of essay has served its purpose and it is now time to move on.

The problem with that structure is that it results in an essay that reads like a list rather than as a unified argument or analysis. It is very rare that a student using this structure also shows a connection or relationship between the topics of the three paragraphs. Since students should be able to construct a unified argument in which their paragraphs build and develop an idea, encouraging a structure that promotes the tendency to construct a list is counterproductive.

Teaching Good Use of Evidence
Dr. Melissa Eden, Professor of English, Hanover College

It is important to stress to students that they do indeed need to use evidence in their essays. There are several points to emphasize when talking about evidence. Many of these points reflect the need for the writer to question some assumptions she may be making about her reader or to think more carefully about what it means to be writing an essay for a reading audience:

• An opinion or feeling, however firmly a student holds to it or feels it, is not evidence.
• For every assertion a student makes in his essay, he needs to provide evidence, and in the case of great works, evidence needs to come from the text or work of art or piece of music itself.
• Evidence from times, places, and texts other than those the essay handles distracts the reader.
• The quality of the evidence a student provides matters; it is important to find the best possible example from the piece in question in order to make the strongest case possible.
• Quotations or segments of a painting or work of music are not always self-explanatory; all texts are subject to interpretation and that is what we do with them in Great Works classes. So students should explain and analyze quotations or visual references they use as evidence.

To emphasize this last point I often do an exercise in class in which I present the students with a quotation one might interpret in several ways. We talk about the fact that not all readers read and

understand (or look or hear) in the same way, and from there we try to isolate a few of the possible interpretations of the quotation. Then we rough out a few of these interpretations or explanations in writing on the blackboard (at least in outline form). Once we have done that, the students have a clearer sense of why they as writers need to keep their readers, who might read a segment of text differently from the way they do, in mind.

It can help to give students some strategies for incorporating evidence into their paragraphs. Hacker offers some possibilities for structuring paragraphs on pages 43-50. One possible structure that she does not present is a paragraph for close analysis, and since we often look for such analysis in Great Works courses, I will add some comments on that type of paragraph. I recently gave my students this rough outline as a means of talking about how to combine evidence and analysis in one paragraph:

Topic sentence—presents the main idea of the paragraph and links it to the thesis
Evidence—provides evidence for the assertion
Explanation—explains how the student reads or interprets the evidence
Analysis/development—analyzes the evidence in still more detail; develops (see Hacker 4b) and extends ideas, possibly adding more evidence
Conclusion—rounding off the paragraph clearly for the reader

To use evidence in this way it helps if students learn how to manipulate quotations. They tend to drop one long quotation into a paragraph when often a word or phrase would do. In this case you can have them look at Hacker for tips for integrating quotations into texts (MLA style pages 403-410; APA style pages 458-464).

Teaching Topic Sentences
Dr. Melissa Eden, Professor of English, Hanover College

First, it helps if students learn that topic sentences should do two things at the very least:

1. They predict the content of the paragraph.
2. They link that content to the thesis statement.

Hacker puts the gist of this list nicely when she states that topic sentences "[act] as . . . [signposts] pointing in two directions: backward toward the thesis of the essay and forward toward the body of the paragraph" (see section 4a).

It helps to teach topic sentences by talking about the writer's audience. In order to follow an argument or interpretation, a reader (the audience) needs a sense of where the paper has been and where it is going. That is why Hacker calls topic sentences "signposts." If students start to think about guiding their readers through the steps of their logic, the reason why topic sentences are necessary becomes much clearer to them.

The most effective method I use for teaching topic sentences is quite simple. Have the student rewrite or underline his thesis and several topic sentences. Then, together, look at the topic sentences and see if they meet the two main criteria.

There are a few patterns to what we generally see about the topic sentences. Sometimes there isn't one. Sometimes there's a bit of one but it does only half of its job. At times, the topic sentence includes important information that the thesis did not, and when this happens you can use it to show students how the process of writing often helps refine their initial ideas.

For example, this morning in a workshop I had a student who had a good thesis statement, but her first topic sentence introduced a whole new idea. The other students pointed this problem out to her, and in the course of discussion it came out that that new idea was more important to her (and more interesting to us) than the idea she had proposed in her initial thesis. She left the workshop seeing how she might refine her thesis statement still more and in so doing strengthen her essay.

So, a good topic sentence can at times help to refine the thesis statement. On the other hand, there are times (and these probably occur more often) when looking back at their good thesis statement helps the students see what their topic sentences lack.

Often these workshops lead to further discussion of the thesis as well if the thesis is weak or confusing, and that's not a bad thing. I usually allow some discussion of the thesis to go on in this case so the student can see how his readers respond. Eventually in these cases, however, we need to make what we call a provisional thesis and get back to topic sentences.

Transitions
Dr. Melissa Eden, Professor of English, Hanover College

In a well-written paper, the reader can see how the writer moves from point to point. But the connection is seldom as obvious as the writer thinks. Transitional phrases are directional signals that help the reader move along without stumbling. When the parts of an essay do not stick together, there may be basic weaknesses in the organization, or there may be irrelevancies which break the movement. Often, however, even the most well organized and coherent writing can be substantially improved by further articulating the connections between ideas.

Revealing the main outline

A writer should give the reader signposts or indications of the main plan of the composition. Without relying on the overformal "first," "second," and "third," she can naturally and directly keep the reader aware of where the discourse is headed.

Paragraph to paragraph transitions

The topic sentence is the most useful guide from paragraph to paragraph. It introduces the topic of its own paragraph, but it can also link its paragraph with preceding material. The transition can take any form from paraphrase and summary to simple repetition. Adverbial transitions (time, location, manner)

are common to narratives. Logical transitions (furthermore, similarly, to sum up, for example, in short, consequently, as a result, but, however, nevertheless, conversely, indeed, in fact, etc.) are employed frequently in arguments. English includes a large number of words which function primarily to indicate a relationship and to provide continuity. Overuse of transitional expressions such as the above makes stiff prose; careful and thoughtful use of these words enhances the coherence of your writing.

Sentence to sentence transitions

Almost every sentence in clear prose is linked with the sentences around it by direct or implied references. Sometimes pronouns in one sentence refer to words in the sentence before (their antecedents). Sometimes an idea of one sentence is briefly rephrased in another.

Repeated reference to the central idea of the paragraph may serve to bind sentences together. These central ideas echoing through the paragraph, along with transitional words, make the writing cohere and enable the reader to follow the writer's train of thought effortlessly.

Transitions within the sentence

Connections between the various parts of the sentence are probably the most important transitions of all—and the most neglected. Writers often string clauses and phrases together as they come to mind without considering the precise relationship between them. This connection may be loose (coordination), tight (subordination), or serial (parallelism).

Teaching Useful Transitions

Words that join coordinate elements: and, but or, nor, yet, and some correlative groups like either/or, neither/nor.

Words that join subordinate elements: although, because, before, after, while, whenever, if/then.

Subordinating conjunctions do more than indicate that one part of a sentence is dependent; they also specify the particular way in which it is dependent. Subordinating conjunctions need to be chosen carefully to define relationships precisely.

Transitions that can be used to show location:

above	among	beneath	in front of	on top of
across	around	beside	inside	outside
against	away from	between	into	over
along	back of	beyond	near	throughout
alongside	behind	by	off	to the right
amid	below	down	onto	under

Transitions that can be used to show time:

about	first	until	soon	then
after	second	meanwhile	later	next
at	third	today	afterward	in the meantime
before	prior to	tomorrow	immediately	as soon as
during	till	yesterday	finally	when
next week				

Transitions that can be used to compare two things:

in the same way	likewise	as
also	like	similarly

Transitions that can be used to contrast things (show differences):

but	yet	on the other hand	although
otherwise	however	in the meantime	still
even though	counter to	even so	nevertheless
on the contrary	conversely	as opposed	

Transitions that can be used to emphasize a point:

again	indeed	for this reason	truly
to repeat	with this in mind	in fact	to emphasize

Transitions that can be used to conclude or summarize:

as a result	consequently	accordingly	in short
finally	thus	due to	to sum up
in conclusion	therefore	in summary	all in all

Transitions that can be used to add information:

again	and	furthermore	finally
also	besides	likewise	as well
additionally	equally important	moreover	together with
in addition	for example	further	along with
another	for instance	next	

Transitions that can be used to clarify:

that is	put another way	to clarify
in other words	stated differently	for instance

Transitions that can be used to show a consequence:

Therefore	then	thus
hence	accordingly	as a result

Transitions that can be used to show concession:

to be sure	granted	of course	it is true

Transitions that can be used to show insistence:
Indeed   in fact   yes   no

Transitions that can be used to show sequence:
First   second   third   finally

Transitions that can be used for restatement:
that is   in other words   in simple terms   to put it differently

Math and Science - Basic Tutoring Tips

If You Are a Math Tutor:

- **Start with the text and the classroom lesson.** Make sure that the student has read through the textbook chapter and lesson and understands the examples. If they haven't, talk through the chapter and the examples with them as a means of figuring out what they know and where they are having trouble. Students should always bring their books and notes with them when they come for help. If their notes contain nothing (or nothing useful) and/or they haven't read the chapter, now's the time to talk to them about techniques they can use to be a more effective math student.

- **Encourage the student to talk through the problem.** Ask the student to explain what he or she is doing step by step. This will reinforce what the student is doing correctly and allow you to hear when he or she is getting into trouble.

- **Put it all on paper.** When the student is working a problem, make sure that the student shows all written calculations. You can then review the problem to see whether the student is struggling with calculations or the method itself.

- **Let the student hold the pencil.** Resist the urge to do the problem for the student, or to show the student "how it's done." Let the student be the one to work the problem. Offer coaching suggestions rather than doing it for him.

- **Determine where the student's conceptual understanding breaks down.** Refer to past math homework, class notes, and previous tests. Math is a subject that builds on concepts. It is difficult to learn new concepts when the previous lessons were not understood completely.

- **Stay "with the class."** As an advanced math student, you will know techniques and tips that have not yet been introduced to the tutees you're working with. Remember to stay at the appropriate level for the student you're working with, and don't introduce tools that have not yet been covered. Instead, help the student focus on mastering tools that they are currently learning in class or that she should already know.

- **Try a different approach.** Remember that there may be one right answer, but there are many ways to arrive at that answer. If your student doesn't understand a particular approach, then try a different one. Remember the four most common approaches:

  - **Draw a graph or picture**
  - **Use algebra**
  - **Make a guess and see if it works**
  - **Make a table and look for a pattern**

- **Send the student back to the professor.** Focus on helping students master problem-solving techniques, unpack the math text, take better classroom notes, overcome math anxiety, and

become better all-around students. If they are having major conceptual problems or content issues, that aren't resolved by having them work thoughtfully through the chapter and their notes, then don't hesitate to send them back to their professors.

If You Are a Science Tutor:

In science, most learning occurs outside the classroom. Students must review their notes on a daily basis, read and engage with textbooks and classroom material, make connections between chapters and concepts, and develop frameworks of understanding.

- **Start with the text and the classroom lesson.** Make sure that the student has read through the textbook chapter and lesson and understands the concepts. If they haven't read or don't get it, talk through the chapter and the diagrams with them as a means of figuring out what they know and where they are having trouble. Students should always bring their books and notes with them when they come for help. Take a look at their notes. If they contain nothing (or nothing useful) and/or they haven't read the chapter, now's the time to talk to them about note-taking and study techniques they can use to be a more effective science student.

- **Put it all on paper.** Students often learn best when they can create a visual representation of the information they are trying to learn. This process helps them see the relationships and connections between seemingly isolated facts or bits of information, organize the information in a meaningful way, and teaches them an important learning strategy that they can then duplicate on their own. Have the student create a *hierarchy, temporal sequence, matrix* or *diagram* of the covered material. Use guided questions to help them figure out how to check their initial chart or diagram against the text, and how to then use it to link the new concepts in the text to material they've learned earlier in the unit.

- **Encourage the student to talk through the concept or the problem.** Ask the student to explain the material covered in the assignment or walk you verbally through a problem or equation. This will reinforce what the student is doing correctly and allow you to hear when he or she is getting into trouble. You can then use focused questions to help the student advance his or her understanding.

- **Let the student hold the pencil.** Resist the urge to draw the diagram, create the chart, or work the problem. Let the student be the one to do the work. Offer coaching suggestions rather than doing it for him. This will help the student practice an important learning skill, rather than just watch you explain what you already know.

- **Determine where the student's conceptual understanding breaks down.** Refer to past homework, class notes, and previous tests. Science is a subject that builds on concepts. It is difficult to learn new concepts when the previous lessons were not understood completely. You may have to go back a few days or a week on the syllabus to help the student get up to speed.

- **Organize a study group.** Science students often do well in study groups where they can compare notes for completeness (and learn better note-taking skills from the examples of their

peers), engage in activities where they can build understanding and visualize concepts, quiz each other on their knowledge, and create and work through potential test questions. A peer mentor can be invaluable in getting a study group organized and in modeling good study group behavior, not to mention discouraging destructive study group behavior like excessive non-science-oriented chatting.

You are welcome to organize a study group at any time. In fact, the center will work to seed groups in the first few weeks of class, and may assign you to work with several. If you are aware of a group of three to four students who would like to meet under your mentorship, please contact the center director.

If you are mentoring a study group, remember the following principles:
- Behavior should be professional and business-like. Discourage excessive chatting and gossip. Students should stay focused and on-task.
- The session and the individual activities within the session should have strict time limits. This will help keep everyone focused and on-task and ensure that no one in the group feels his or her time is wasted.
- Use the first 10 minutes of the session to compare class notes. This will help students review the material at hand, allow them to see gaps in their understanding or attention to the lecture, and (hopefully) provide them with examples of ways to improve their own methods.
- If the group as a whole does not have good note-taking skills, bring in a model of your own (from the same class or on the same material, if possible) and review good note-taking techniques with them.
- Come prepared with some activities (with time limits) that will help the students build understanding of the material and visualize the concepts in it. This can involve having them draw diagrams or create other visual representations, play memorization games using flash cards, or whatever you think will work.
- Encourage them to test their knowledge and to create tests. They will truly know the material when they can explain it correctly and when they can anticipate and write potential test questions. Use some group time (when appropriate) to go over sample test questions. Help them rehearse and think about test strategies, and guide them in creating (and thus anticipating) potential test questions.
- Let the students do the talking. You are there to mentor and guide them in good study group practices and in learning how to be better science students. Resist the urge to be the Font of All Wisdom, spending study group time explaining concepts that they should be working through themselves. Use guided questions to help them explore what they know, what they don't know, and how to learn what they need to know.

- **Send the student back to the professor.** Focus on helping students master problem-solving techniques, learn memorization and visualization skills, unpack the science text, take better classroom notes, overcome test anxiety, and become better all-around science students. If the student is struggling with concepts or issues of content and does not have a "light bulb moment" after you've gone back to the text and tried to help them through it, then don't hesitate to send the student back to his or her professor.

If You Do Not Have Disciplinary Expertise in Math or Science:

Many peer mentors are arts, humanities, communication, or literature majors and are far more comfortable tutoring writing and speaking than math or science. However, if you have a protégé who is struggling with a mathematics, science, or social science course, you do not have to feel helpless. While the Learning Center now has experienced math and science tutors at its disposal for referral, you are the first source of assistance for your mentee and can arm yourself with a few tricks of the trade to effectively address his or her basic math and science questions.

First, ask plenty of questions to get to the bottom of your mentee's problem. The most common factor to all students struggling in math and science is not a congenital inability to comprehend math and science. Rather, it is an anxiety that causes and is caused by study habits that are either inappropriate or insufficient for the type of material they are facing.

With that said, have a discussion about the student's study habits. If he or she insists that the material is impossible to understand or that they just are not cut out to study math or science, ask the student whether he or she studies differently for math and science than for other courses. If the student does not, this is the fundamental problem.

With mathematics particularly, concepts cannot be learned simply by reading about them in a book or attending class every day. The student must practice them over and over again, and the professor usually has given him or her multiple opportunities to do this by assigning intimidating problem sets. Before you refer your mentee to the math tutors, **design a schedule with your student that allots a specific amount of time each day for homework problems.** Help them see the value of working the problems, as well as the merits of a daily study schedule that includes all their classes.

There are other tools to utilize in mathematics and science courses. Suggest that the student **work in small groups with other students**, as this is perhaps the most helpful tactic he or she can use for effective learning in any math or science. Have the student make flash cards of formulas, variable keys, and mnemonics. Sciences in particular tend to be heavier in memorization of terms and concepts. **Making neat, re-written or re-typed detailed outlines of lecture and book materials is often helpful,** taking care to highlight important words and phrases and making flash cards of the same. **Hierarchical charts, temporal sequences, matrices, and diagrams are incredibly helpful** in both math and sciences, whether or not you are personally able to assist your student in making them.

Textbooks are an often underutilized resource for intimidated introductory students. As a mentor, **check with your student to see if his or her textbook contains a CD or a URL for supplemental material.** Most of them do, but the student may not know it. There may also exist a supplemental outline or answer textbook that corresponds with the primary book but that may not have been assigned for class.

Once you have worked with your student to make sure he or she is on a path of study appropriate for the disciplines he/she is facing, determine whether discipline-specific tutoring is in order. **Don't hesitate to refer them to a math or science tutor** if they need more help than you can provide. When you do refer them, however, let them know that they will be expected to be prepared in that subject and come to the meeting with specific questions, their notes, the textbook, and at least some of the homework attempted. **If your protégé's problems seem to be more an issue of understanding content rather than**

learning good time management or study habits, send them immediately to the professor in the course.

World Language Tutoring Tips (contributed by Caitlin Willenbrink, Class of 2012)

The most important thing to remember is that language-learning is a process, not an event. We've all been through it, and we know that it takes years to master a language, not half an hour here and there casually flipping through flash cards.

While your students usually won't be trying to achieve fluency in a language, they *are* learning the basics: LADR language classes are designed to give them the most fundamental grammatical tools (sentence structure, verb tense and conjugation, etc.) they would need to survive if they chose to continue acquiring the language. Again, this framework can't be achieved through rote memorization, but rather immersion. If this doesn't make sense, think about when you were a young child -- your parents didn't repeat words over and over for you to get you to learn them; they spoke to you in complete sentences, and in time you, too, learned how to form sentences, and then paragraphs, and have conversations and write papers and give speeches. Picking up a language different from your native tongue is a similar process.

For this reason, you must always make clear to the student you help that they can't seek you out expecting a miracle. Always stress to your students the importance of hard work, good study habits, and patience. Language acquisition and diligence are correlated: the more time and energy you put into learning a foreign language, the more memorable and valuable knowledge you'll get out.

Here are some tips you can give your students to help them in the classes.

- Attend and participate actively in class! Listen closely to your professor, who's fluent in the language, but nevertheless one day sat right where you are, learning his or her first words. Interact with him or her by asking questions or contributing answers. Most of all, don't be afraid to make mistakes.

- If you don't understand something, try talking it out with a friend or your roommate. Often, teaching an idea is the best way to work it out for yourself.

- Set aside time each day to devote to the foreign language. Besides doing homework, this could also be making flashcards, drawing conjugation tables, practicing translation, etc. Revisiting regularly the topics you're studying will keep them fresh in your mind, longer.

- Know the resources available to you. Most LADR language courses use online homework sites, on which there are usually additional lessons and practice quizzes to do, which the site grades automatically for you.

- Outside of class, expose yourself as much as possible to the foreign language. There is a wealth of resources available to do this: magazines, books, and movies in the Duggan Library; foreign-language news websites; even on-campus activities such as foreign film screenings and conversation clubs.

- Learn about the culture surrounding your language. Use the above resources to gain an appreciation for the food and drink, music, film, dance, theatre, or even fashion of other countries and regions. In other words, give the language a "face." Let yourself see that it's a real, living thing, with millions of people who speak it worldwide.

- Be positive, keep working hard, and remember, your professor doesn't want anyone to fail his or her class -- he or she simply wants you to rise up and meet the challenge presented to you, and, eventually, share their appreciation for the language.

Guided Study Groups - Some Tools for Your Toolkit

Guided Study Group Leaders help their fellow students to master a specific class by holding regular group sessions with students enrolled in the class. They focus on understanding major concepts, developing effective problem-solving techniques, and mastering the language of the discipline. Study Group Leaders do not lecture or re-teach the material, but focus on asking questions to harness the power of the group and help direct students toward finding their own answers. They also help students improve their time management and study skills. In all their work, the goal of the study group leader is to help students become more effective, more independent learners. Rather than just showing them how to do a homework problem, study group leaders help students gain the skills necessary to excel on their own.

Good study groups start with good questions: The question is the primary tool of the Guided Study Group Leader. Good questions promote critical thinking because they help group members tap into their collective thinking and problem-solving abilities. Here are some question Do's and Don'ts:

Don't: Answer questions directly, but redirect these questions to the students who will, in collective interaction with the group, search for answers.

Do: Make sure that all participant questions are given consideration. Make sure the discussion is constructive and moves forward, and that important issues are covered and each students achieves understanding of the content.

Some Active Listening Techniques/Strategies for Running Good Sessions
- Use open-ended, higher-order questions that redirect students to higher-order thinking and help them think through the application and synthesis of the material. Ask What? How? Why?
- Use "wait time," which is the time that elapses between a group leader question and student response. Students need time to think critically and formulate a meaningful answer.
- Redirecting questions is another strategy. The goal is to provide a structure in which students interact with one another rather than direct all questions and comments to the group leader.
- Check for understanding. The leader needs to devise a strategy that engages the students in demonstrating what they know and how they know it. The leader should ask open-ended

questions which require the student to explain in their own words their understanding of difficult concepts.
- It is important for leader to employ proven learning strategies that allow students to work together, but also important to vary these strategies so students don't get bored.

Practicing Critical Thinking and Problem Solving:
- Think Bloom's Taxonomy
- FY students often rely on memorization and literal thinking instead of assimilation and application of information
- Ask How, What, Why?

Getting started/Getting organized (First 5-10 minutes of the session)
- Have each person write down three questions when they come into the room. Collect all questions and then sort through and prioritize.
- Each student writes down three questions ahead of time and then numbers them in order of priority and then puts the number 1 (or 1 and 2) question on the board. The group then decides with help from the tutor what order to take the questions in.
- In both cases, the discussion leader helps the group move from basic to higher-order thinking skills using guided questioning. Help the group voice where they're confused and prioritize the discussion. How do the questions relate to each other? Which questions are most important? How does the group's questions relate to each other? Which concepts do we have to figure out first in order to get the more complex ones?

Wrapping up
- Use the last few minutes of class to review and summarize. What has everyone learned? What are the key concepts? What does each person need to do between now and class or the next session? What content questions do they have for the professor? What work does each student have to do in order to learn the material. As independent learners, each one should leave the session with an understanding of what they know, what they don't know, and what action steps they need to take in order to increase their learning. This can be done as a one-minute paper. Give everyone a moment to collect their thoughts and write down what they plan to do. (The one-minute paper also can be used to start a class.)

Sample One-Minute Paper Questions:
One thing I'll remember about today's session is:
What I understand today that I haven't understood before:
What I've learned fits in with what I already know in the following way:
I'm still confused about:
What I'm finding hardest is:
The problem right now that is most difficult is:
As a next step, I will:

1)
2)
3)
4)

Learning/Study Strategies:

Time Management
> **Anticipating the term/Learning about the syllabus:**
- During the first week and/or after the first exam, have everyone look at the syllabus
- When is the next exam? What material will be covered between now and then?
- Have everyone leaf through chapters. What concepts must be learned? How do they relate to what was on the first test?
- Discuss how much/what kind of homework will be assigned
- Discuss specifically how much time (how many hours) will be needed for homework, lab, etc. Talk with students about time management and study strategies. Have each student look at planner or calendar and figure when during the week they will fit in this study time.

Note-taking:
> Encourage students to:
- Use summary margin notebook paper with a wide left margin
- Take down as much information as possible during lecture and bring notes to study group
- Break students up into small groups. Review and summarize lecture notes as a group
- Use idea maps, time lines, and charts to organize information
- Recopy notes that are particularly difficult to decipher Reorganize/refine notes in the study group session, then recopy before next class period while also…
- Correlate notes with reading assignments
- Write potential test questions that can be used for reviewing material in notes
- Highlight notes where appropriate

Test Review:
> After each test, the group leader guides the group in reviewing troublesome problems. This:
- Reinforces correct answers
- Gives students a chance to examine how they interpreted questions, derived answers, and if they made an error, why they made it.
- Allows conversation about test anxiety and test taking strategies (i.e.: answer easier ones first and then return for harder ones; draw diagrams to see relationships, outlining essay answers, etc.
- This also helps students understand more thoroughly the kinds of questions the prof. will ask and to predict future questions more accurately.

Group activities and exercises

Reading the Text
> **Reciprocal Questioning:**
- Select a small section of the text for everyone to read silently
- The group leader and students take turns asking and answering questions about the passage
- Move from Bloom's basics to open-ended, higher-order questions. How What Why?

Quick Write/Quick Draw
- Divide the paper in half vertically by drawing a line down the middle.
- In your own words, write out a brief description of the chemical process or concept on the left.
- On the right, draw a picture of the process. Include the chemical formulas for each step of the process. (see draw/write diagram on photosynthesis.)

Practice quizzes
- Give a five minute quiz on the lecture material and problem sets for the week
- Students take the quiz individually at the beginning of the session
- Students are then divided into groups with each group being responsible for one quiz question
- Each group is responsible for working out the "answer" to their assigned question and then presenting and explaining the answer to the entire group
- The entire group then discusses the answer and comes to a consensus on whether it is right

Chemical Language Dictionary
- Starting the first week, students write down the chemical term and its meaning the first time it is used by the professor
- Students arrange words in alphabetical order for easy access
- When the term comes up during study sessions, the session leader asks students to check their chemical dictionary for the term and explain it in their own words
- The group can have "Dictionary Session" where they compare notes on new terms, discuss definitions, put terms and processes on the board and talk about how ALL the terms for the week or weeks are related

Group problem solving

Board work can be very helpful in processing the steps and arriving at a solution.

> Following a logical series of steps in problem-solving such as
> 1. Identify what the problem is asking.
> 2. Decide what information is needed to solve the problem.

3. Correctly apply the information.
4. Go over the answer to verify that it is reasonable.

Structure problem solving based on the needs of the students
1. Entire group works together with one student at the blackboard
2. Individual students assigned a problem work individually at the blackboard simultaneously. Each student is then asked to explain their solutions to the group which will then make corrections.
3. Teams of students work particular problems together.
4. Students can list problems they've had trouble with at the beginning of the session and then are worked through as a group

Benefits of group problem solving in Chemistry study group sessions
1. Actively engages student in study of Chemistry.
2. Increases student awareness that in order to solve problems, one needs to know the basic factual content of the chemistry course.
3. Helps student learn basic chemistry contact and reinforces their understanding, especially when students have to explain their solution to other study group members.
4. Successful problem solving builds confidence in the student's ability to master and use the content of chemistry.
5. Problem solving enhances the critical thinking abilities of the student.

Study Skills Review

The Learning Center's website contains several helpful links that discuss study skills such as note-taking, time management, classroom attentiveness, and others. You personally probably know several good tricks simply through your experience and trial and error. Share those tricks with your mentee to help them get the most out of college and to save them the unnecessary time and frustration. The best way to "prescribe" a particular study regimen for a protégé is to get to know the student and his or her needs. Students usually will complete an assigned task only if they have the time allotted specifically for that task during their day. Therefore, as with every other aspect of effective mentoring, ask questions! When is he or she most alert? What is his or her favorite subject or type of assignment? Is he or she good at memorizing or speed-reading? Help the student visualize their week, identify study windows and subjects for work, and create a study program that works for them.

The following list of tips may be helpful in matching your protégé to his or her abilities, time availability, and course disciplines. Remind him or her that learning good time management and study skills will be a time-consuming trial-and-error process, but it is well worth the time in the end.

- Take a digital voice recorder to lecture and listen to the lecture while re-writing notes
- Schedule study groups
- Make flash cards for visual (diagrams and pictures) and numerical (formulas, etc.) recall
- Type outlines instead of hand writing them
- Create mnemonics for hard-to-remember facts
- Draw diagrams and pictures
- Compile a folder of strictly supplemental materials (good for exams and senior papers)
- Create two calendars: one for the semester and one for each day, creating short-term plans to reach long-term goals
- Have the student sign a study contract
- Plan to call the student once a week between meetings to maintain accountability
- Schedule meetings with faculty to troubleshoot problem areas
- Take time during a mentoring meeting to create weekly schedules of one hour to the next (that vary by day but not by week)
- Use the Cornell method of note-taking
- Write sample test questions with your mentee
- Go over old tests and assignments
- Utilize textbook resources, including electronic supplements
- Have the student give a mini-lecture during a tutoring session
- Have the mentee generate a pre-determined number of specific questions about material for the topical tutor (i.e. math, science, etc.)
- Refer the student to counseling services if you suspect a serious underlying problem such as depression or a learning disability.

Words of Wisdom: Advice from Your Fellow Tutors and Mentors

Perhaps the most effective training in peer mentoring you can receive is not found in a textbook or a theoretical lecture, but rather in the experience you gain over time working directly with your peers. Whether you are just beginning as a peer tutor/mentor or have substantial experience, you also can benefit from the lessons your co-workers have learned in their years of tutoring/mentoring at Hanover College. The following is a compilation of tutor tips and advice that cover a broad range of topics, from conducting one-on-one assigned meetings to handling open hours at the Learning Center. Keep them in mind as you develop your own mentoring techniques. Please don't hesitate to contribute your ideas as you learn through your work at the Hanover College Learning Center.

One-on-One Mentoring Meetings

"Put in the effort because you were once a lower classman who needed help and received it from a caring tutor. Be that caring tutor to someone else." CARLY BENTZ '17

"Always stay positive and don't second guess yourself too much." REBECCA DUKE '17

"Show up ready to learn more than you can ever teach. This opportunity will put you miles ahead of peers with equivalent backgrounds despite what a test score might say." WILDA KNECHT '17

"Rather than feeding answers to a student, show him/her how you would work towards or find the answer (so they learn how to learn)." MEGAN INSLEY '16

"Don't be nervous. What is most important is to teach students to learn on their own. Show them how to find the answers on their own. It doesn't matter if you know the answer yourself, the point is to teach them to find it with you." KAY KEMP '16

"The best advice I could give a new tutor is to be able to admit you don't know the answer. A lot of times tutees look at tutors for all the answers to every problem and that's simply not the truth. We are problem-solvers not answer-givers. If you don't know the answer just say so and teach the student how to find a solution or ask around. The other tutors in the Learning Center are your greatest resource." HANNAH BOWEN "15

"Be patient, compassionate, and have a servant's heart when tutoring. Your service to students' means more to them than you will ever know!" HEATHER WASHBURN '12

"If there were one thing I wish I'd heard in training, it's to be kind and be respectful. After all is said and done as far as academic help goes, I really think one of the most valuable contributions a tutor can make to his or her tutee's day is just to be a warm, smiling face -- even if the tutee doesn't reflect that sentiment. There's a lot to be said for simple kindness, so that would be my advice: do your job, and do it with a clear respect for the student. They will appreciate being treated as a friend and an equal."CAITLIN WILLENBRINK '12

"I guess my advice to everyone else is to have patience and to keep an open mind. You will be more productive if you are eager to help the students and approach it from a neutral, interested perspective." CHRISTINA BIZZLE '12

"Be flexible and get to know the people you tutor on a personal level--creating that connection is key in the tutoring relationship." MIKE LAVINA '11

"I think my suggestion for one-on-ones would be that meetings should be somewhere that is quiet but not too quiet. If you are working somewhere that is totally isolated and silent, it makes a meeting a little more unnerving, especially if you don't know your protégé all that well. A few background noises can be beneficial, just don't have too many. Dorm and living situations are a bad place to meet. Also, for one-on-ones if you can, maybe have a meal or two with them before you meet for Writing Center stuff. That way you can become comfortable with one another and the protégé won't feel scared or ashamed to tell you a problem that he or she may be having. I'm not saying be best friends, but you need to form some kind of trust with your protégé to be the most effective tutor you can be." ALLY EASTMAN '07

"In one-on-one tutoring, find out what your student is planning on majoring in and what they propose to do with that major. If they say they are majoring in biology and want to become a doctor but have gotten C's in both biology and chemistry, discuss this problem with the student. They may not realize that good grades are so influential or they may think that they can bring that kind of GPA up with time. Career counseling would be a good place to send the student as well as suggesting taking skills assessment tests to find out other things they could be good at. Having a career and major that the student cannot likely attain are major discussion topics later in the freshman year." ANONYMOUS

"Feel free to discuss social situations with your one-on-one tutee. If you think they are at risk of losing scholarships or being kicked out because of social behavior, discuss it. They may think that the school would really not kick the student out. Find out what their interests are other than school. If it is football and only football, show them the grading scale you must have each year you play a sport and what the benefits can be of having a good GPA and playing that sport. If they enjoy hiking, suggest a geology class. So on and so forth." NICOLE SMITH '07

"For each week's meeting and for specific assignments have them bring a list of specific problems or ideas they have that they want to work on. I've found that most of my protégés have a pretty good idea of where their problem areas are and it helps them feel like they're making progress to pin point problems and then work through them. This can work with walk-ins too, just take a couple of minutes and let them come up with some ideas - maybe the student can do that while you are looking over or reading their assignment.

"It's good to try to keep track of your one-on-one protégés; most of the students I've had seem to like it when I know what they're up to and can ask specific questions about what they've been up to. Also, make sure to keep the protégé's professor informed. It allows them to give you extra ideas and guidance to help the student's progress. Additionally if there are any problems with the student they will be informed on the situation and might be able to help out with getting the student to put in the extra effort." PATTY RODDA '07

"Set up scheduled meeting times with individual protégés at the beginning of the term. This avoids the awkward 'But I thought you were supposed to email me' moment." RUSSALYN SPICER '07

"Tutors should be on the look-out for other issues that may be affecting academics. For example, a student may express difficulty finding somewhere they can study without distracting. Try to have some ideas available to provide an answer, or someone who might (truly) have ideas/answers for them. In our example, we might recommend empty classrooms in CFA, the upstairs lobby in Science Center, or the mezzanine in Science Hall, even the Learning Center rooms, just to name a few options." STEPHANIE JONES '06

"When working with a difficult student who is not really all that interested in following your suggestions, take a deep breath and remember that it is their paper and if they don't want to make it better then that's their fault!" APRIL SCHWEINHART '08

Walk-In Hours

"Be patient. Don't bet that you'll be able to do your homework during tutoring because that will be the one evening a student will need assistance for your whole two hours." KYLIE HAWKS '17

"Get to know the professor whose class you tutor for! they will not only make your job easier, but they will write you a great letter of recommendation when you need one." CASSIE SCHOBORG '17

"Everyone messes up!" ALLISON TERPENING '17

"It's very important to try to figure out the tutees learning style, and to also ask the tutee what works best with them when learning new material. Therefore, you can try teaching them the material in the way that best works for the tutee. And to always ask another tutor if they don't know the answers, it's okay to now know a concept." ANA ZAPATA '17

"Don't be afraid to admit that you don't know something, after all you are learning as well. Be friendly." DIANA ALONSO '17

"Be prepared to look something up or improvise." CHRIS BARBERA '17

"Have patience with your students and don't be afraid to ask other tutors for help if you need it." ESTHER ARTHUR '17

"I think it is important for new tutors to realize each student is different. Ask what type of learner the student is and tutor accordingly. For example, draw pictures for visual learners, create songs or catchy sayings for auditory learners, etc." JUSTIN WINKLER '16

"Don't be nervous. You think you don't know the material or you have forgotten it. But believe me, you know more than you think you know." MAIS ALWAN '16

"I would just say to come prepared and be ready for the emotional states of the students." JARON STIERS '16

"What I have learned over the years as I have tutored fellow Hanover students is that many students are bothered by the fact that they have to come in and be tutored. For many, it is the first time they have ever asked to be tutored, especially if it is in their own academic specialty, which is also usually their major. The best thing any tutor can do is to give them comfort as they come in. Get to know them. Have breaks of conversation about each other. They do not need to last long. However, these conversations can put the student at ease and make them willing to come back for further help if necessary. As much as our job is to put ourselves out of business, when students need us, we do not want them to be afraid to return. Always carry a smile with you, even on your hardest days. Sometimes all another student really needs is that smile and a few jokes to lift their spirits. And, honestly, sometimes that's what we as tutors need as well, so don't be afraid to smile and joke with your fellow tutors! You could make their days better as well!

The other thing I would suggest is to ALWAYS be willing to offer a helping hand to anybody that walks in that door. If a student walks in and nobody else knows the subject material but you do, even if it is not why you are hired to the Learning Center, be willing to speak up and say, "Hey! I'm not an expert on that, but I have had that class/classes similar to that, so I might be able to help." For example, I was hired for math, but there were some days that I tutored Spanish when I had no math students. I also do not do well, at all, in statistics, but I often helped statistics students. If you have no idea about the class, the best thing to do is to read with the student the material they are studying, and think through it together. You may never know what you are talking about, but the student, being in the middle of the class and having listened to lectures and read previous material, may find something that they have not thought about before, make the connection, and completely understand. Too many times this happened with me for statistics students. If you still do not understand when they believe they do, it's always good advice to just have them double check their understanding with a fellow classmate or even the professor.

Good luck to you in your future endeavors! Remember that, as you are a tutor at the Learning Center, you will have the chance to affect the lives of fellow students in a positive impact. Those days that students come back to you and say, "Thank you so much for your help! I suck at math, but I just got a 100% on a Calculus test," you will truly know you have made a difference (that was an actual quote to me one day). The Hanover students and professors look up to you as leaders of this campus! You are in a prestigious position on this campus! Go out there and do great things!" RUSTY JONES '14

"Feel confident in your intelligence and be willing to help anyone who walks through the doors of the LC. If they are coming for help, you can only make things better!" CORTNEY JEFFRIES '13

"I guess my advice would be stay patient with the student and find what works best for them. You may think you have explained something perfectly to them, but he/she may still not understand so try explaining/teaching it a different way because not all students learn the same. It's such a privilege to have a student come back and want you to tutor them because they got an A on the last paper you helped with. Always, encourage the student too! Don't overwhelm them with lots of things to fix because most of them come in with their paper due the next day. Help them as much as you can and give them advice on the things you think needs the most work. No need to stress them out more than they already are. As does anybody, most students like to have feedback that is nice even if there paper needs a lot of work, but there is ALWAYS something he/she has done correct or that sounds good.

I have loved this job. It is challenging at times, but always rewarding in the end. Stick with it and you will be amazed how far you see students get throughout the year." PAIGE SCHROEDER '12

"Many different people will come to the Learning Center for help and you must always be prepared to handle anyone and always with a smile on your face. You won't know the answer to every questions and that's ok, just ask the other tutors for help or look things up on the internet or the books we have.

"It's always good to ask the students what they had to write about, to look at the prompt, and ask them what their paper is about so that when you read it you can make sure it aligns. Tell them something good along with all the critiques you have and realize you are at the Learning Center to work and help others first not your homework." ALYSSA LY '11

"Make sure the student has the assignment sheet (or notes from when it was explained in class if there was no specific sheet), but also have the student explain the assignment to you in their own words. This way you make sure that they have a full understanding of the assignment and that you can try to pick up any nuances of the assignment that may have been picked up in class but not spelled out on the assignment sheet." PATTY RODDA '07

"Pay attention to all professor comments. Contact the professor if necessary. After all, the professor will be the one grading the assignment. Focus on areas on which he or she said to focus.

"Have contact information for the people with whom you will work. This comes in handy if they for some reason do not come to a shift. It's always better to know where they are than to try handling 3 or 4 walk-ins alone, and having this information on hand is better than taking time to look for it while people wait.

"Know the areas of expertise for the people with whom you work. This way, if someone comes in with a paper about the mating rituals of an African frog and you're an English major, you can avoid the awkward moment of asking around to see if anyone has taken biology.

"Don't be afraid to have students work on their own. If you feel you've given them enough help that they can continue work alone, have them do so. Sometimes students will come in with nothing on the night before the paper is due. In this case, you might only be able to help them form an outline. Past that, it's not your fault they didn't prepare beforehand." RUSSALYN SPICER '07

"In some cases it is helpful to invite a student to remain in the center to work on his/her own for a while, so that they can make sure key issues are successfully addressed. In occasional cases, suggest only one or two issues at a time. In these cases it is best to *write down your advice* for the student, so other tutors can pick up where you left off, if necessary. If you follow this method and the student is helped by another tutor the second (third, etc.) time around, do not negate what the previous tutor said or wrote. It confuses the student and it makes the Center look bad. If you don't understand why the other tutor advised them as they did, quietly consult him/her to understand his/her reasoning. If the other tutor is not available, proceed from what you do know (remember that if nothing is written, the student may have mistaken your colleague's instructions) and what you believe to be necessary. Try to make the progression as smooth for the student as possible and do NOT speak poorly of your co-worker."
STEPHANIE JONES '06

General Technique

"If you need a break, take one. Be honest with the student. If they or their paper are sincerely frustrating you, tell them you need a few minutes to go take a drink or something. Ask them to work on it while you're away, or suggest they take a break with you. It's easier to be honest than become more frustrated." RUSSALYN SPICER '07

"Begin with simple but fairly superficial (non-invasive) chat, but if they're a walk-in, move as quickly as possible to the work. They came for a reason, after all, and many of them are on a tight schedule.

"For any subject, identify foundational problems first (coherence or building-block ideas). Then pick only 3-4 issues for them to address (unless most of it is sound and you're just catching little, inconsistent mistakes not resultant from misunderstanding), and make a list of those things for the student to take with him/her. You may help them correct each mistake in one or two places, but encourage them to correct like problems elsewhere.

"Tutors do not do the work; rather they aid the student to do the work. You can tell them that you don't think a paper idea/topic addresses the question/prompt, explain why, and attempt to guide the student to a more appropriate theme, but if they don't get it, well...they just don't get it. You might recommend that they talk to their professor, or even email their professor to let him/her know, if you think it appropriate. If they insist, move on to issues of coherence, clarity, grammar, etc., with the paper they have written, or to helping them develop a possible outline if they don't yet have a paper.

*"And tutors should try to pay attention to whether students *get* it...try to use different means of explaining the same idea. If it's important and the student still does not understand, you might even ask another tutor to explain it, hoping they use a different approach. Remember what has worked with other people. In the cases of math, etc., if person has a means to an end that works and does not misconstrue/obscure/etc. the principle, let them use it. Consider learning it so that you can use their approach with other students, if necessary. We all learn and study in different ways, so don't dismiss someone else's approach just because it isn't yours (listing, drawing, graphs, complete sentences or short phrases, etc.).* STEPHANIE JONES '06

"Be prepared to invest more time than that for which you are scheduled. I had to become accustomed to

accommodating frequent phone calls and spur-of-the-moment e-mails for help. Although I had initially expected a tutoring schedule consisting of fixed times, I quickly realized that being a good and dedicated tutor required being prepared and willing to help other students at any time.

"Prepare for each tutoring session. Even if you're confident that you know the material in question well, do brush-up and/or background reading before the session. Not only does this serve to prepare you for any question that the other student(s) may have, but it also serves to reinforce your own knowledge and strengthen your knowledge of the field in question. There is hardly a better way to learn material than to try to teach it yourself.

"Be willing to do more than the minimum. I have found that the most successful tutoring techniques involve more than just showing up at scheduled hours--they involve holding study sessions, offering to have small-group meetings for those who are struggling the most, preparing practice exams, going through old exams, etc.

"Have fun. Being a tutor is actually a very enjoyable job; it is more than rewarding--it is fun! Tutoring provides the opportunity to make new friends. Often after a tutoring session, I would invite some of the students to play racquetball, go eat Chinese food, etc. Not only was this a fun way to end a sometimes long study session, but it also served to relax their minds for a while.

"Use humor. It is widely agreed that the best instructional methods entail the use of humor. Funny anecdotes and subject-related jokes are not only appreciated and enjoyed during tutoring sessions, but they also keep the audience alert and, in the case of anecdotes, may even serve to encourage. JOSH AKERS '06

Tutor Ethics and Etiquette

"Always be patient to the tutees." YUDING AI '16

"Be kind to everyone who comes in as they may be stressed or nervous to have their work peer reviewed." Elizabeth Dewes '14

"I suggest that tutors not sit at the computers in the center while tutoring (particularly, avoid AIM). They're much more likely to ignore students coming in, not notice them, take longer to disengage from what was occupying them, or simply appear not to care. Also, the computer should be available for research, brief emails, etc., as necessary. If you want to get online, fine, but limit yourself to five or ten minutes, and be aware of whether other people need it.

"Do not comment on professors. It doesn't matter whether you like them or not; don't encourage complaints, etc., even if you don't outright request they desist.

"Do not spend your time gossiping. It looks bad when people walk in (and you never know who will walk in when).

"If you have problems with co-workers, either due to their behavior at work or because you believe that they are not providing good advice in their tutoring, and if these problems are PERSISTENT, address them to Kay and not to other co-workers and especially not to students.

"Do not speak poorly of the Center while working, or especially outside of work. Rather, address issues during meetings or to Kay. It discourages students from coming if they only hear negative stuff. Do not underestimate the power of word of mouth toward either success or failure.

"Keep your students issues/difficulties/etc. CONFIDENTIAL. Do not gossip about them, even without using names (stories get around). Share (without using names) only if necessary to seek help with a particular situation, and then only do so in private environs and to Kay or co-workers. If you are consulted, maintain your peer's and the student's confidentiality. STEPHANIE JONES '06

"Keep sight of your boundaries. When I was tutoring, I was often asked to perform functions--such as edit lab reports and give direct answers to lab handout questions--that were not permitted by the instructor. I often had to remind myself that my office was that of tutor, not lab partner or supplier of answers. In other words, I had to recognize that my job was to *help,* not complete work *for* students. Being a tutor, like any other job, requires maintaining integrity.

"Remember that you are not God. Don't expect to know all of the answers all of the time and don't feel that you have to in order to be an effective tutor. (And even when you do know most of the answers, remember that the manner in which you profess your knowledge is important; nothing annoys other students more than a know-it-all tutor.) Secondly, recognize that the most important role of a tutor is not to give answers, but to help students achieve effective study and learning habits--that is, to supply suggestions on *how* to learn the material so that the student could be successful if he or she were left to learn the material on his or her own." JOSH AKERS '06

Tutoring Writing

"You're going to see the same mistakes over and over again. Develop a few speeches/mini-lessons for when you see them." BEN KUGLER '16

"Whenever you find out that the student has a continuing grammatical problem—say, split infinitives—stop the work on the paper and explain the concept of split infinitives to the student. They may have no idea that it is incorrect to do so and may not know what it means to have split infinitives. Instructions and definitions written out for the student to take home are best.

"Watch the student's actions while they are sitting with you working on their paper. If they are fidgety, unfocused, and just want you to get through the paper, ask why. There may be something else keeping the student from concentrating at school. If it is personal, ask them to speak to the school counselor or a professor that they like. If they just have trouble concentrating, suggest ways to study in which there are no distractions, like a cubicle on the upstairs floor of the library. If they need a computer, suggest the lab in CFA and using a disk.

"Remember that those freshmen fall semester are still used to being told that their writing is at the top of their class. It can be difficult for them to take criticism. This can be eased by only marking large problems on the paper and then talking through the smaller ones as you go through the paper." NICOLE SMITH '07

"If grammar is a sincere issue (such as with international students or students with learning disabilities), reviewing basic grammar is a good idea. Go through the entire paper first, focusing on the major ideas (thesis, organization, etc.). Either lightly (in pencil) circle repeated mistakes or try to remember recurring ones. Then, if possible, reteach these concepts. For example, if a student has a sincere problem with comma placement, review where commas go and why. Likewise, if a student does not seem to understand the passive voice, review it. Give examples, and show them at least one example from their own writing. Taking a little bit of extra time to help them with basic grammar principles will help them a lot on future writing." RUSSALYN SPICER '07

"Writing style is not your issue. You may make recommendations for clarity, formality for a certain occasion, etc., but remember that style is ultimately individual." STEPHANIE JONES '06

"Many of the students who you will be working with are very uncomfortable in their writing abilities, so one of the best parts about being a tutor is having the opportunity to help boost these students' confidence. I've found that a good way to do this is by treating the student as a competent writer and learner, even if they may be severely struggling. Point out their strengths but don't dance around what issues need to be improved and don't be afraid to provide plenty of criticism; call attention to the weak parts of a paper matter-of-factly and then give suggestions for improvement in a way that communicates your confidence that they can take this helpful information and make the necessary changes.

"There isn't a step-by-step list of instructions that can tell you how to communicate with a student and every person who comes to the learning center has different needs. The best advice I can give is to put energy and enthusiasm into working with each student and try to level with them in a way that lets them know that you have confidence in their abilities. Listen carefully, be understanding, and speak with them like the adults they are because while you're sharing your own skills and knowledge, you also have the opportunity to learn something from every student you work with." DEB CELIZIC '08

Tutoring Math and Science

"Listen to your tutee and make sure that you ask them questions about what they do not know about class materials first before working on the actual problem such as homework or assignments. Need to learn how to calm students down especially who are so stressed about the assignments' deadline and their performance in class. Be friendly with them and put yourself at their place so that you can understand what they need and why they struggle. And have fun, make friends, and enjoy great food and seasonal parties!" HOANG VAN '17

"Don't be afraid to admit when you don't know something. It won't make the students respect you any less." MICHAELA CORBIN '17

"There are gonna be tutees that expect you to know the answer without even them finishing the question; it's important that you're honest and say "hey can I read the section in this book" or "let me see an example" because we are all humans and we tend to forget things. Be patient. There are gonna be people that are super nice or people that are gonna be rude but it is your job to help them no matter what and to be empathetic because they are frustrated and sometimes will take that frustration out on you. Most importantly, don't be afraid to ask other tutors for help. I found myself asking for second opinions when I didn't feel comfortable with material I never learned and such." MARIAN OROZCO '17

"My best piece of advice would be to understand that the students don't expect you to be an expert, so confidently bring what you have to the table. It will still probably be helpful to the student no matter what." MONICA LAMIRAND '16

"Don't get too upset if you don't remember how to do a problem." ALEC HAMAKER '16

"Ultimately, the effectiveness of a tutor is found in his or her ability to flexibly engage the tutee, but the following is a series of steps that can help the tutor elucidate learning styles while identifying the progress of the tutees understanding of the material:

"The first task is to identify the troublesome material. It may well be that the tutee happens to be stuck on one problem and will have no trouble maneuvering through the material after that. Ask about the difficulties and you'll be able to identify more from there. If the tutee is just generally struggling, look to give a summary of the chapter or section, pausing frequently for questions. Watch the eyes of the tutee to make sure they're following your explanation, as he/she may simply not know how to phrase a question and, hence, will choose not to ask.

"After covering the material in general, ask the tutee to work through a problem. Choose a problem that is similar to one that will be found in the assignment, but has not been formally assigned. If the student struggles, refer them to an example in the book and walk them through that. If the tutee still struggles, take note of the first step that causes difficulty. It may be that, though he or she understands the concepts of the current chapter, the foundational mathematical mechanics are not as familiar (stoichiometry can be forgotten). This problem solving process is a great opportunity to gain an understanding of the tutee's style of learning. Look to cater your guidance to their style, without compromising the quality of understanding, to the best of your ability. Non-homework problems are a good choice because you can work through the problem as an example if a full walkthrough is required. An explanation of each step should help them as you look to work the tutee through another problem.

"Should you find that you are trying to aid many students at the same time (as in a review session format), gauge your assistance by the amount of time you have. Answering direct questions is the most valuable step and done if the group is not too large. In cases of small amounts of time, look to do one comprehensive problem that covers techniques from throughout the chapter (often found near the end of a problem set). With more time, pull a difficult problem from each section of problems. Given a ridiculous abundance of time, provide a brief overview of each section with the associated problem. If you seem to lose your audience in an explanation, look for understanding of each individual step. If this still poses a problem, work through easier problems to build up the backbone of their knowledge, rather than provoking them to flex what knowledge they have.

HANOVER COLLEGE CALENDAR 2017-18

FALL TERM 2017

August Experience for First-Year Students………………………………..Sun., Aug. 27-Sun., Sept. 3
Residence Halls open for continuing students – 8:00 a.m…………………………….Sunday, Sept. 3
Classes begin – 8:00 a.m………………………………………………………….Monday, Sept. 4
Dates for change of registration (Drop/Add)………………………..Mon., Sept. 4-Fri., Sept. 8
Fall Convocation – 3:30 p.m……………………………………………………Thursday, Sept. 7
Homecoming…………………………………………………………….Saturday, Oct. 14
Mid-term grades due – 4:00 p.m……………………………………………Monday, Oct. 16
Fall Break begins at close of class day…………………………………………….Friday, Oct. 20
Classes resume……………………………………………………………..Wednesday, Oct. 25
Academic Advising Period……………………………………………Wed., Oct. 25-Fri., Nov. 3
Online Registration for Winter/Spring 2018………………………..Mon., Oct. 30- Fri., Nov. 3
Last day for discretionary withdrawal from class – 5:00 p.m…………………….Friday, Nov. 3
Schedule confirmation week (Drop/Add)………………………….Wed., Nov. 15-Tues., Nov. 21
Thanksgiving Break begins at close of class day……………………………….Tuesday, Nov. 21
Classes resume – 8:00 a.m………………………………………………Monday, Nov. 27
Classes end at close of class day……………………………………………….Friday, Dec. 8
Examination Week…………………………………………………Mon., Dec. 11-Fri., Dec. 15
Christmas Break begins at 5:00 p.m………………………………………………Friday, Dec. 15
Grades due at 12:00 noon………………………………………………Tuesday, Dec. 19

WINTER TERM 2018

Classes begin – 8:00 a.m…………………………………………………………..Monday, Jan. 8
Dates for change of registration (Drop/Add)………………………….Mon., Jan. 8-Fri., Jan. 12
Senior comprehensive examinations……………………………………….Saturday, Feb. 10
Last date for Sophomores to declare a major……………………………………….Friday, Feb. 23
Winter Break begins at close of class day………………………………………….Friday, Feb. 23
Mid-term grades due – 4:00 p.m………………………………………….Monday, Feb. 26
Classes resume – 8:00 a.m………………………………………………..Monday, Mar. 5
Last day for discretionary withdrawal from class – 5:00 p.m…………………….Friday, Mar. 9
Senior comprehensive examinations……………………………………….Saturday, Mar. 10
Academic Advising Period……………………………………..Wed., Mar. 7-Fri., Mar. 16
Online Registration for Fall 2018………………………………..Mon., Mar. 12-Fri., Mar. 16
Schedule confirmation week (Drop/Add)………………………….Mon., Apr. 2-Fri., Apr. 6
Senior Induction Celebration……………………………………………………Friday, Apr. 6
Honors Convocation – 3:00 p.m……………………………………………Thursday, Apr. 12
President Honors the Arts – 7:30 p.m……………………………………Thursday, Apr. 12
Classes end at close of class day……………………………………………Friday, Apr. 13
Examination Week………………………………………….Mon., Apr. 16-Fri., Apr. 20
Spring Break begins – 5 p.m……………………………………………….Friday, Apr. 20
Grades due 12:00 noon………………………………………………Tuesday, Apr. 24

Classes begin – 8:00 a.m……………………………………………………………..Monday, Apr. 30

Dates for change of registration (Drop/Add)………………….……………Mon., Apr. 30-Tues., May 1

Last day for discretionary withdrawal from class – 5:00 p.m……………………………...Friday, May 11

Senior "must report" grades due 12:00 noon………….………………………...Thursday, May 24

Classes end at close of class day………………………………………………………..Friday, May 25

Baccalaureate and Commencement Saturday,…………………………………………………….May 26

All grades due 3:00 p.m………………………………………………………Tuesday, May 29