



The Skills Source

Volume 5, Issue 2

“It is only as we develop others that we permanently succeed.” — Harvey S. Firestone,
Founder of the Firestone Tire and Rubber Company

Spring 2009

Academic Skills Center (ASC) Mission

To assist students in becoming independent, efficient, and confident learners

Helping Your Students Prepare for Finals

As your students approach final exams, consider taking 20-30 minutes in class to have them do some basic preparation for a “final exam study plan.” Research shows that students who are proactive about planning out their study schedule have an easier time getting started (they know exactly what they have to do and when), and they are more likely to complete the work. The more prepared students are, the less stress they’ll experience during exam time.

Step One: What is your present situation?

Consider the grades that you’ve received so far and their relative weights. List each class and your overall grade in each as you approach final exams.

Step Two: What work needs to be done?

List what work remains in each class and include estimates of how much time will be needed for each step.

Step Three: What will your tests be like?

Cumulative final exam? Last test? Find out what you’ll be tested on and the format of your final.

Step Four:

- Rank your courses according to how important each one is in terms of the final grade desired and/or in terms of the importance of that final grade. For example, courses in your major, higher credit courses, or courses where extra effort may positively affect the grade might be ranked higher.
- Keeping in mind information from the previous steps, write in a REALISTIC grade-goal for each course.

Step Five:

Plan a TENTATIVE study schedule for the remainder of the semester by doing the following:

- Cross out all hours unavailable to you for studying (class hours, job hours, meals, fun, etc.)
- Indicate all your exam times and their locations on the schedule for finals week.
- Allot study hours for each course. You will have to make decisions based on work that needs to be done and your ranking above. Remember to be realistic. You cannot study every waking hour without burning out, and you must allow time for “have to’s” like jobs and other commitments.
- In general, it is better to overestimate how much time you will need. So add a “fudge factor” to your estimate, say approximately 30-50% more than your most optimistic estimate. Usually you will end up using the extra time.

A study schedule is not intended to be the final plan but rather a rough estimate of how events will occur. No plan can predict every factor perfectly, but this kind of plan gives a starting point and a way to know roughly what needs to be done to reach your goals.



A Tutor's Perspective

by *Danielle Alba*
Science and Math Tutor



In my opinion, the Academic Skills Center is an extremely positive place on campus for both tutors and tutees. I believe it provides a place where students have access to non-judgmental, free tutoring as well as a place of employment for the tutor which supports his or her own academic lifestyle. My experience has been that the coordinators there

create an atmosphere of respect where students are free to ask for assistance in course material and tutors are never asked to sacrifice their commitment to their own coursework in order to have employment. This alone makes working at the center a valuable asset.

I find tutoring for the UWEC campus Academic Skills Center to be both stimulating and rewarding. Throughout the day I am practicing my communication skills in both Math and Biology, trying to find new ways to explain concepts to tutees, helping in not only his or her understanding of the subject, but also the retention of material. Because of this, I myself am constantly reviewing and reapplying my own knowledge of material which I have studied in these courses, giving me an edge over others in my major. Working for the center also gives me opportunities to build relationships with past professors, whose classes I now tutor. It is hard work, but it is also rewarding to see success in tutees as well as to build my own confidence in the material.

ASC Tutors Needed for Fall 2009

The ASC hires students for a variety of tutoring areas. Tutors must be in good academic standing, with grades of "B" or better in courses related to areas they wish to tutor. Potential tutors must also possess good communication skills and have good rapport with their peers.

Applications are available on our website.

Students gain **excellent experience** as peer tutors. A deeper understanding of processes, learning strategies, and content areas is helpful for any career.

Our program is nationally certified by the College Reading and Learning Association (CRLA).

Skills Tutoring

The ASC provides learning strategies tutoring in the areas of mathematics, reading and study skills, and writing. Tutoring is also provided for permanent resident students for whom English is not their native language. In addition, the ASC has grant funded tutoring for students with documented disabilities, U.S. multicultural students, and Student Support Services grant participants.

Course Tutoring

- ◆ Communication Sciences and Disorders 101, 102
- ◆ French 101, 102, 201, 202
- ◆ German 101, 102, 201, 202
- ◆ Spanish 101, 102, 201, 202
- ◆ Biology 100, 110, 111, 130, 151, 214
- ◆ Chemistry 103, 104, 150
- ◆ Economics 103, 104, 201
- ◆ Geography 104
- ◆ Math 010, 020
- ◆ Physics 100, 211, 212

Academic Skills Center
2112 Old Library
(715) 836-4421

Hours:
Monday-Friday
8:00 am to 5:00 pm



Our Staff

- ◆ **Andrea Gapko**, ASC Director, Mathematics Coordinator, Science Coordinator
- ◆ **Faith Pawelski**, Developmental Education Instructor, Intake and Tutor Training Coordinator
- ◆ **Patti See**, Coordinator for Specialized Tutoring Programs, Developmental Education Instructor
- ◆ **Linda Spaeth**, ASC Assistant Director, Coordinator for Reading/Study Strategies and Foreign Language, Developmental Education Coordinator, and Director of Collegiate Bridge Program
- ◆ **Patricia Stoffers**, Coordinator for English as a Second Language Tutoring and the Commanding English Program, Developmental Education Instructor
- ◆ **Kimberly Vlcek**, Program Assistant