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LRC

LETTERS

TRANSFORM THE WAY YOU LEARN

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# Online Tutoring

**T**he LRC offers synchronous (live) online tutoring through Zoom.

**Subject Tutoring** provides one-on-one and small group tutoring through an online appointment and drop-in basis for courses in math, science, engineering, business, social sciences, liberal arts, etc. (courses other than reading and writing)

**Writing Center** offers one-on-one and small group tutoring on essays, application letters, memos, reports, research papers, and other assignments. The Writing Center offers these services through an online appointment and drop-in, or you can submit your papers online via Blackboard.

**Academic Skills** offers one-on-one tutoring on academic skills (time management, note-taking, study skills, etc.) and the development of learning strategies.

To schedule an appointment students can:

**1) Schedule through CPP Connect**

- ❑ Log into CPP Connect student portal, click on “Get Assistance” bar on right side of screen
- ❑ [Click](#) to watch step-by-step tutorial

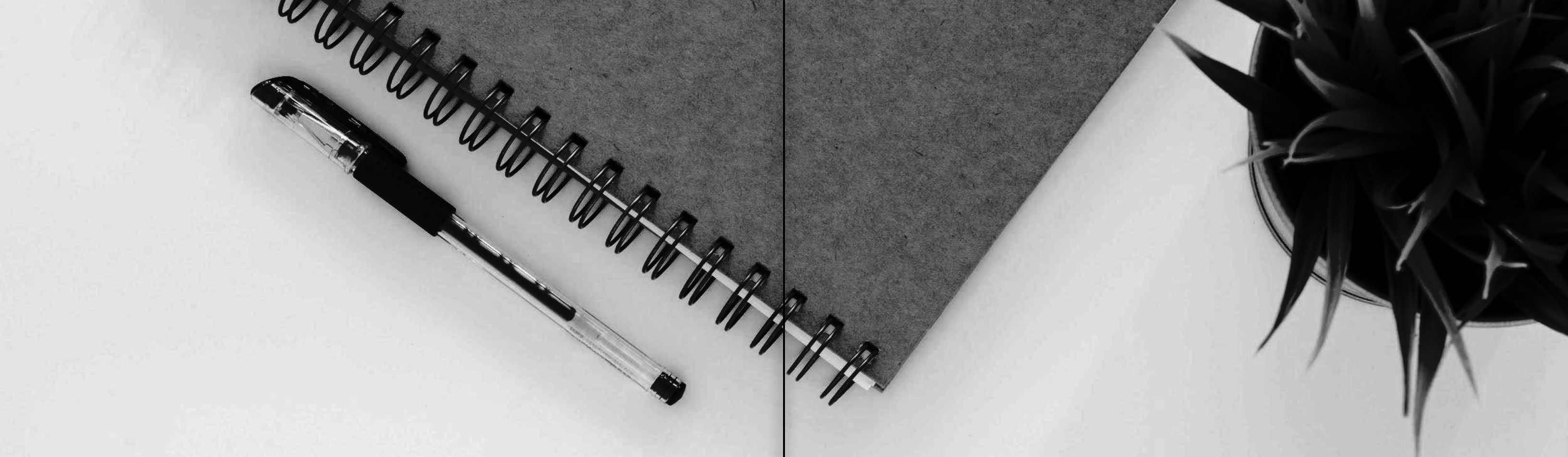
OR

**2) Email [lrcscheduling@cpp.edu](mailto:lrcscheduling@cpp.edu) to schedule an appointment or for questions**

# Supplemental Instruction

**S**upplemental Instruction is an academic support model developed by Dr. Deanna Martin at the University of Missouri–Kansas City (UMKC) in 1973 that uses peer-assisted study sessions to improve student retention and success within targeted historically difficult courses. The SI program provides peer support by having students who succeeded in traditionally difficult academic courses help other students complete these courses. SI is a non-remedial approach that provides regular review sessions outside of class in which students work collaboratively by discussing readings, comparing notes, working together to predict test items, and sharing ideas for improving class material. Courses selected for SI tend to be “gatekeeper” courses for first and second year students—generally those classes that have a 30% or higher proportion of students who receive a “D”, fail, or withdraw (the *DFW* rate) from the course. Out-of-class review sessions are led by “SI leaders,” students who took the class already and did well. SI leaders attend all class lectures, take notes, and act as models to those currently taking the course. The SI model is used for selected courses at the undergraduate, graduate, and professional school levels, and has been adopted by colleges and universities in the United States and internationally.

If you are faculty and would like to request an SI for your class please fill out the faculty request form below: <https://forms.gle/BAyP434SNV9kLb4Z9>



# Academic Skills

## The Study Cycle

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In this feature of Academic Skills, learn about “The Study Cycle” and how to incorporate it into your routine as a student. “The Study Cycle” is discussed in Sandra Yancy McGuire’s book, *Teach Yourself How to Learn*, upon other studying strategies.

### THE STUDY CYCLE

1. **PREVIEW** - Preview the material BEFORE class, note headings, main points, summaries, and any questions you have.
2. **ATTEND** - Attend Class! Be present, take careful notes, participate and ask questions.
3. **REVIEW** - Review new material and notes right after class, organize your notes, and fill in any gaps. Write down any questions you may have.
4. **STUDY** - Visit and revisit your notes and information, repetition is key! Set aside 3-5 short sessions a day to look over and review notes. At the end of the week, review notes and make connections between new and older material. Ask yourself the “why”, “how”, and “what if” of the material.
5. **ASSESS** - Assess your learning, and if your learning habits are effective. Ask yourself if you know the material enough to teach it. What changes do you want to make moving forward to better optimize your time.



**FACULTY & STAFF**  
SPOTLIGHT

RECOGNIZING THOSE WHO MAKE OUR CAMPUS A COMMUNITY



**Denise Garretson,  
M.S., M.Ph.**

**LRC Subject Tutoring Coordinator**

Math and Stats Department Lecturer

**D**enise has been working as the LRC Subject Tutoring Coordinator for four year and as a part-time math lecturer for 11 years.

With the transition to online learning, both faculty and students have had to adjust to the unforeseen changes. Denise described student participation as one of the hardest obstacles she has encountered through Zoom learning,

**“So far, attendance has been great, but it is difficult to keep track of who is participating since I cannot see all the breakout rooms at once. They are completing the activities, which is what I was hoping for.”**

As for working at the LRC, Denise said the main focus has been to get the word out to students that they are still open and assisting students through virtual tutoring.

**“We have an Instagram account and connections with other departments, but with the onslaught of emails we all receive now that we are remote, I know it is easy to get swept under the rug.”**

**Advice to navigate online school:**

- 1) Take breaks from the computer
- 2) Keep a calendar and write down all the due dates
- 3) Schedule out your homework time for each class
- 4) Attend Class
- 5) Do not be afraid to ask questions
- 6) Start going to tutoring now, to keep your grades up



**Tracy McDonald,**

**LRC Director**

Math and Stats Department Lecturer

**T**racy is in her 28th year at CPP. She started as a Graduate Teaching Associate in the Math and Stats Department, then joined the lecturer pool once she completed her Master’s Degree in Applied Mathematics. Several years later, Tracy became a full-time lecturer. In 2010, she joined the LRC as the MaSH Director and in 2012 accepted the position of LRC Director.

Tracy has found student engagement and interaction to be one of the harder obstacles to face.

**“Aside from the technological barriers that some are facing, I feel the lack of engagement has made virtual learning very difficult. As a faculty member, I am striving to build a community for my students, but I think students are becoming Zoom and Blackboard fatigued.”**

**The in-person experience is not one I will ever take for granted again. I relied on seeing my students', student assistants', and tutors' faces to gauge how they are doing. I value the opportunity to interact with them and provide a space for them to interact with each other.”**

**Advice to navigate online school:**

**“Know you are not alone in this. We are all struggling during this time to find and maintain our stride. We have incredible support systems through CPP (advisors, CAPS, faculty, IT, Bronco Cares,...) and each other. If you are struggling in a class, seek out study partners (fellow classmate, tutor, peer mentor). At CPP, we learn by doing. We are all learning to thrive through a pandemic together. We will stumble, but we will learn from it and succeed together!”**

# LRC Spotlights



**Yahia Haggag**  
Aerospace  
Engineering

## 2020-2021 President's Scholars Award

Yahia is part of the selected 26 students who have been recognized for their exceptional student achievements at CPP.

Co-curricular activities Yahia was involved in included his work with tutoring and supplemental instruction with the LRC and MEP; his leadership role with Northrop Grumman, Collaboration Project, and Sigma Gamma Tau Aerospace Engineering Honors Society.

## Recipient of the Joe Perdue Scholarship

Irina is a recipient of the Joe Perdue Scholarship, available to the students through the Club Management Association of America (CMAA), which is an organization that unites all professional private (golf/business/social) club leaders.

In addition to Irina's work as a Subject Tutor at the LRC, she has served as a Hospitality Management Council e-board member for two years.

**"I am very grateful to CMAA and appreciate their support of my and many other Hospitality Management students' education!"**

## Recipient of the John Friedman Memorial Scholarship

Noha is the recipient of the John Friedman Memorial Scholarship from the College of Science.

In addition to working at the LRC as a Subject Tutor, and Learning Strategist, Noha is a TA for two College Algebra Stretch classes and is assigned for a Trig class in the Spring semester.

**"I am very grateful for the scholarship I received, and being a TA this semester is a beautiful experience. I love working with the students and being able to help and support them"**

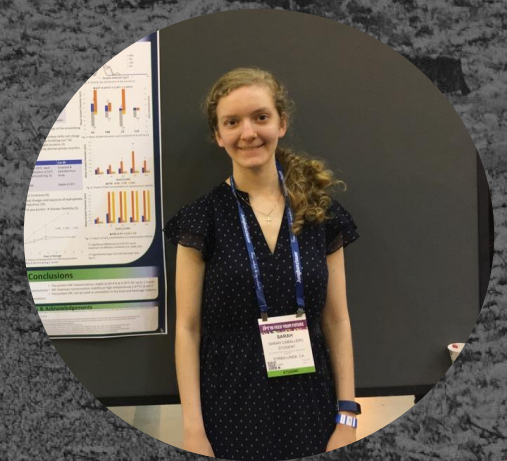
## Research Publication in the Journal of Food Chemistry

Sarah's first research article was published in the Journal of Food Chemistry. Her accomplishment was the result of her undergraduate research and work from her Capstone Project for the Kellogg Honors College.

The end result of Sarah's publication found that **"Modifying pea protein with the browning reaction significantly improved its emulsifying properties and stability. This suggests that pea protein stabilized emulsions could be a viable alternative to casein stabilized emulsions in foods and beverages."**



**Noha Abdulhadi**  
B.S.  
Pure Mathematics



**Sarah Caballero**  
B.S., M.S.  
Food Science and  
Technology





This is the place to share any and all questions, comments, and concerns about academic skills. All questions are submitted by CPP students and answered by the LRC's Learning and Development Coordinator. To submit a question, [CLICK HERE](#).

# 01

## HOW DO I PREPARE FOR A TUTORING SESSION?

Before talking about how to prepare, it's important to understand what tutoring is and isn't.

Tutoring is a tool that can strengthen your understanding of concepts covered in class.

Tutoring is not homework help or a class lecture.

With that out of the way, let's go over a few things you can do to get the most out of your session:

- **Have specific questions for your tutor**--phrases like, "I don't get any of this" are likely to leave you both feeling overwhelmed.
- **Review your textbook and notes before coming in.** Tutoring should not be the first thing to try when you feel stuck. Get as far as you can on your own so that you can tell the tutor exactly what you need.
- **Put in effort.** A good tutor never gives away an answer, which means you should be prepared to put your brain to work.

I hope this helps. If you have any other questions about how to prepare or what to expect during a session, please send an email to [lrc@cpp.edu](mailto:lrc@cpp.edu) or schedule your appointment today by emailing [lrcscheduling@cpp.edu](mailto:lrcscheduling@cpp.edu) or visit our website: <https://www.cpp.edu/lrc/>

## 02

### WHAT'S THE BEST WAY TO BALANCE STUDYING FOR MULTIPLE FINALS?

It can be tough to balance multiple finals at once, but with a little goal-setting and prioritization, you will find yourself breezing through finals week.

First things first, it is important to assess your strengths and weaknesses in each class. Which ones pose the biggest challenge and which do you feel least prepared for? Prioritize studying for your more difficult finals over the easier ones.

Next, space out your study sessions. It is important to know that five 1-hour study sessions across two or three days is way more effective than one 5-hour study session the night before an exam. Using this technique not only helps you feel less stressed and makes studying more manageable, it makes the content stick more strongly in your brain by reducing cognitive overload (feeling overwhelmed) and increasing retention through a process called spaced repetition.

Lastly, set some goals for your finals. Is the goal to get an A on every exam and is it realistic? Is it your goal to prepare as if you were going to teach the class next semester or to feel confident that you will pass the course? By establishing goals, you will find yourself better able to stay on track and will give you a clear sense of direction.

## 03

### HOW DO I STAY MOTIVATED IN THE COURSES THAT I'M NOT PARTICULARLY INTERESTED IN?

I can be honest and share that I felt this way about several of my general ed. courses. I understood that taking courses I wasn't interested in made me a more well-rounded learner, but it was a struggle to stay motivated.

Here are some tips that worked for me:

- **Focus on the big picture.** It's easy to get bogged down midway through a semester with content that doesn't excite you. Instead of focusing on the class as the end goal, think of your degree. Each class is one step closer to your goals of graduation and becoming a professional.
- **Make connections to courses that are interesting.** Nothing you are learning is isolated to one area of study. Everything you are learning can be tied back to your major or career goals, somehow. It's your job to find those connections through critical thinking, analysis, etc. If a connection doesn't exist, then make one. Sounds like a Ph.D. dissertation in the making to me...
- **Ask yourself, "What would I change if I were teaching the course?"** Maybe you would incorporate more visuals or create more opportunities for interaction. Great. Find ways to incorporate your suggestions (in and out of the classroom) and make the course more interesting for yourself.

**THE ACADEMIC SKILLS TEAM**

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**FEATURED PROGRAMS**

Learning Resource Center  
Bld. 15-Rm. 2921, (909)869-3502

<https://www.cpp.edu/lrc/>

Email: [lrc@cpp.edu](mailto:lrc@cpp.edu)

For appointments email:  
[lrcscheduling@cpp.edu](mailto:lrcscheduling@cpp.edu)