

LRC  
**LETTERS**

TRANSFORM THE WAY YOU LEARN



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## LRC Leads the Way By Introducing Online Tutoring

*Sarah Caballero*

If the highlight of your tutoring sessions is filling the whiteboard with marker ink, you're going to love drawing with the sleek iPad stylus during our brand new online tutoring option. Combining the web-writing coolness of Khan Academy with the face-to-face personalization of tutoring, Zoom.com offers the perfect opportunity to expand our services to off-site students. After experimenting with the University's Zoom.com subscription and working out the kinks,

subject tutors have launched the online option, as well as published detailed usage manuals for both tutors and tutees.

Tutees and tutors meet face-to-face through video chat and can subsequently share a digital whiteboard, reflecting the structure of a traditional tutoring session. Currently, online tutoring is appointment only, with a same-day scheduling option. If a tutee wishes to schedule an asynchronous meeting with the writing center, they should email the LRC at [lrcscheduling@cpp.edu](mailto:lrcscheduling@cpp.edu) and request an online appointment.

Upon booking an online appointment, tutors are advised to log-in to Zoom.com 5-10 minutes in advance and wait for the tutee. Meanwhile, tutees are sent their assigned tutor's unique meetingID in the appointment confirmation email. Tutees join using this ID, and their tutor welcomes them into the online "meeting room." We hope that diversifying our services through online tutoring will continue to broaden the population we are able to reach.

# 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**



# Drop into a Workshop

## PHY 1510

Zoom Link: <https://cpp.zoom.us/j/87574062530>

- ❑ 4/13/21, 4:00 p.m.-4:50 p.m.
- ❑ 4/20/21, 4:00 p.m.-4:50 p.m.
- ❑ 4/27/21, 4:00 p.m.-4:50 p.m.
- ❑ 5/04/21, 4:00 p.m.-4:50 p.m.
- ❑ 5/11/21, 4:00 p.m.-4:50 p.m.

## STA 1200

Zoom Link: <https://cpp.zoom.us/j/88339258413>

- ❑ 4/08/21, 2:30 p.m.-3:50 p.m.
- ❑ 4/29/21, 2:30 p.m.-3:50 p.m.
- ❑ 5/13/21, 2:30 p.m.-3:50 p.m.

## CHM 1210

Zoom Link:

<https://cpp.zoom.us/j/87247657064>

- ❑ 4/13/21, 12:00 p.m.-12:50 p.m.
- ❑ 4/20/21, 12:00 p.m.-12:50 p.m.
- ❑ 4/27/21, 12:00 p.m.-12:50 p.m.
- ❑ 5/04/21, 12:00 p.m.-12:50 p.m.
- ❑ 5/11/21, 12:00 p.m.-12:50 p.m.

## CHM 1220

Zoom Link: <https://cpp.zoom.us/j/85921578890>

- ❑ 4/13/21, 12:00 p.m.-12:50 p.m.
- ❑ 4/20/21, 12:00 p.m.-12:50 p.m.
- ❑ 4/27/21, 12:00 p.m.-12:50 p.m.
- ❑ 5/04/21, 12:00 p.m.-12:50 p.m.
- ❑ 5/11/21, 12:00 p.m.-12:50 p.m.

## MAT 1060

Zoom Link: <https://cpp.zoom.us/j/86851193943>

- ❑ 4/13/21, 12:00 p.m.-12:50 p.m.
- ❑ 4/20/21, 12:00 p.m.-12:50 p.m.
- ❑ 4/27/21, 12:00 p.m.-12:50 p.m.
- ❑ 5/04/21, 12:00 p.m.-12:50 p.m.
- ❑ 5/11/21, 12:00 p.m.-12:50 p.m.

## MAT 1150

Zoom Link: <https://cpp.zoom.us/j/3459275082>

- ❑ 4/13/21, 12:00 p.m.-12:50 p.m.
- ❑ 4/20/21, 12:00 p.m.-12:50 p.m.
- ❑ 4/27/21, 12:00 p.m.-12:50 p.m.
- ❑ 5/04/21, 12:00 p.m.-12:50 p.m.
- ❑ 5/11/21, 12:00 p.m.-12:50 p.m.

For the full list of dates, times, classes, and Zoom links check out:  
<https://www.cpp.edu/lrc/our-services/workshops.shtml>



# HAPPY HOUR

**The LRC Happy Hour is a drop-in opportunity for students, along with their classmates and students from other sections, to work with each other to study, review concepts, and complete homework. A tutor is available to answer questions and provide guidance.**

- ❑ CHM 1210, Fridays, weeks 2-15, 4:00 p.m.-4:50 p.m., <https://cpp.zoom.us/j/86437751286>
- ❑ MAT 1050/51/52, Fridays, weeks 2-15, 4:00 p.m.-4:50 p.m., <https://cpp.zoom.us/j/88039479689>
- ❑ PHY 1510, Fridays, weeks 2-15, 4:00 p.m.-4:50 p.m., <https://cpp.zoom.us/j/86168064634>
- ❑ PHY 1520, Fridays, weeks 7-15, 4:00 p.m.-4:50 p.m.
- ❑ STA 1200/01/02, Fridays, weeks 2-15, 4:00 p.m.-4:50 p.m., <https://cpp.zoom.us/j/89202404624>
- ❑ PSY 3307, every other Friday, April 9, 23, & May 7, 4:00 p.m.-4:50 p.m., <https://cpp.zoom.us/j/81712909478>



# Academic Skills Workshops

## Time Management

- ❑ 4/07/21, 2:00 p.m.-3:00 p.m.  
Zoom code: <https://cpp.zoom.us/j/89022691952>
- ❑ 4/27/21, 4:00 p.m.-5:00 p.m.  
Zoom code: <https://cpp.zoom.us/j/89046024625>

## Study Skills

- ❑ 4/15/21, 2:00 p.m.-3:00 p.m.  
Zoom code: <https://cpp.zoom.us/j/89022691952>

## Virtual Learning

- ❑ 4/20/21, 4:00 p.m.-5:00 p.m.  
Zoom code: <https://cpp.zoom.us/j/81651083771>

## Preparing for Finals

- ❑ 5/06/21, 12:00 p.m.-1:00 p.m.  
Zoom code: <https://cpp.zoom.us/j/5925497584>

For the full list of dates, times, classes, and Zoom links check out:  
<https://www.cpp.edu/lrc/our-services/workshops.shtml>

# Embedded Tutoring

Embedded Tutoring consists of a tutor sitting in class, taking notes, and acting as a model student for the class. The notes are used to review and prepare for tutoring. The tutor will hold drop-in tutoring specifically for the students in the class that the tutor sits in. Students are welcome to sit in the room and do homework until they have a question or come in with questions or your essay prepared.

## Classes with Embedded Tutoring

PHY 1520

HST 2202

ENG 1100

ENG 1101



# HOW DO YOU LEARN?

## QUESTION OF THE MONTH



**Yosuf Mayar**  
Mechanical Engineering

“Revisit all example problems and any difficult homework problems covering the entirety of the course content. This is a good tip for students whose classes are mainly problem based like math/physics/engineering. It usually helps to start at least a week in advance.”

“Make a schedule weeks before finals that include study time, breaks, and office hours. Set your own deadlines for projects and studying to prevent last minute cramming and burnout. Give yourself rewards that will motivate you to stick to the schedule. Good Luck!”



**Hazar Eldick**  
Liberal Studies

How do you prepare for finals?



**Nery Rene Coton**  
Master of  
Business  
Administration

“Preparation is key. Review all your notes and materials available. Ask questions if you don’t understand a concept and try to understand the concept by putting the meaning in your own terms and not just memorize. Start early! Time management is crucial. Give yourself enough time to cover all of the material not just what is in the study guide. The more time you invest in the material the more confident you will feel during the exam.”

“Make sure you give yourself enough time to study and relax. Start reviewing at least one week in advance, and add fun activities in between, such as working out, drawing, or even playing a game. You learn the material better when you are relaxed and happy than when you are stressed and pressured. College is a fun journey if we make it fun to learn.”



**Carlos Rivera**  
Mechanical  
Engineering



A S K

T H E

L R C

This feature explores academic skills to help students navigate the new transition to virtual learning. [“How to Study for an Online Test”](#) is a segment from Edward Coronado’s Youtube channel. For more videos, [click here](#).

## HOW DO I STUDY FOR AN ONLINE TEST ?

The transition to virtual learning has come with new challenges, one being online test taking.

A bulk of how we study is dependent on memorization. However professors are aware that students have their notes, textbook, and internet now at their disposal. Test questions have become more application based that go beyond surface level learning and memorization.

**“Studying is the process of taking the information and content from all these different sources (class, textbook, homework) and putting them all together in a way that makes sense for you”**

The next page includes Edward’s Six-Step Study Cycle that can be implemented into your study schedule. With finals approaching, this cycle is broken into 50 minutes to optimize studying time and productivity.

# 01 GATHER MATERIALS

Gather all of your materials before starting the session, to get the most out of it.

**Bring** a physical notebook, writing utensils, textbook, notes, timer, and water/coffee

**Put away** any distractions (phone, computer, etc.)

Before beginning, identify 1 or 2 topics to focus on in this session.

# 02 ACTIVE RECALL (10 minutes)

Set a timer for 10 minutes, and write down everything you know about the topic (ideas, formulas, dates, etc.). Make note of what you don't remember.

**"Active recall is the process of pulling information directly from your brain, completely unassisted"**

Write in the notebook, and reduce your screen time as much as possible. Your brain and eyes will thank you.

# 03 FILL IN CONTENT "GAPS" (20 minutes)

Set a timer for 20 minutes, and fill in any gaps of understanding from Step 2.

Turn to your textbook and notes to better understand the topics that were unclear. Read them **critically**, line by line instead of skipping and skimming through sections. This step is allotted the most time, go slow and take your time.

# 04 CONSUME NEW CONTENT (10 minutes)

Set a timer for 10 minutes, and search for new resources related to the topic.

Examples include Youtube videos, university research, or any credible source that pertains to your topic.

This step will allow you to see the material from alternative perspectives.

# 05 ASK "SO WHAT?" (5 minutes)

Set a timer for 5 minutes, and ask yourself the following questions,

- "What are the overarching implication of this topic?"
- "Why does it matter to this field of study?"
- Now create your own questions pertaining to the topic

As you continue to master a topic, challenge yourself and expand the length of this step.

**"You're learning how to think about the information that you're learning in class"**

# 06 ASK "WHAT'S NEXT?" (5 minutes)

Set a timer for 5 minutes, and reflect on the study session.

Feel more confident? Are there still holes?

Make a plan for your next study session, and take note of areas you'd like to focus more on.

# ZOOM FATIGUE & HOW TO AVOID IT

## What is Zoom Fatigue

Have you ever logged off of your last Zoom call of the day and felt completely drained? Then you have experienced Zoom Fatigue.

With almost everything being virtual now, we sit in front of a computer and log onto Zoom for anything and everything. From classes to club meetings to even doctor appointments, we are able to attend from the convenience of our computers. However sitting in front of a screen all day has had its drawbacks.

Our eyes are exhausted from staring at a computer. We are isolated and get our social fix through a screen. There's the need to fill silence that otherwise would have been ok in person. The list goes on, but there are ways to combat this feeling of exhaustion.

Turn off your self-view camera. You're not followed around by a mirror in real life, that would be weird. Looking at yourself all day can lead to negative emotional consequences and personal judgement.

If possible, schedule your meetings with breaks in between. Use your time OFF the computer, and step outside for some air.

Avoid multitasking and focus on one thing at a time. Trying to complete multiple tasks at once actually cuts productivity. Before a meeting, close extra tabs and put your phone to the side.

Turn your camera off for 5 minutes and keep audio only, during long meetings. Use this time to get up, stretch, drink water, and use the restroom.



**FACULTY & STAFF**  
SPOTLIGHT

RECOGNIZING THOSE WHO MAKE OUR CAMPUS A COMMUNITY



**J**eanne has been part of the College of Business Administration for 21 years. Joining the faculty upon completion of her Ph.D. at UC Irvine, Jeanne has taught courses in Organizational Behavior, Leadership, Internship, Communication and First Year Experience. She is the director of the CBA London Internship Program and advisor to the Cal Poly Chapter of the National Society of Leadership and Success (NSLS). In the last two years, Jeanne has added the role of Dean's Faculty Fellow of Student Success Innovations. This role has included proposing and implementing the Supplemental Instruction (SI) program for several challenging courses in the CBA core. She has created the CBA Leadership Badge, a digital badge which business students earn upon completion of the BroncoLEAD 1.0 series of workshops.

This year, with the campus on virtual mode, her efforts have been focused on the incoming business freshman, many of whom have never set foot on the campus! Through the CBA First Year Experience Course, she has worked to help students feel engaged with the campus and with each other. In January, she will implement a CBA First Year Peer Mentor program, where continuing students will provide mentorship and engagement opportunities to students in their Freshman year in the CBA.

**Challenges to transitioning to online learning** “This has been a challenge for both students AND faculty. Faculty were fortunate to have training during the summer to

## Dr. Jeanne Almaraz she/her/hers

Professor, Management and  
Human Resources Department

Dean's Faculty Fellow of Student  
Success Innovations

College of Business  
Administration

help us prepare, but the reality always brings surprises. My classes included mainly first-time freshman. Building activities so that they could interact with each other and begin to navigate the campus, even though they were not there physically, was a difficult challenge. Students are trying very hard to be engaged in the campus, but issues like technology, family matters, financial worries and work schedules seem to be greater intrusions on the success of many students this semester.”

### Jeanne's Advice to Navigating Online School:

**1.** Write out your goals for attending school. Post them where you see them everyday. This will help keep you focused on the importance of your studies.

**2.** Build a structure into your daily routine and keep to it. Many students are taking naps and staying up late on their technology, losing focus on why they are in school. Structure makes it easier to be successful.

**3.** Start building your network – sit in on a few club meetings. Find a club that you enjoy and start interacting with the other club members. Reach out to other students in your classes and build study groups. Go to the office hours of your instructors – get to know them and ask questions. You will get out of it what you put into it, so try to get out of your comfort zone!

**4.** Develop your communication skills. Written and verbal communication will be critical assets for you. Communicating effectively in this virtual environment will add value to your resume and your job skills.



**F**rank has been working at Cal Poly Pomona for 12 years. Dr. Bryant received his Ph.D. in Marketing from New Mexico State University and an M.B.A. and undergraduate degree from Florida A&M University. He is currently an associate professor at Cal Poly Pomona. Dr. Bryant's primary teaching and research interests have been in advertising, consumer behavior, sales promotions and marketing education.

He has published in the following journals: International Journal of Marketing Studies, Journal of Advertising Education, Journal of Global Business, Journal of Immigrant and Refugee Studies, and the Journal of Marketing for Higher Education.

As much as virtual learning has been an adjustment for students, our faculty have also been adapting to the unforeseen changes. As it has been a full year since online learning, professors are still playing with new ways to keep students engaged and motivated.

*What do you anticipate being the most difficult part of transitioning to online learning this semester?*

**"The most difficult part of transitioning to online learning is developing ways to keep the students engaged in the class each meeting session."**

*What's one piece of advice you would give students regarding how to tackle this semester?*

**"The one piece of advice I would give to students is to turn their cameras on and to be as engaged as possible when they are taking part in online learning."**

**Dr. Frank Bryant**  
he/him/his

PhD, Marketing

Professor, College of  
Business

**Since the university has transitioned to online learning last March, I would say that approximately ten percent of my students in each class have consistently had their cameras on during class.**

**This past October, I attended an online presentation hosted by a student club that showcased a guest speaker from industry.**

**Interestingly, I observed that most of those students that I recognized from my classes who consistently did not have their cameras on in my classes, had their cameras on at that online presentation.**

**For me, there are students who I identify, those who I acknowledge and those who I remember. By taking roll in class, I can identify a student.**

**By responding to a student's question in class, I can acknowledge a student. By having interactions with a student in class, I can remember a student especially if I see a face when we are interacting.**

**In the end, students can have influence over the degree to which they are remembered and being remembered by instructors has its advantages. I would like to urge students to find out what those advantages are for themselves. Perhaps for those students who do decide to inquire about those advantages with their instructors, the process of those students being remembered by their instructors can begin. And students, don't forget to have those cameras on when you ask your instructors!"**

# Academic Skills

## Ten Strategies to Optimize your Academic Performance:

In this feature of Academic Skills, learn about “The Ten Strategies to Optimize your Academic Performance” and how to incorporate it into your routine as a student. You do not need to implement all ten strategies together, you can pick and choose what works best for you. The Ten Strategies are discussed in Dr. Sandra Yancy McGuire’s book, Teach Yourself How to Learn, upon other studying strategies.

## TEN STRATEGIES

- 1. Previewing** - Preview what you’re about to read.
- 2. Preparing for Active Reading** - Come up with questions that give you a reason to read.
- 3. Paraphrasing** - Stop after each section and summarize what you just read.
- 4. Reading Actively** - Highlight, take notes, create flashcards, concept maps, and outlines.
- 5. Using the Textbook Even if Not Required** - Fills in the gaps with charts, graphs, and supplemental problems.
- 6. Going to Class and Taking Notes by Hand** - Go to every class and paraphrase notes by hand.
- 7. Doing Homework without Using Solved Examples as a Guide** - Use class notes and the textbook to learn how to solve a problem. Deep learning happens during the investigation process.
- 8. Teaching Material to a Real or Imagined Audience** - Become aware of the gaps in your understanding, and areas of confusion.
- 9. Working in Pairs or Groups** - Opportunity to teach and learn from each other.
- 10. Creating Practice Exams** - Reinforce, deepen, and enrich learning.



**THE ACADEMIC SKILLS TEAM**

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**FEATURED PROGRAM**

**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:

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