

Peer Tutoring Program Newsletter

SPRING, 2002

Volume I, Issue 2

**We Invite you to Visit The Peer Tutoring Program
and Quantitative Literacy Center**

in

Christian A. Johnson 223 & 224.

Peer Tutoring Program office hours are 10 to 4:30 Monday through Friday

The Quantitative Literacy Center is open 2-4 p.m. on Sunday

and 7-9 p.m. Sunday through Thursday

In This Issue:

1. QLit. Center Opening and Spring Schedule.
2. Tutors and Tutees Talk About the Tutoring Process.
3. Getting Ready for Finals.

Qlit. Center Open Through Thursday, May 9

The Quantitative Literacy Center in C. A. Johnson 222 & 224 will remain open for drop-in tutoring until the day before classes end.

If you have never been here before, just drop in, and join your fellow students. Come in for help on current assignments, or to start getting ready for finals. See the Spring schedule below.

Spring 2002

Biology: Sunday Afternoon; & Every Night

Chemistry: (Organic) Sunday Afternoon; & Every Night

Economics: Sunday, Tuesday, Thursday Nights

Mathematics: Math 100 - Sun. 2-4; Sunday, Tuesday, Thursday Nights (Room 222)

Math 123 - Sunday; Tuesday, Thursday Nights (Room 222)

Math 113 & 114 - Sunday Afternoon & Every Night

Physics: - Tuesday, Wednesday, & Thursday Nights

Psychology (Stats): Sunday, Thursday Nights (Room 222)

For more in-depth one-on-one tutoring in a specific subject, come to the Peer Tutoring Office in C. A. Johnson 223, or contact Mary O'Neill at x4374, or moneill.

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A Peer Tutoring Program Tutor Speaks:

Dathalinn O'Dea '03

Peer Tutor – Chemistry

I have been a peer tutor in Chemistry for the past year, and I have benefited from this experience in multiple ways. In helping other students to work through challenging problems, understand difficult concepts, and improve their study habits, I have gained a much greater and deeper knowledge of the areas in which I tutor. I have found that being a successful tutor requires having a firm grasp on a subject; I would be unable to help a student work through a difficult practice problem in Organic Chemistry if I did not understand the underlying concepts and course material. In tutoring, it is often necessary to simplify complex ideas and provide explanations that are appropriate to a student's level of understanding; I have found that a tutee benefits most from such explanations when I am comfortable and familiar enough with the subject to explain it in various ways and provide examples. This semester, I am tutoring in Organic Chemistry I, a course that is challenging not only in terms of the material and concepts covered, but also with regard to the level of academic effort and commitment it requires from each student. Tutoring this subject has allowed me to develop greater communication and interpersonal skills; my ability to communicate both effectively and creatively has been enhanced, and tutoring has allowed me to meet other students with similar academic interests, both tutees and other tutors. But perhaps the most rewarding aspect of being a peer tutor is having the sense that other students might benefit from my help and knowledge and might subsequently meet with greater academic success. It is rewarding to feel that my support has helped a student to master a difficult concept, solve a challenging problem, improve their study skills, and gain a greater understanding of a subject. There are thus several beneficial aspects of the peer-tutoring program, not only for the students being tutored, but also for the tutors themselves.

A Tutee Speaks:

Math and Chemistry are two subjects that just don't come naturally to me. I love the professors that I've had but I always feel like I'm struggling just to keep up with the rest of the class; that's where the peer tutoring program comes in. My tutors all seem to know the material inside and out, which is great, but what is more important to me is their ability to explain things in a way that I understand...I guess my brain just works a little differently, or maybe a lot differently than most people because the textbooks and lectures don't make much sense to me. The tutors can show me how to think about the topics in the right way...Dathlin O'Dea is my Organic Chemistry tutor, and she has helped me so much to get through some of the problem sets. She is really careful about not just giving me the answers because she really wants me to understand the material. I am really thankful that Hamilton sponsors the Peer Tutoring Program, because I hear at a lot of other schools you have to pay by the hour for extra help!

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Getting Ready for Finals:

Now is a good time to be preparing for your final exams. Here are some ways you can get ready for your finals:

- 1. Review the syllabus for exam date, time, and location. Ask if there are any changes.*
- 2. Ask the professor for information about the goals for the exam: will it be multiple-choice, essay, short answer, or a combination? Will it cover the whole semester or most recent topics?*
- 3. Should you know facts and details or understand ideas and concepts, or both?*
- 4. Plan for each exam by reviewing class notes and skimming textual readings; make up review sheets with possible questions. If information is missing, try to fill in the gaps. "Cramming" for the exam is not the best way to study.*
- 5. Get a study group going, but only if it doesn't take the place of your own review.*
- 6. Get a good night's rest before the exam; eat sensibly; arrive early to the exam.*
- 7. During exam: Read the exam over quickly, estimating time to spend on each part, making sure you understand the directions. Start with the easiest questions, saving the hardest for later. Jot down key words and phrases right on the exam--these reminders will help to organize your answers before you start to write.*

Good Luck!

As a Hamilton College student you have many kinds of academic support available to you--meet with your Professors, attend Departmental review sessions and tutoring, visit the Writing Center, drop-in to the QLit. Center, and take advantage of the Peer Tutoring Program. Check the Hamilton web under "Academics" for more information about the tutoring programs.

If you have any questions about academic support and services, don't hesitate to call me at x4374, or e-mail me at moneill. I will help you find the kind of support that suits your needs.

Mary B. O'Neill
Academic Support Coordinator