



**Baltimore City Community College**



*Changing Lives...Building Communities*

## CENTER FOR ACADEMIC ACHIEVEMENT

### Faculty Guide to Tutoring Services

BALTIMORE CITY COMMUNITY COLLEGE

# Center for Academic Achievement

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# Center for Academic Achievement

## Baltimore City Community College

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Website: [www.bccc.edu/tutoring](http://www.bccc.edu/tutoring)

The Center for Academic Achievement (CAA) is an academic support service providing BCCC students with a diversity of tutoring services to assist them in attaining the course-specific knowledge and developing the learning strategies necessary for them to become independent, engaged learners and achieve their academic goals. The CAA fulfills this mission by providing students with premier learning facilities that are consistently perceived as adequately equipped, well-maintained and attractive, welcoming, and staffed by knowledgeable well-trained peer and professional Instructional Tutors.

### *What is the Center for Academic Achievement?*

- The CAA is the central organizational structure of several tutoring centers.
- The CAA coordinates the student support areas of tutoring services and study skills development.
- The CAA provides free tutoring to all registered BCCC students.

### *What resources are available?*

- Individual and small group tutoring
- Prescriptive Tutoring
- Online Tutoring
- Writing Consulting
- Keys to Success Study Skills Workshops and Study Guides
- Computers with printing, science models, scientific and graphing calculators
- Assistance with forming Study Groups
- Science and Math Review Sessions

### *Where are the Tutoring Centers? (Please call for individual Center hours.)*

- Reading and English : MNB 121, 410-462-7649
- Developmental Math Center: MNB 104, 410-462-7649
- Mathematics Learning Center: LSB 250, 410-462-7641
- Science Resource Learning Center: LSB 302, 410-462-8008
- Business, Accounting & Technology Lab: MNB 320, 410-462-7417
- CADD Lab: MNB 053, 410-462-7653

### *How do students connect with a tutor?*

- Students can come to the Center for Academic Achievement: MNB 104.

# Faculty Guide to Tutoring Services

*The Center for Academic Achievement (CAA) offers free tutoring services to all registered BCCC students.*

**W**e offer individual and small group tutoring, course specific review sessions, online tutoring and Keys to Success Workshops and Study Guides. Tutoring is available in writing, reading, math, science, business, accounting, technology, nursing, allied health, and computer-aided drafting and design (CADD).

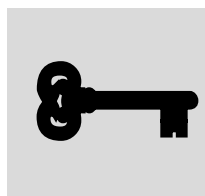
<hr/> <b>C O N T E N T S</b> <hr/>	
<hr/> Tutoring Services <hr/>	Class Visits and Tours: You can arrange a classroom visit about the CAA by contacting Ms. Tamara Hudson in our Main Office: 410-462-8222. We will come to your class and briefly describe our services. You can also bring your classes to our Centers. You and your students will receive information and free academic materials.
<hr/> Tutoring Tips <hr/>	
<hr/> Keys to Success <hr/>	
<hr/> Online Tutoring Service <hr/>	

## How to Connect Your Students with a Tutor

Encourage your students to sign up for tutoring as early as the first week of classes. Discuss the benefits of tutoring with your students. Students may come to the Center for Academic Achievement in MNB 104 to connect with a tutor. Students can set up their tutoring schedule for the entire semester. Our tutoring centers are also great places for students to come to study, complete course assignments or meet a study group.

**Study Groups** should be formed during the first three weeks of classes. Studying with a group is an excellent way for students to learn new material and prepare for exams. We can help your students organize their study groups. Study groups can schedule times to meet in the CAA Study Center located in Main 117-H by contacting Tamara Hudson at 410-462-8222.

**Online Tutoring** service offers students tutoring assistance twenty four hours a day – seven days a week. Faculty, staff and students can learn how to use this free service by joining an online demonstration.



### Keys to Success Workshops and Study Guides

The CAA offers workshops and study guides on all aspects of study skills. Study Guides are available in MNB 104 and our website: [www.bccc.edu/tutoring](http://www.bccc.edu/tutoring).

We look forward to working with you to promote student achievement.

# Tutoring Services

Baltimore City Community College instructors are our students' primary resource to facilitate mastery of the course material. The Center for Academic Achievement (CAA) serves as a comprehensive secondary learning resource providing a variety of tutoring support advancing and enhancing learning.

## **What is tutoring?**

Tutoring is an age-old practice. The dictionary definition describes a tutor as a person who gives individual, or in some cases small group instruction. The purpose of tutoring is to help students help themselves, or to assist or guide them to the point at which they become an independent learner, and thus no longer need a tutor.

## **What are the benefits to students who receive tutoring?**

- Offers more individualized, systematic structured learning experience
- Improves academic performance and personal growth
- Improves attitude toward subject area
- Generates stronger effects than other individualized teaching strategies
- Motivates self-paced and self-directed learning
- Provides intensive practice for students who need it
- Improves self-esteem

## **Who can use tutoring services?**

Tutoring services are provided free-of-charge to all registered BCCC students. Students must be enrolled in a BCCC course.

## **Who is on the staff?**

The CAA employs peer and professional tutors. Peer tutors are BCCC students enrolled in the current semester and carrying at least 6 credits. Peer tutors have earned an A in relevant coursework, must have a minimum GPA of 3.0 and are recommended by BCCC faculty. Professional tutors are adjunct faculty, retired BCPS teachers and professionals in relevant fields. All tutors are contractual employees of the college.

The professional staff consists of the Director, a Tutoring Manager, two Center Coordinators, Tutoring Center Assistants, and the Administrative Assistant.

## **Where do students go for tutoring?**

- Writing and reading: MNB 121, 410-462-7649
- Mathematics: MNB 104 & 102, 410-462-7649
- Math Learning Center: LSB 250, 410-462-7641

- Science: LSB 302, 410-462-8008
- Business, Accounting & Technology: MNB 320, 410-462-7417
- Computer-Aided Drafting and Design: MNB 053, 410-462-7653

### **What should the student bring to the tutoring session?**

It is very helpful if the student has a copy and a clear understanding of the assignment. If the student does not understand the assignment, the tutor will not be able to provide assistance. Students should bring all course related materials, syllabus, books, class notes and specific questions. Students should be prepared to identify and discuss course difficulties. Students should also be equipped with writing utensils, paper and any visual or manipulative aids they use (eye glasses, calculators, erasers, magnifying aids, etc.).

### **How do instructors know the student did his/her own work?**

Tutors are trained that the goal of tutoring is to create independent learners. Tutors are trained in the Socratic Method: asking leading questions to ignite student thinking. Writing tutors do not edit or proofread students' work. Math tutors are trained to put the pencil down and let the student do the work. Tutors will not complete or assist with homework or take home or online quizzes or exams. Ultimately the whole point of tutoring is to provide students with strategies they can use on their own.

### **How are tutors trained?**

Tutors are automatically enrolled in the CAA Academy which incorporates weekly training and on-going professional development activities specifically designed to give tutors the fundamentals of tutoring and tutoring strategies. All tutors are required to attend.

### **Do you provide online tutoring?**

Yes. We have an online tutoring service. Come to the Center for Academic Achievement in MNB 104 to learn how to use the online tutoring service.



# Prescriptive Tutoring

What is Prescriptive Tutoring?

A: Prescriptive Tutoring is tutoring that focuses on specific areas that prevent students from advancing in a course. Prescriptive Tutoring gathers information from the instructor and the student and then designs an individualized tutoring plan to address weaknesses and build on strengths. Prescriptive tutoring determines what information the student is missing that prevents the student from making significant academic gains and includes a plan for enhancing learning. Prescriptive Tutoring is tied to a pre-tutoring assessment done by the instructor to diagnose student weaknesses. The Prescriptive Tutor reviews the diagnostic results and develops the individualized learning plan. The goals of Prescriptive Tutoring are to clarify concepts and strengthen skills.

Q: How does it work?

A: A form referring a student for prescriptive tutoring in a specific area must be provided to the student by the instructor. This individual tutoring is designed to help students with a particular concept or skill. To make a tutoring referral, the instructor will complete a Student Referral for Prescriptive Tutoring form and give it to the student to bring to the designated tutoring location. In order for tutoring to be effective, the instructor must discuss the referral with the student. When the student brings the referral form to the designated tutoring location, the student will be given an appointment to meet with a tutor.

Q: Is Prescriptive Tutoring just like traditional (supportive) tutoring?

A: Prescriptive Tutoring is different. Traditional tutoring is basically homework/coursework support. It does not focus on remediating skill gaps. Prescriptive tutoring provides remediation on basic skill deficiencies. This approach is highly recommended for students performing below course content level. Prescriptive tutors incorporate a diagnostic and prescriptive tutoring approach that is highly structured, sequential and utilizes multi-tutoring techniques to reinforce learning. Supportive tutoring assists the student with concept or skill building that is near, or at their current course content level. Prescriptive tutoring is an aggressive approach with the goal of closing identified skill gaps or pushing skill level to above grade level. With Prescriptive Tutoring a learning plan is developed and tailored to meet the student's individual needs as opposed to traditional supportive tutoring that does not take into account the entire learning process.

Q: How will I know students are working with a tutor and making progress?

A: Tutors will complete a Student Progress Report for each student at the end of each tutoring session. These progress reports will be sent to the instructor. Tutors are available at any time to meet with the instructor to discuss student progress.

Q: Will there be any walk in tutoring available?

A: Students with referrals will be received in all tutoring locations. Students who walk in requesting tutoring support will be asked to return to their instructors for assessment to determine the need and reason for tutoring. Tutors will be better able to provide support and practice based on the assessment provided by the instructor.

Q: Does this new process mean that students may NOT drop in for tutoring?

A: Tutoring priority will be given to students who are referred by an instructor. Students who walk into a tutoring center requesting tutoring support will be assessed to determine the appropriate recommendation. These recommendations to the student will include the following

- First discuss any course or subject difficulty with the instructor
- Attend every class and attempt to do classwork and/or assignments on their own first
- Make use of available study skills resources
- Form or become a part of a study group

Q: Do I need to complete a referral form more than one time per student?

A: It depends. After you refer a student to tutoring services, we will make an appointment for your student to work with a tutor based on your assessment of his/her needs. The referral will let the tutor know what you want your student to work on. Your student and the tutor can meet as many times as they need to in order for your student to master the material he/she is working on. Keep in mind the goal of tutoring is to get the student to the point where he/she no longer needs a tutor.

Q: How do I refer a student taking an online course?

A: First, establish your avenue of communication with your student: email, voice mail, Blackboard, online office hours. You may invite your student to discuss the area that is preventing your student from advancing in your class. You may exercise your teaching/learning options:

1. Review
2. Re-teach
3. Refer – to prescriptive tutoring to work on that one area

If you decide that your student can benefit by working with a prescriptive tutor, you must then

1. Complete a Student Referral for Prescriptive Tutoring form identifying the specific area you want your student to work on.
2. Discuss the referral with your student.
3. Have your student bring the referral to the designated tutoring location.

Remember: You can obtain referral forms by contacting Tamara Hudson: 410-462-8222 · MNB 117B or visiting our website: [www.bccc.edu/tutoring](http://www.bccc.edu/tutoring).

# Student Referral for Prescriptive Tutoring

Dear Professor:

To refer your student to tutoring services, complete a Student Referral form identifying the skills and comprehension you want your student to improve. In order for tutoring to be most effective, please discuss the referral with your student.

Tutoring is most helpful to students if referrals are made as soon as a problem is identified. A referral helps students and tutors identify specific topics that should be addressed during a tutoring session.

You may obtain copies of the Student Referral form by

1. Coming to the CAA Main Office in MNB 117B to pick up hard copies.
2. Sending an email to Tamara Hudson, CAA Administrative Assistant, at [thudson@bccc.edu](mailto:thudson@bccc.edu) to request copies by email.
3. Visiting our website: [www.bccc.edu/tutoring](http://www.bccc.edu/tutoring).

Have your student bring the completed referral form to the Center for Academic Achievement in MNB 104 to receive an appointment with a tutor.

For more information or assistance you may contact

Juanita Wingo  
Main Building, Room 117B  
410-462-7759

CAA Office Use Only

Date Received: \_\_\_\_\_ Staff: \_\_\_\_\_

Date of Appointment: \_\_\_\_\_

Tutor: \_\_\_\_\_



**STUDENT REFERRAL FOR PRESCRIPTIVE TUTORING**  
**Center for Academic Achievement**

\_\_\_\_\_  
Instructor (Print)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Course/Index

In order to help you succeed in this course, you are advised to seek a tutor's assistance. This form remains in effect through the end of the semester.

Specific Topic / Assignment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

**Problems to be addressed by a tutor:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Note: Because of confidentiality, disability issues and/or accommodation concerns should not be included on this form. These concerns should be directed to the Disability Support Services Center at 410-462-8585.

**To connect with a tutor, take this form to the Center for Academic Achievement:**

**MNB 104**

**410-462-7649**



# Responsibilities for Students

## **Philosophy of tutoring:**

- Tutoring is intended to provide supplemental assistance. It is not intended as the primary vehicle for delivery of instruction.
- Tutoring is a privilege, not a right, of students.
- Students are responsible for being prepared to participate in a tutoring experience.

## **Responsibilities of the Student Using Tutoring Services**

### **As the student, you are expected to**

- sign in before meeting with the tutor and sign out at the end of the session.
- complete an evaluation at the end of your tutoring session.
- turn off your cell phone or switch to vibrate; leave the room to take/make calls.
- attend classes: tutoring is not a substitute for going to class. If you do not understand the class work, attend your teacher's office hours.
- prepare for your tutoring session by
  - completing as much work as possible before the session – read the textbook, write a draft of the essay, attempt homework problems, etc.
  - coming with questions to ask the tutor.
- bring necessary materials: textbook, syllabus, class notes, course work, assignments, calculator, pens, pencils, etc.
- try to do your math homework on your own before working with a math tutor.
- return any books or materials you borrow in a timely manner.
- follow the directions of the tutors during tutoring sessions – no questions asked.
- always treat the tutor with respect.

### **As the student, please do not**

- bring food or drinks into the tutoring site.
- sit on tables or carrels.
- interrupt a tutor when he/she is working with a student.
- ask tutors to explain entire chapters to you.
- ask tutors to assist you with homework, graded assignments, tests or quizzes.
- expect the tutors to do the work for you.
- expect the tutors to socialize with you while they are on duty.

### ***YOU HAVE RIGHTS ACCOMPANYING YOUR RESPONSIBILITIES:***

- You have the right to be treated with respect during the tutoring sessions.

- You have the right to expect a clean, organized and functioning environment conducive to tutoring and studying.
- You are not expected to put up with insults or derogatory remarks about your performance during a tutoring session.
- You have the right to report any questionable behavior by a tutor to the Director: Juanita Wingo, Main 117-B.

### **Guidelines for Using Computers**

Tutoring Centers are not computer labs. They are great places to work with tutors or to study.

- You may not print out PowerPoint handouts or information from websites.
- You may print your course related materials to work with a tutor.
- You may not browse the internet for websites unrelated to course assignments.

Students who do not adhere to these responsibilities will be asked to leave the tutoring site.

The Center for Academic Achievement reserves the right to not provide tutorial services to students who do not meet the responsibilities noted above.



# How Students Get the Most Out of a Tutoring Session

## **Tutoring Session Tips – General**

1. When setting up an appointment with your tutor, be sure to take down all important information including the time, place, necessary materials, length of the tutoring session, etc. At this point, you may also consider inquiring about your tutor's expertise and/or training. You'll want to be certain that you are confident about and comfortable with your tutor's skills.
2. Come prepared to your tutoring session with all relevant worksheets, notes, handouts, materials, drafts, and supplies.
3. Bring a notebook to jot down any important advice or information your tutor provides you with.
4. Do not ask nor expect your tutor to complete your class assignments/projects. The purpose of your tutor is to guide you through and explain concepts so that you have the skills to complete your assignments/projects successfully on your own.
5. Bring specific questions to your tutoring session. This will help guide the tutor to your main concerns and prevent you from spending time on issues that you are not as worried about.
6. Ask your tutor to review the most important issues at the beginning of the session so that you don't run out of time before addressing them.
7. Speak up! Be certain that your tutor is clear when explaining concepts. If you don't understand an explanation, ask your tutor to explain an idea in a different way until you understand it.
8. Finally, if you feel that you would benefit from another tutoring session, make an appointment right away to provide yourself with as much time to successfully complete your assignment(s) as possible.

## **Tutoring Session Tips – Math/Sciences**

1. Don't simply sit back and watch your tutor solve a problem; work alongside the tutor.
2. As you work through a problem, try to verbalize the rationale behind each step (or ask the tutor to help you to do this).
3. After receiving an explanation from your tutor, sit to the side for a while and try to work through some problems on your own. (This will build the confidence you need later for quizzes/exams.)
4. If your tutor introduces a new method for solving a problem, be open to it. Try using the new method on your own and then decide whether you will use the old or new method.
5. To increase your confidence and independence, try to tie the tutor's explanations with material in your lecture notes or textbook.
6. If you have identified consistent errors in your homework, ask the tutor if she/he has any suggestions for avoiding that kind of error.

## **Tutoring Session Tips – Writing**

1. Most tutors will ask you to bring the assignment sheet or homework assignment as written out by the instructor. This is very important! You want your tutor to clearly understand what is required of you to successfully complete the assignment, so that she/he can best help you.
2. If you are not far enough along in the writing process to provide the tutor with a complete draft of a paper, bring your written ideas, notes, and/or an outline after they have been reviewed by your instructor so your tutor better understands your approach to the assignment.
3. Concentrate on the “bigger picture” (i.e. paper organization, transitions, clarity/quality of content, etc.) first and then move on to smaller issues (i.e. spelling, fragments, punctuation, etc.).
4. When working on large projects like research papers be sure to consult with the tutor far enough in advance so that you have ample time for revision before the paper’s deadline.

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*The purpose of tutoring is to help students help themselves or to assist or guide them to the point at which they become independent learners, and thus no longer need a tutor.*

# Study Groups

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## ***What is a Study Group?***

A study group is a small group of students who meet together regularly once a week with the aid of a trained leader to discuss concepts, confusions, and insights into course material. Each group is unique, contains students with different backgrounds and abilities, and determines its own pace and the material that will be covered. This allows each group to address the needs of the individuals in the group.

Students also have indicated that study groups benefit them in a variety of ways. They include:

- Understanding how much of the class material they understood
- Understanding how others might approach/consider a problem
- Detailed explanations at a slower pace
- Solid exam preparation
- Meeting other students with whom they can study
- Forces early and constant preparation of the material, leading to a high level of confidence, a mastery of the material and better grades

Before coming to the study group, students review class notes and the assigned reading, attempt the current problem set, and jot down points that are unclear or questions they would like to discuss. In the study group, the leader helps the students to get organized and to decide which questions are most basic or important and encourages the students to work together and to answer their own questions.

The main role of the study group is to help students organize their thoughts, test their understanding by asking and answering questions, learn how to approach the material, and understand the basic concepts involved.

Study group leaders are chosen on the basis of their grades in past courses, recommendations from professors, willingness to help other students, and ability to communicate the material well. Many of them have tutored individual students in the subject before or have other tutoring experience.

Study groups usually begin the second or third week of the term and meet once a week during the term. Extra review sessions are also scheduled to allow for exam preparation.

## ***A study group does the following:***

1. Reinforces, clarifies, and deepens your learning by providing the opportunity to teach. (Research indicates that many students improve their grades by supplementing individual study with group study.)

2. Provides feedback -- before the test -- on how well you are learning the material.
3. Provides practical advice on which courses and professors to take or avoid.
4. Prepares you for the working world, with its emphasis on teamwork. (You might indicate on your resume that you organized several study groups.)
5. Provides a "support group." All students feel discouraged at times, but a study group can "refuel" your motivation and make studying more fun.
6. Helps you overcome shyness about discussing issues in class.
7. Helps you become motivated to study, because you know your study group is depending upon your preparation.

### **Getting Started**

1. Get to know your classmates by talking before class, during breaks, and after class. Determine which students are serious about their studies and have a personality that would mesh with your own.
2. Invite 1 to 4 students to meet with you to study. If you are uncomfortable about this, ask the professor to send around a sign-up sheet or to announce that interested students should stay after class.
3. An alternative way to find study partners is to study in a location where you are likely to see students from your class. Then, ask a classmate a question about the subject matter and begin chatting.
4. To avoid a situation of "the blind leading the blind," make sure that at least some members of the group are knowledgeable about the field.
5. Each person should study individually before the group meets.

### **Study Agenda**

1. Some groups begin their session by comparing lecture notes.
2. Most groups use their lecture notes, a lecture handout, or a study guide written by the professor as an outline to guide the order of topics to discuss. If you are a student in the health sciences, an organ system review is often effective.
3. IF YOU PREFER A FORMAL GROUP: At the end of each session write an agenda for the next session, with each group member assigned to prepare/present specific material. Volunteer to be the presenter in the area you find most difficult. Research this area thoroughly and become an expert. Develop five questions to ask the others.
4. IF YOU PREFER INFORMALITY: Decide at the beginning of the session what topics you will study and how you will study. You might assign topics/single lectures to each other and then work independently for a time to come up with 5 to 10 questions on each topic or lecture.
5. Create and copy summary sheets and charts to share.
6. Have each member write a practice test and give these tests to each other.
7. List your group's remaining areas of confusion and go to the professor for clarification.

## **Where to Meet with Your Study Group**

Only study in a public area like a cafeteria if the group members are able to keep focused.

1. Do find a place with comfortable chairs. Also, you may want a room with a blackboard or whiteboard.
2. Try one of the following locations: an empty classroom, a group study room in the library, a lounge area, a "help center" within a particular department, a cafeteria.
3. Locations which have group study rooms: Bard Library, the CAA Study Center.

## **Pitfalls & Problems**

1. If your group begins to deteriorate into merely a social group, use a strict agenda and a strong convener. Or, simply ask, "Will that be on the test?" when group members get off track. Many groups report that most of their time wasting occurs during late night sessions. Decide ahead of time when you will stop studying for the evening. Also, to stay focused, schedule regular breaks.
2. Don't allow group members to attend unprepared. To keep members who are failing to do their fair share is to enable and encourage irresponsibility. Remember, you are not providing free tutoring.
3. Don't allow lengthy complaints about courses or professors during group time; do this afterwards if you must.
4. Encourage members to reveal their weaknesses so that they can strengthen them. This will only happen if members refrain from critical comments about one another.

# CAA Study Center



Do you need a quiet place to study?

Would you like to learn how to make a study schedule?

Do you need a place to meet with your study group?

Interested in improving your study skills?

Come to the

## CAA Study Center - Main 117-H

Hours: Monday - Friday 9:00 am - 5:00 pm

Baltimore City Community College



Contact Tamara Hudson for information  
Center for Academic Achievement

Phone: 410-462-8222

Office: Main 117B

E-mail: [thudson@bcc.edu](mailto:thudson@bcc.edu)

# STUDY SKILLS RESOURCES ON THE WEB

[www.how-to-study.com/](http://www.how-to-study.com/)

[www.sla.purdue.edu/asc](http://www.sla.purdue.edu/asc)

[www.ucc.vt.edu/stdyhelp](http://www.ucc.vt.edu/stdyhelp)

[www.studygs.net/](http://www.studygs.net/)

[www.educationatlas.com/study-skills.html](http://www.educationatlas.com/study-skills.html)

[www.howtostudy.org/](http://www.howtostudy.org/)

[www.columbia.edu/cu/augustine/study/](http://www.columbia.edu/cu/augustine/study/)

[www.infoplease.com/homework/studyskills1.html](http://www.infoplease.com/homework/studyskills1.html)

[www.sas.calpoly.edu/asc/ssl.html](http://www.sas.calpoly.edu/asc/ssl.html)

[www.csbsju.edu/academicadvising/helplist.htm](http://www.csbsju.edu/academicadvising/helplist.htm)

[www.arc.sbc.edu/study.html](http://www.arc.sbc.edu/study.html)

[www.bucks.edu/~specpop/studyskills.htm](http://www.bucks.edu/~specpop/studyskills.htm)

[www.uic.edu/depts/ace/strategies.shtml](http://www.uic.edu/depts/ace/strategies.shtml)

[www.d.umn.edu/student/loon/acad/strat/](http://www.d.umn.edu/student/loon/acad/strat/)

[www.mathpower.com/tips.htm](http://www.mathpower.com/tips.htm)

[www.trcc.commnet.edu/Ed\\_Resources/TASC/Training/Study\\_Skills.htm](http://www.trcc.commnet.edu/Ed_Resources/TASC/Training/Study_Skills.htm)

[www.testtakingtips.com/study/index.htm](http://www.testtakingtips.com/study/index.htm)

[www.dartmouth.edu/~acskills/success/study.html](http://www.dartmouth.edu/~acskills/success/study.html)

[www.studytips.org/](http://www.studytips.org/)

[www.howtostudy.com/](http://www.howtostudy.com/)

[www.studytips.admsrv.ohio.edu/](http://www.studytips.admsrv.ohio.edu/)

[www.academictips.org/](http://www.academictips.org/)

[www.sas.calpoly.edu/asc/ssl/notetaking.systems.html](http://www.sas.calpoly.edu/asc/ssl/notetaking.systems.html)

[www.uni.edu/walsh/linda7.html](http://www.uni.edu/walsh/linda7.html)

[www.und.edu/dept/ULC/handout.html](http://www.und.edu/dept/ULC/handout.html)

[www.algebrahelp.com](http://www.algebrahelp.com)

[www.purplemath.com](http://www.purplemath.com)

[www.math.com](http://www.math.com)



# Get Free Online Tutoring



NetTutor® is an effective online learning solution that is proven to increase students' exam scores as well as teach them the learning skills needed for continuous improvement. NetTutor tutors are experts in the subjects they tutor and use a library of course materials to help students understand challenging concepts.

## NetTutor Sets the Standard for Online Tutoring

NetTutor is the leader in online tutoring, providing exceptional service. NetTutor deploys a powerful whiteboard interface complete with necessary tools and symbols to provide the appropriate learning environment for all students.

### Help is Available in These Areas:

- Basic Math
- Algebra
- Geometry
- Trigonometry
- Calculus
- Differential Equations
- English Composition
- Advanced Writing
- ESL Composition
- Chemistry
- Physics
- Biology
- Microbiology
- Anatomy & Physiology
- Environmental Science
- Earth Science
- Spanish
- French
- German
- Italian
- Accounting
- Economics
- Finance



To access free online tutoring, follow these simple steps:

- Log into Blackboard and click on a course.
- Then click on "tools" and the NetTutor icon becomes visible.
- Click on the NetTutor icon.

(Note: user must deactivate popup blockers before activating NetTutor).



# NetTutor Online Tutoring Service

NetTutor is a comprehensive online tutoring service for all levels of college courses. Students can connect with a live tutor 24 hours a day – 7 days a week. Join an online demonstration to learn how to use this free service.

## NetTutor Demo & Discussion

Join us for a live, no-cost demonstration of NetTutor® Online Tutoring, a research-based, cost-effective service that supplements on-campus academic support and increases student exam scores.

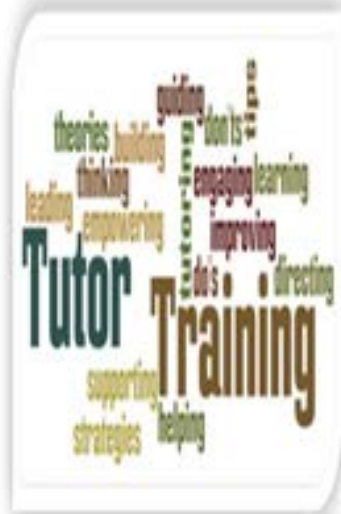
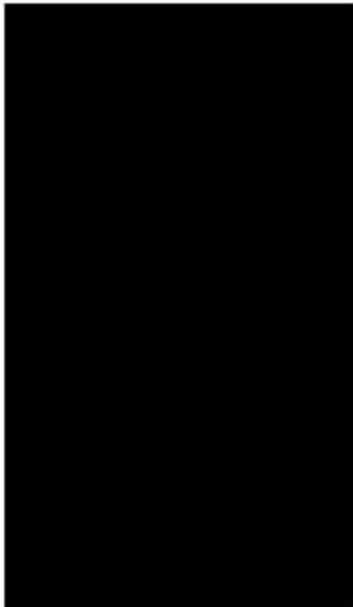
This live demonstration of NetTutor will show:

- How easy it is for students to connect to an expert tutor who has been trained in online communication and learning theory.
- An actual tutoring session in action from a student's point of view.
- A live tutoring session to see how our US-based tutors use a Socratic method to guide students rather than give them answers, thus building problem-solving skills and encouraging improvement.
- How NetTutor's interface enhances the learning environment by allowing the tutor and student to use subject-specific symbols to discuss even the most complex of topics. The symbols can be customized according to course, from accounting to chemistry to English composition along with many other subjects.
- How easy it is for students to submit papers to be reviewed by expert English composition tutors. The comprehensive review provides feedback to the student while avoiding rewriting sentences by using standard revision symbols and comments in the margin of the paper. The student receives the reviewed paper as a PDF, which requires changes to be made manually rather than using "accept changes" in a word processor.
- A student paper (with identifying information removed) with actual feedback from one of NetTutor's expert tutors, and you will see how the NetTutor approach and software create a learning environment that is constructive, encouraging, and tailored to the needs of your students.

Call the CAA for more information: 410-462-7649.

# KEEP CALM AND GET A TUTOR

## Get a Tutor in MNB 104



**Center for  
Academic  
Achievement**

**410-462-7649**