



## ACA 3000 College Peer Tutoring



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# Tutor Training Handbook

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**TUTOR TRAINING HANDBOOK**  
**A PART OF THE REQUIREMENTS FOR THE**  
**CRLA MASTER TUTOR PROGRAM**  
**DEVELOPMENTAL STUDIES DEPARTMENT**  
**MIDDLE TENNESSEE STATE UNIVERSITY**

2000-2001

**Compiled and/or Authored by**  
**Meredith Anne S. Higgs**  
**Scott Noble McDaniel**  
**Tutor Training Co-coordinators**  
**CRLA Master Tutor Training Program**

**College Reading & Learning Association's Requirements**  
**For Certification of Tutor Programs**

Requirements for Regular/Level I Certification

- A. Amount/Duration of Tutor Training: (one of more of the following)
1. Minimum of ten hours of tutor training
  2. A quarter/semester tutor training course
  3. A quarter/semester of tutor training (non-course work)
- B. Modes of Tutor Training
1. Classroom and/or workshop instruction
- PLUS any combination of the following:
2. Tutor training videotapes
  3. Conferences with tutor trainer/supervisor

4. Special tutor projects
5. Other

C. Areas/Topics to Be Covered in Tutor Training:(A minimum of eight of the following topics should be covered in Level I training)

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring guidelines
3. Techniques for successfully beginning and ending a tutor session
4. Some basic Tutoring "Do's"
5. Some basic Tutoring "Do Not's"
6. Role modeling
7. Setting goals/planning
8. Communication skills
9. Active listening and paraphrasing
10. Referral skills
11. Study skills
12. Critical thinking skills
13. Compliance with the ethics and philosophy of the tutor training program
14. Modeling problem solving
15. Other

D. Required Tutoring Experience

25 hours of actual tutoring

-

## Requirements for Regular/Level II Certification

(NOTE: Tutor must have completed Level I Certification Requirements)

- 20
- A. Amount/Duration of Tutor Training: (one of more of the following)
1. Minimum of ten hours of tutor training beyond Level I (a minimum of cumulative hours of tutor training)
  2. A second quarter/semester tutor training course
  3. A second quarter/semester of tutor training (non-course work)
- B. Modes of Tutor Training
1. Classroom and/or workshop instruction
- PLUS any combination of the following:
2. Tutor training videotapes
  3. Conferences with tutor trainer/supervisor
  4. Special tutor projects
  5. Other
- C. Areas/Topics to Be Covered in Tutor Training
- (In addition to reviewing the topics covered in Level I, a minimum of four of the following topics should be covered in Level II training)
1. Review of Level I topics
  2. Use of probing questions
  3. Characteristics of adult learners/learning styles
  4. Cultural awareness and inter-cultural communications
  5. Identifying and using resources
  6. Tutoring in specific skill/subject areas
  7. Record keeping/documentation

7. Record keeping/ documentation

8. Other

D. Required Tutoring Experience

Twenty-five additional hours of actual tutoring after completion of all Level I requirements (a minimum of 50 cumulative hours of actual training).

Requirements for Master/Level III Certification

(NOTE: Tutor must have completed Level I and II Certification Requirements)

A. Amount/Duration of Tutor Training: (one of more of the following)

1. Minimum of ten hours of tutor training beyond Level II (a minimum of 30 cumulative hours of tutor training)
2. A third quarter/semester tutor training course
3. A third quarter/semester of tutor training (non-course work)

B. Modes of Tutor Training

1. Classroom and/or workshop instruction

PLUS two or more of the following:

2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

C. Areas/Topics to Be Covered in Tutor Training

(In addition to reviewing the topics covered in Level I and II, a minimum of four of the following topics should be covered in Level III training)

1. Review of Level I and II topics
2. Assertiveness training
3. How to tutor/deal with target populations
4. How to administer and interpret a Learning Styles Inventory
5. Structuring the learning experience
6. Training and supervising the other tutors (supervisory skills)
7. Group management skills (group interaction and group dynamics)
8. Other

D. Required Tutoring Experience

Twenty-five additional hours of actual tutoring after completion of all Level I and II requirements (a minimum of 75 cumulative hours of actual training)

**Middle Tennessee State University's Curriculum  
For the College Reading and Learning Association's  
Master (Levels, I, II, and III) Tutor Training Program**

The standard program consists of 30 hours of training including 6 hours in the fall in-service, 8 hours in the spring in-service, 15 hours in the course, and 1 hour of on-the-job training or supervisor training in specific content area. The program may be altered to accommodate specific tutors and supervisors needs. Training will be multi-modal including classroom instruction, workshop participation, conferences with supervisors, tutor projects, and hands-on activities.

\*The fall Tutor Training In-service will have six total hours of training. Topics and alternate topics are listed below

Topics are listed below.

### Fall Training Topics

- Modeling or Problem Solving
- Communication Skills
- Ethics and/or Philosophy of tutoring

### Fall Training Alternate Topics

- referral skills
- identifying and using resources
- role modeling
- setting goals
- goal planning
- record keeping and documentation
- training and/or supervising tutors

\*The spring Tutor Training In-service will have eight total hours of training. Topics and alternate topics are listed below.

### Spring Training Topics

- Adult learners or learning styles
- Cultural awareness and inter-cultural communications
- How to tutor and/or how to deal with target populations
- “Other” concerns
- Students with disabilities and special needs
- Group management skills

### Spring Training Alternate Topics

- referral skills
- role modeling
- setting goals
- goal planning
- record keeping and documentation
- training and/or supervising tutors

\*The ACA 3000 tutor training course and handbook will have fifteen total hours of training. Topics are listed below.

### ACA 3000 Training Topics and Handbook Topics

- Definition of tutoring
- Basic tutoring do's
- Basic tutoring do not's
- Study skills
- Active listening and paraphrasing
- Probing questions
- Learning styles inventory
- Important contact information
- The Master Tutor Program



## The Definition of Tutoring

Tutoring is a loaded term. Tutoring means very different things to different people. Some believe that tutors are replacements for teachers. Others believe that tutors are supposed to do their homework for them. Others still may view tutors as support personnel.

Given all of these conflicting views of tutoring, review your own definition of tutoring. As tutor, what are your responsibilities? In other words, what does "being a tutor" mean to you? List five things that you associate with tutoring.

- 1.
- 2.
- 3.
- 4.
- 5.

Compare your list with a partner. Do any items on the lists overlap?

Webster's New World Dictionary (1988) defines a "tutor" as "a teacher who gives individual instruction to a student...." Tutors are a vital part of the educational support network in any institution. Tutors have the time and energy to provide one-on-one instruction outside of the classroom setting. Many students would not succeed in college if tutors were not available.

This handbook will provide some basic tips, strategies, and activities to guide you through the tutoring process. Information will include Contact Information, Basic Tutoring Guidelines, Tutoring Do's and Tutoring Do Not's, Study Skills, Active Listening and Paraphrasing, Probing Questions, and Learning Style Inventory.

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Webster's New World Dictionary (1988)(Victoria Neufeldt, Ed.) Simon & Schuster, Inc:  
Webster's New World Dictionary: New York, New York. p.1443.

### Basic Tutoring Guidelines

1. Remember that as a tutor you are an additional resource to help students succeed. Your time and efforts are valuable. You are important.
2. Remember that tutoring is a responsibility. Your tutee's time and efforts are valuable as well.
3. When tutees repeatedly ask simple questions, remember that the only stupid question is the one that was not asked.
4. Patience. Patience. Patience.
5. If you do not know the answer, ask another tutor, lab director, supervisor, or instructor; remember that the only stupid question is the one that was not asked.
6. Anger has no place in the tutoring environment. Create a positive learning environment.
7. Harassment of any kind has no place in the tutoring environment. Create a positive learning environment.
8. A tutor does not replace an instructor, nor does a tutoring session replace missed class time.
9. Always be on time for tutoring sessions or scheduled laboratory hours.
10. The student must complete his or her own work. Make sure that you know how much tutor assistance is allowed on each assignment.
11. Your lifestyle choices and value systems may not agree with your tutee's. Be sensitive to these differences and make sure that you do not impose your lifestyle choices and value systems on your tutee.
12. Respect diversity.
13. Respect your tutee.

## 14. Respect yourself.

Can you think of any other basic tutoring guidelines? List them here and tell a tutoring coordinator.

National Association of Tutorial Services Lab Assistant Code of Ethics. Tutor handbook, Columbia State University.

### Study Skills

Many students come to college with little study skills preparation. They may not have needed to study in high school or to be organized. Study skills and time management skills are crucial strategies that you as a tutor can share with your tutees, and you may have more study and time management skills than you realize.

To be selected as a tutor, you must have a demonstrated academic record of achievement. To have earned a demonstrated academic record of achievement, you must utilize study and time management skills in everyday college life. Preparing for college studies is like jumping through hoops at a circus; college studies may be challenging, but with the right tools, the hoops of college do not have to be on fire.

Take a few minutes to contemplate how you study. How do you study for a test? How do you write a paper? Do the strategies that you use to study for a mathematics class also work for an English or History class? Why or why not?

List the top five ways that you study or prepare for a class. Compare your list with a partner's list.

- 1.
- 2.
- 3.
- 4.

5.

Select the main study skill that you want to share with your tutees and circle it in the list above. Be sure to share this study skill with all of your tutees.

Many students find that making flash cards from 3" x 5" index cards is very helpful in memorizing items of lists such as mathematics equations and history facts. However, most students have not made flash cards before; they will need instruction on how to use them. Consider how flash cards could be used to memorize a mathematical equation. The equation name should be written on one side of the card with the mathematics symbols and description of the equation's use on the other side. Using the index cards provided, make study cards for the following information:

1. Given any point on a line  $(X_1, Y_1)$  and the slope of the line  $(m)$ , an equation for the line may be written using the point-slope formula  $(Y - Y_1) = m (X - X_1)$ .
2. Stahl is considered one of the founders of molecular biology. Watson and Crick discovered the DNA double-helix. Their discovery has forever changed the way that biology has been studied.

Index cards are also very useful in writing English papers and compositions. Bibliographic information can be written on one side of the card with the main points or specific quotes from the text on the other side. Entire papers can then be written by copying the information from the cards with the appropriate reference, organizing the ideas, and adding an introduction, transitional sentences, and a conclusion.

Describe one tutoring situation where you would highly encourage a tutee to use flash or index cards.

Time management is also a crucial skill for college students. For some people, time management is a natural part of organizing the day. Others need instruction on how to do it.

management is a natural part of organizing the day. Others need instruction on how to decide what can and cannot be accomplished in one day.

Consider the following list. Which items can be successfully completed in one evening? Mark a "C" next to those items. Which items do many college students try to complete in one day? Mark a "T" next to those items. Do you notice any patterns?

1. Three weeks-worth of laundry.
2. Reading an entire semester's worth of history assignments.
3. Studying for a mid-term.
4. Studying for a final.
5. Writing an English paper.
6. Reading an entire book for a class assignment.
7. Writing a speech.

Many students do not know to begin studying for a test or writing a paper several days before it is due. Make sure that your tutees know some of the rules and strategies of time management.

1. Keep a daily planner with all appointments, assignments, and due dates.
2. Schedule a specific time for homework and studying. Try to keep this time the same throughout the week or coordinating with your class schedule (TR and MWF).
3. Make a list of homework assignments and activities (extra-curricular, too!) to be completed each day. Plan specific amounts of time for each assignment or activity. Use this checklist to gauge your progress during the day.
4. Allow extra time for big tests and projects. They always take longer than you expect.
5. Plan to review information or practice problems from a class within one hour, within one day, within one week, and within one month.

## Tutoring Do's

There are several things as a tutor that one should do in order to maximize the experience for the student listed below are some basic characteristics and mannerisms that a good tutor should possess:

- **Punctuality:** If meeting one-on-one, the tutor should certainly set an example by being on time. If working in a drop in lab, the tutor should be on time and ready to begin helping the other tutors.
- **Honesty:** Don't hesitate to say that you do not know about a particular concept. Trying to bluff your way through will only hurt the student and your reputation in the long run.
- **Enthusiasm:** If the tutor does not display a love for the subject they are tutoring, how can they expect the student to enjoy it. Come to the lab with a positive attitude that will rub off on the students.
- **Hard work:** Make sure you are familiar with the textbooks and the computer software that is available to students. This may take some time while you are not on the clock.
- **Listening:** The tutor should develop good listening skills so that they will better understand students' misconceptions and errors.
- **Willingness**
- **Maintain academic standards**
- **Good personal hygiene:** If you smoke, you may want to use a breath mint.
- **Mobility:** Tutors should make themselves mobile if in an open lab. You should move quietly about the room at least 4 times during a 1 hour lab session. This helps the student get easier access to the tutor
- **Good questioners:** The tutor should ask the student questions in order to evaluate a student's understanding (see section on probing questions).
- **Encourage independence:** You do not want the student to rely on you at all times. Let them know that they must put forth an effort to benefit from tutoring.
- **Patience:** This is probably one of the most important characteristics of a tutor. Never act annoyed that the student does not know something. Even if they ask the most basic question, always demonstrate your patience.
- **Maintain confidentiality:** Any personal information such as medical conditions, handicaps, test scores should be between only you and the student.
- **Introduce yourself and wear a name tag if in an open lab.**
- **Encourage the student to focus on learning how to learn.**
- **Encourage the students to identify several alternative study strategies from which to choose.**
- **Do allow for periods of silence. Avoid feeling like you have to interrupt a moment of**

silence by talking. Allow the student to reflect on the subject at hand before going on.

### Tutoring Do Not's

Sometimes a tutor can do more harm than good. Listed below are some things not to do when tutoring.

- Do not assume the role of the instructor. You are only to help them not replace them. You are only an assistant. As the assistant you are in the position to greatly enhance a student's perception and understanding of a subject.
- Do not think of yourself as the dispenser of all truth and knowledge. Try to relate to your tutees as equals. Do not talk about all of the upper level course that you have had (unless they ask about it).
- Do not judge someone's ability or intellect based on appearance or age.
- Do not allow your tutees to just scrape by. Challenge them to reach for the "A" instead of settling for a C.
- Do not use the tutoring lab as your personal dating service. This could do more than just hurt the students' grades; it could jeopardize your future.
- Do not let one student monopolize all of your time if you are in a drop in lab setting. Remember that you are trying to enable the student to become an independent thinker. This can't be done if they use you as a crutch the entire time.
- Do not introduce fancy ways you learned in your upper level classes to help the students solve their problems. Stick as close as you can to the way the instructor did it. If there is a slight variation that you know has worked well with others, you may want to share it, but be cautious! It is always safe to show them the way their instructor did it.
- Example: You may want to show a student another way to get a common denominator when adding or subtracting basic fractions. But you would not want to introduce limits to infinity to help an algebra student find asymptotes.
- Do not just sit in the chair staring out the window when there are students in the lab. This locke'deical method discourages students from asking you questions.

This traditional method discourages students from asking you questions.

- Do not work the students' assignments for them. In math, you may want to make up similar problems to work as examples and let them do the actual homework. For writing assignments you will want to make sure that you do not write their paper nor provide the main ideas for them. You should only be helping them generate their own ideas and helping them with the structuring of their paper.

The following were adapted from *Guidelines for Math Lab assistants* from Columbia State Community College and \_\_\_\_\_

### [Active Listening and Paraphrasing\[1\]](#)

Your role as a tutor is multifaceted indeed. Not only are you expected to know everything the student brings to you, but you should also be able to explain it in a way that they will immediately understand. One of the most important abilities you will need to develop are the communication skills of *active listening* and *paraphrasing*.

Active (or attentive) listening demonstrates respect by giving the student your full attention. This makes the student feel that they are important.. It also communicates actively by using positive nonverbal signals such as eye contact, posture, and body language. Not only should you be conscious of your nonverbal signals but your clients' as well. Listen carefully to all of the messages being sent. How you act is sometimes as important as what you say. You should create an atmosphere of appearing interested in helping the student. Remember, if you are doing most of the talking, something is wrong.



In class activity: Make two columns: one listing good active listening traits, the other bad listening traits. We will roll play both and discuss what we see.

*Paraphrasing* communicates accurately what is heard by reflecting and then summarizing. Organizing the tutees' remarks into one concise statement involves listening completely to the tutees' own concerns and then summarizing the problem—hopefully providing new light to the tutee.

Some good phrases to use might be:

"What I hear you saying is..."

"It seems to me what you are saying is..."

"You sound..."

"It sounds to me like..."

It is sometimes important for the tutor to summarize when the student has all the information "on the table" but might not know it. If possible, try to get the *student* to do the paraphrasing. Again, the more talking that you do, the more reliant the student will be on you.

### Probing Questions

In order to assess students' knowledge, it is important that tutors pose good questions. The tutor should explain the concepts but should be careful not to work to many problems. Questioning should encourage students to work problems out on their own.

There are two types of questions: **closed-ended questions** and **open-ended questions**.

**Closed ended questions:** usually have short responses like "yes" or "no". This type of questioning is good if you are short on time and have several other students to attend to in a drop in lab. Closed-ended questions typically do not lead to other questions or discussion.

EXAMPLE: Are you passing algebra class?

**Open-ended questions:** encourages more interaction. They usually require an explanation for a response and may lead to further questions, hopefully revealing the true cause of the misunderstanding. Open-ended questions are good if the tutor has plenty of time to spend with the student, but, with experience, can still be done in an open lab setting.

EXAMPLE: Why do you think you are not passing Algebra class?

In order to make the student interested in the subject you are tutoring one should do their best to actively engage the student in the learning process. One should not merely lecture on some isolated topic such as adding positive and negative integers without first trying to use the students' own experience. One may ask questions that will help students develop the concept.

Example: If you take 3 steps north and 2 steps south, how far are you from the starting point?

Questions of this ilk will help the student discover and develop the concept for himself. After being asked several similar questions, he may be able to generalize a way to add positive and negative integers. It was once said that what you have been obliged to discover by yourself leaves a path in your mind which you can use again when the need arises.

In order to encourage the student to think, the tutor should avoid questions with a yes or no

answer. The tutor must also demonstrate patience. Questions that require thought will take more than the usual 5-10 seconds. While the student is answering the question, the tutor should listen very carefully. The student is demonstrating exactly what he knows at this moment. The tutor should also avoid question like "Do you understand?" or "Is that clear to you?" Make the student demonstrate the concept by either working out another example (if it's math) or clearly showing he understands a particular writing concept.

Suppose a student came to you with the problem below. How would you help him/her.

Example: Find the vertex of the function:

Write down 3 or more questions that you feel would lead the student to, no only the correct answer, but also the understanding of how to work another one of the same type.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

This does require a lot of patience on the tutors part. It would certainly be easier for the tutor to simply work the problem for the student. But these types of probing questions allow the student to do most of the thinking, which will hopefully provide a stronger foundation.

## Tutor Evaluation

The CRLA Tutor Training program requires that tutors be continually evaluated. Ask your lab director or supervisor how you will be evaluated.

For example, the Developmental Studies Math Lab has used a computerized form such as the one which follows.

### **Sample Math Lab Tutor Evaluation**

The Math lab Tutor Evaluation form is computerized. Whenever students log-out of the computer, a questionnaire appears.

The Help Was

Weak

Fair

Average

Good

Excellent

Values for the ratings range from 0 (Weak) to 4 (Excellent).

DEVELOPMENTAL STUDIES FULL-TIME FACULTY

Chair - Dr. Carol Bader - PH 217, Box 16, Phone-2568

Name	Area	Office	Box	Phone
Alley, Vivian	Math	PH 235	376	5557
Anton, Harley	Reading (Lab Dir)	PH 231	354	2208
Badley, Bill	Writing	PH 203	281	2998
Brien, Nancy	Math	SAG 122	246	5763
Clark, Linda	Math	SAG 103	16	904 - 8234
Dawson, Carol	Math	SAG 119	16	5553
Donnell, Birdie	Math	SAG 124	16	5762
Dooley,	Math	PH 229	16	5559
Jennifer				
Fisher, Lawanna	Math	SAG 115	16	5552
Flanigan, Cheryl	Writing (Lab Dir)	PH 230	428	2654
Harrison, Jason	Math	PH 359	16	5253
Higgs, Meredith	Math	SAG 122A	16	2550
Hopper, Carolyn	Study Skills (writing lab dir.)	PH 241	171	2157
Hunt, Crosby	Writing	PH 232	131	2810
Lucas, Marva	Math	SAG 117	16	5758
McDaniel, Scott	Math	SAG 118	16	904-8367
Otto, Sheila	Writing	PH 240	16	5586
Otts, David	Math	SAG 116	386	2020
Ross, Georganne	Reading	PH 242	16	2019
Rouse, Joseph	Math	SAG 202A	16	5582
Sundeen, Terry	Math	SAG 120	16	5904
Williams,	Math	SAG 114	370	5558
Annette				
Womack, Morris	Math	SAG 104	114	5554

**DEVELOPMENTAL STUDIES ADVISORS**

Name	Office	Box	Phone
Gray, Lewis	PH 102E	16	5658
Hatfield, Carla	PH 102F	16	5709
Hensley, Barbara	PH 102D	16	5667
Raffo, Deana	PH 102C	16	5183
Templeton, Mark	PH 102A	16	5659
Tharp, Terri	PH 101B	16	5585

### DEVELOPMENTAL STUDIES LABORATORIES

<b>Math Lab</b>	SAG 202	2465
<b>Reading Lab</b>	KOM 124	No Phone
<b>Writing Lab</b>	PH 306	2212

### HOUSING AND RESIDENTIAL LIFE DIRECTORY

**Housing Office: 898-2860**

**Area 3 Coordinator: Jennifer Danylo 898-3812**

Cummings Hall

Front Desk: 898-4201

**Resident Directors:**

**Kris Rushing 898-3033**

**John Norell 898-8454**

**Academic Advisor:**

**Rachel Duncan 904-8436**

**Tutors:**

**Erin Elkins 898-4344**

**Alicia Reed 898-4955**

**Thuc Le 898-4975**

**Jim Wilburn 898-4161**

**Brooks Bowers 898-4055**

**Bill Mann 898-3313**

Corlew Hall

**Front Desk**

**Resident Director:**

**Crystal Coward**

**Academic Advisor:**

**Dana Moore 904-8556**

**Tutors:**

**Charmaine Woods 898-3956**

**Jacquese Booker 898-4091**

**Matt Walker 898-4083**

**James Moore 898-3402**

**Mike Cook 898-3489**

## **Introduction to the Tutoring Environments**

## DEVELOPMENTAL STUDIES DEPARTMENT

The Developmental Studies Department is designed to help students achieve a level of academic competence that will enable them to work successfully in college-level courses. The department offers eight courses that include: basic and developmental reading, basic and developmental writing, basic mathematics, elementary algebra, intermediate algebra and developmental study skills. The department provides tutoring in the writing lab, the reading lab and the math lab. The mission of the tutoring program is to reinforce the curriculum and the objectives of the courses and to help students enhance their skills and increase their proficiency level. The labs are free for all students taking Developmental courses. All are staffed by faculty and tutors, and are equipped with computers as an instructional tool. Also, Developmental Studies Advisors are available to assist students in the program in all matters related to their academic lives.

The Tennessee State Board of Regents estimates that 40% of all freshmen entering its colleges and universities are underprepared for college work and would benefit from developmental studies courses. At MTSU, about half of our new students are required to take at least one developmental course.

The Developmental Studies program works! Our students are staying in school, doing well, and graduating. Students who are required to take classes in Developmental Studies stay in school after their first year at a slightly higher rate than students who were not in Developmental Studies. In May 1996, 42% of the graduates were former Developmental Studies students.

### HOUSING AND RESIDENTIAL LIFE

Cummings and Corlew halls, located on the north side of campus, are home to MTSU's First-Year Experience Program. Services and programs located in these halls are geared toward first-year students and are designed to enhance students' academic success at MTSU. Combined with a staff of skilled resident directors and resident assistants, the tutoring program offered by the FYE program helps students make the transition from high school to college.

Advantages of the FYE program include:



- ∅ The Raider Learning Community allows students to take English 111 and University 101 with the same group of classmates who also live on the same floors.
- ∅ Academic advisors hold office hours in each dorm.
- ∅ Tutors live on each floor of the residence halls and provide tutoring services in each hall.

A large computer lab with 120 Pentium computers is available in the Business and Aerospace Building, located between Cummings and Corlew halls.

### **Developmental Studies Labs**

The Reading Lab is built in as a part of the class. In addition, drop-in labs are offered to supplement work done in class. Graduate Teaching Assistants usually staff the drop-in lab.

The Writing Lab is required for those in Basic Writing, and may be recommended by the instructors for some in Developmental Writing.

The Math Lab, SAG 202 and 106, is exclusively a drop-in lab. The lab offers computer applications and videos for each chapter of the math textbooks.

### **Developmental Studies Advisors**

All students enrolled in a developmental course are assigned an Advisor to assist them with academic concerns and questions. They are located in Peck Hall 102. The advisor's phone number is 615-898-2339.

### **Developmental Studies Course Descriptions**

#### **DSPW 0700- Basic Writing**

Intended to eliminate deficiencies in basic writing skills for minimum proficiency. Focuses on spelling, mechanics, grammar, and usage in the context of sentences and paragraphs. RSE 070 has a mandatory writing lab requirement as part of the course.

#### **DSPW 0800-Developmental Writing**

Presents a review of usage and mechanics, and introduces work with primary and secondary

sources. Focuses on essays to prepare the student for English Composition.

### **DSPR 0700-Basic Reading**

Intended to eliminate deficiencies in basic reading skills. Focuses on vocabulary, dictionary use, and literal and inferential reading skills using individualized instruction. To pass the class, students must pass the class work, complete the outside reading, and pass the Nelson-Denny Examination with a 10th grade proficiency.

### **DSPR 0800-Developmental Reading**

Offers individualized instruction to build reading skills to the college level. To pass the class, students must pass the class work, complete the outside reading, and pass the Nelson-Denny Examination with a 12th grade proficiency.

### **DSPM 0700-Basic Mathematics**

Main topics covered are whole numbers, fractions, decimals, percentages, statistics and graphs, measurements, linear equations with one variable, and word problems. Some sections are self-paced.

### **DSPM 0800-Elementary Algebra**

Provides algebraic skills equal to one year of high school algebra. The topics of the course include properties of real numbers, linear equations and inequalities, operations with polynomials, special products and factoring, and rational expressions.

### **DSPM 0850-Intermediate Algebra**

This course prepares the student to be successful in College Algebra and other math courses required for the student's major. The main topics in the course include functions, relations and graphs, systems of linear equations and inequalities, rational and irrational numbers, quadratic equations and inequalities, and complex numbers.

### **DSPS 0800-Developmental Study Skills**

Focuses on the skills needed for success in college. Units covered are: an introduction to MTSU, information processing, test taking, using the library, and critical thinking.

## **Developmental Studies Department: Attendance Policy**

Regular class attendance is mandatory for students to perform at their highest potential. Therefore, the Developmental Studies Department observes a strict class attendance policy:

Having more than 3 absences in a class meeting 3 or 4 days a week earns an F.

Having more than 2 absences in a class meeting 2 days a week earns an F.

Having 3 tardies equals 1 absence.

Absence from a scheduled conference equals 1 absence.

Guidelines exist for certain situations which may cause absences. All absences must be documented to appeal an F for having more than the allowed.

### **Developmental Studies Department: Grading**

In order to successfully complete a developmental class, 70 percent proficiency must be demonstrated. Therefore, the following grades can be earned in a DS class: A, B, C, and F. The grade of D and audits are not permitted.

If a student fails a developmental class, the student must repeat the class the following semester. A student failing a developmental class for the second time will be suspended for one calendar year.

Developmental Studies courses count in the calculation of the grade point average, toward full-time, sophomore, junior, and senior status, toward athletic eligibility, and for financial aid purposes. However, Developmental Studies courses do not count toward the 132 hours needed to graduate from MTSU.

Students will not be permitted to drop a Developmental Studies course without extenuating circumstances. In most cases, withdrawing from the University is required. Students dropping a course in the Developmental Studies Department must see their Developmental Studies Advisor and have permission from the department chair.

### **References**

Webster's New World Dictionary (1988)(Victoria Neufeldt, Ed.) Simon & Schuster, Inc: Webster's New World Dictionary: New York, New York. p.1443.

Guidelines for Math Assistants. from Columbia State Community College

Guidelines for Tutors of Mathematics. Kepner, H. & Johnson, D. NCTM Reston, VA. 1977

Tutor Training materials given by Dr. Cora Dzubak from Penn State University's Learning Center.

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[1] The following were adapted from *Guidelines for Math Lab assistants* from Columbia State Community College and \_\_\_\_\_