

Happy New Year! Welcome 2004!



What is your New Year's resolution? If it involves improving your academic performance, visit the Success Center and see how our dedicated and caring staff can help you keep this resolution. Tutoring, academic software, workshops, biology models, math videos, and Internet access are just a few of the supplemental support services available to Southwestern students.

Success Center Expands!



The Spring semester springs up another Success Center. In the former president's office, Room 1240 of the Main Complex, a second Success Center will offer tutoring for English, liberal art, and social science

courses. Twenty computers will be available for academic use, and workshops on English topics will be offered in a nearby conference room. The current Success Center in the Information Sciences Building will continue to offer tutoring for math, sciences, business, and allied health, as well as computer access; math, accounting, and academic success workshops; and other existing resources. Come see!

Maximizing Your Math 094 Experience



Expanded practice sheets, new workshops, chapter specific videos, handouts, software and textbook websites along with tutoring have proven to be the keys to math success for many basic algebra students. Math Specialist Paula Wade spent part of her fall semester shoring up the resources and is ready to assist students.

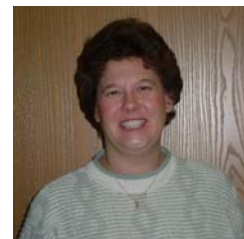
Ask a Tutor: "Can a Student Be Successful Without a Planner?"

Five peer tutors were recently asked the question of whether a student could be successful without using a planner. The answers may surprise you. Expecting our tutors to respond with a resounding no, they surprisingly admitted that none of them use a planner to keep track of homework due, upcoming test dates, or long term projects due. Despite not using an official planner, two of the five had one, but each stated they had all found other means to manage their time and be successful. Here are their methods and suggestions for college success:

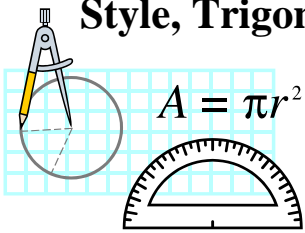
1. Keep up everyday with class.
2. Have a notebook with pockets for every class.
3. Read the syllabus and keep it in the front of the notebook. Look at it every class period.
4. Do all "homework" before going home.
5. If something isn't clear, get a study group together.
6. Use the Success Center. Tutors can clarify problem areas.
7. Create note cards or summary sheets for commonly used formulas and keep pertinent information posted on the front of the folder/binder for easy reference.

What's New?

Welcome to the Success Center's new English Assistant, Tami Hughes. While Tami's position is new, she is not at all new to the Success Center or tutoring. Tami has worked the last two years in the Success Center as a LACE tutor and also worked through the English Department as a tutor for the last five years. Tami continues to teach reading and writing classes for the English Department. We welcome her expertise.



Flow Chart on Factoring, Circles and Angle Measurements for Geometry, How to Cite using APA or MLA Style, Trigonometric Identities...



Sound exciting to you? Some students think so! These are just a few of our over 100 handouts and practice sheets for

chemistry, biology, math, English, nursing, and accounting in the Success Center. Several of the above handouts are new along with: Accounting Equations and Financial Statements Relationships, Graphs of Trig Functions, and others. Thanks to our Specialists Paula Wade and Cathi Teel and our Accounting extraordinaire Laura Bonucchi for their hard work in developing these valuable resources.

Procrastination: Problem or Motivator?

Everyone procrastinates! At some time in all of our lives, we will procrastinate starting or completing a task. Why is that? For some it is because the project seems so overwhelming that it is hard to know where to start. Others claim, "I perform better under (last minute) pressure." For others, they put off unpleasant chores or prioritize ineffectively. Whether procrastination becomes a problem or not depends on how much negative impact procrastination has on our lives. Some people put off doing tasks, but finally complete them; yet others cannot ever seem to get assignments finished. While the reasons for procrastination may vary, some of these solutions may help:

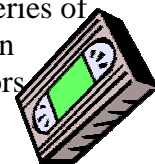
1. Break the large project into smaller more manageable tasks.
2. Set a realistic date of when to start on a small portion of the task.
3. Reward yourself by starting on the project.
4. Outline what specifically needs to be done. Often the task is not nearly as big as the fear of starting.
5. Just start!



The Best Kept Secret

What's the best kept secret of the Success Center? Some students say it's the helpful tutors and others say the biology models and slides are the best kept

secrets; however, time and time again students who watch one of the math videos that correspond with their math textbooks claim that these resources are the best! Often math students feel they could benefit from additional instruction time. The math videos have a textbook instructor "teach" the material on the tapes which many students find invaluable. The combination of classroom instruction, the videos, and tutoring offer many students the tools to math success. The Success Center has the full series of Math 094, 097, and 112 videos produced in conjunction with the textbooks. Math tutors are happy to assist students with using the videos.



Dear Gabby

Dear Gabby,
How do I get my students to think more critically? It seems they just try to write down word for word what I am saying without understanding the relevance of the material.

Frustrated Professor



Dear Frustrated Professor,
Sometimes critical thinking skills are not required or taught to students before college. As you well know, critical thinking requires the student to relate to information at a deeper level, question the content, think 'beneath the surface,' and gain insights about information. The college experience requires students to learn this skill. Sometimes students can think critically about personal situations, but have not converted this into the classroom. For example, have you ever heard a student have an insight or make a judgment about another friend's relationship? Statements such as, "That relationship will never work; he is too _____ for her." or, "I can't wear that outfit, I am too short for that." show a level of critical thinking. What these examples represent is the individual looking at a situation, assessing the information, relating to it in some way, and making evaluations. The challenge then appears how to assist the students in converting some of these skills into the classroom. Perhaps by showing students they are using a level of critical thinking in personal situations may help them to carry over the behavior to the academic setting. A variety of leading question, repetition, group work and practice are cited by some instructors as the more effective means to assist students with gaining critical thinking skills. Good luck!

Gabby