

ASAP Newsletter

March/April 2008

ASAP Hours

Monday: 8:30 am– 5:00 pm
 Tuesday: 8:30 am– 5:00 pm
 Wednesday: 8:30 am– 5:00 pm
 Thursday: 8:30 am–5:00 pm
 Friday: 8:30 am– 4:30 pm



Dates to Remember

April 9: Scholars Day
 April 15: Last day to withdraw

Are You a Kinesthetic Learner?

By Mariangela Chandler, Director of ASAP

Kinesthetic Learners are those who learn best when they are physically engaged. They are the "hands-on learners" or the "doers" who actually concentrate better and learn more easily when movement is involved.

College can be especially difficult for Kinesthetic learners because much of the work (reading, studying and listening) requires that they remain seated in one place for extended periods of time.

So to make life and learning easier, here are some tips to help Kinesthetic students succeed when studying:

Study Tips for Kinesthetic learners:

- Change locations each time you take a break from studying
- Make models out of clay or other materials*
- Engage in role playing/simulation

- Use memory techniques that require movement - hand gestures, for example
- Use rhythm (beats) to memorize
- Associate feelings with information

Generate your own personal examples; don't just rely on the ones given in class or in the text.

*recipe for Play Dough to make models

- 2 cups flour
- 1 cup water

Mix together well. You can add dry Kool Aid or Jello to make colored dough.

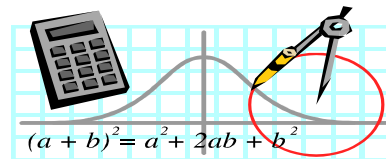
Visit ASAP at 205 Van Hoesen to learn about more tips for Kinesthetic and other types of learners.

Study Tips for Math

By Jeanine Rose and Rickie McClure, Academic Tutors

The only way to learn mathematics is to do mathematics
~ Paul R. Halmos

1. Commit formulas and important vocabulary words to memory.
2. Your class notes are probably equations and numbers. Copy your notes and add lots of text explaining the steps in your own words.
3. Rework the example problems in your notes and in your text.
4. Tests will probably consist of problems to work, so practice working lots of problems. Work the odd numbered problems in your text since the answers are usually in the back. Check your answers – the feedback is an important part to your learning process.
5. Rehearse taking a math test by making up (or having a friend make up) a test. Sit down, give yourself a time limit and take the test.
6. When you take the real test, immediately write out any formulas you had to memorize, so you can refer to them if you need to.
7. Be sure to try the examples in the book before you begin the homework.
8. Always read and understand the instructions for homework problems. If you don't, find an example in the chapter with the same instructions and use that example as a model for your work.
9. Make a list of the concepts that the instructor has discussed. Understand each concept and how they all fit together.
10. When reading a word problem think about what you are being asked to find, what information is in the word problem and what information you need to bring to the problem to answer it.



Listen Up! Aural Learners

By Esa Merson, Academic Tutor

What are Aural learners? Aural learners process information optimally through listening (so I should really be reading this aloud to you).

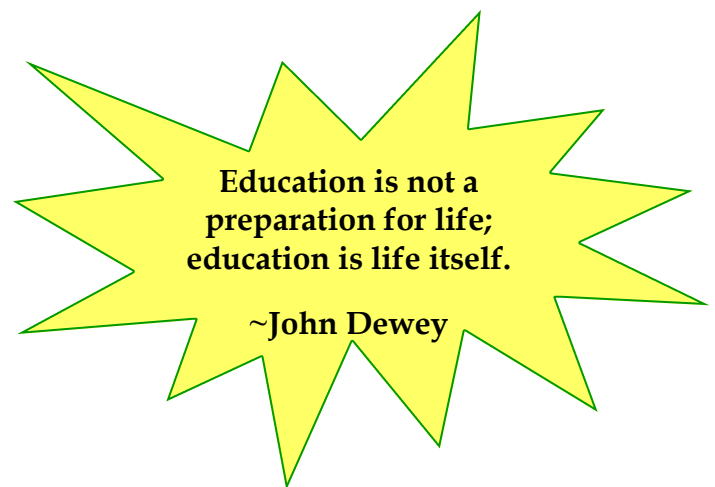
If you are an Aural learner, you learn best through lectures and discussions. You like talking things through and listening to what others say. It's not just about the words, but you are also likely aware of peoples' tone of voice, pitch, speed and other subtleties of speech...even if you don't realize it. You probably know how someone feels just by hearing their voice. You may find that written information has little meaning until you hear it spoken aloud.

Here are some study suggestions if you're an Aural learner:

- Attend classes and participate in discussions/debates
- Remember interesting examples, jokes and stories
- Use a tape recorder in addition to taking notes in class
- Explain new ideas to other people
- Discuss concepts with your professor/lab instructor/tutor/other students

- Read text aloud
- Create mnemonics to help you remember

All learning styles have positive and negative aspects, but consider this: As an Aural learner, your learning style is perfectly suited to lectures and discussions! Considering that nearly every class contains these elements, all you need to do is embrace your inner listener to maximize your learning potential.



Extra! Extra! Read (and Write) All About It!

by Erika Hendra, Academic Tutor

Identifying Read/Write learners is easy. They're the ones with their nose in a book all the time, which makes sense since Read/Write Learners learn best by **reading** and **writing** about what they read. But there's more to mastering learning for R/Ws than just plopping down with a book. It's important to take notes, re-write those notes and share their notes with others. They also benefit from taking practice quizzes and researching written information through web links and searches.

Here are some tips to help all you R/Ws out there:

- Handouts are your best friends because they're easy to read and organize a lot of information in an easy-to-read format. If a teacher uses them, make sure you've got copies.
- If you're researching on the internet, take notes; don't just read through information and expect you'll remember it. Even better, print copies so you can make notes right on the page.
- Read the textbook material and write a summary/outline of the information you learned.

- Write verbal descriptions of the lab experiments and the outcomes of these experiments.
- Write verbal descriptions of demonstrations, animations, or other visual aids used in class.
- Rewrite your lecture notes as a list or an outline.
- Imagine your notes as multiple-choice questions and practice answering them.

Since R/Ws are masters of language, it's easy for them to over-think on tests and stress about the exact meaning of a word or phrase, especially with multiple-choice questions. For test questions that use diagrams or figures, write a description of the figure before you answer the question. In general, go with your first instinct on an answer unless you discover that you have misread the question or missed one of the answers in haste.

Get The Picture? Visual Strategies for Better Writing

by Jen Drake, Academic Tutor

Do you seek out charts, maps, graphs, diagrams, and illustrations to make sense of the information in textbooks, essays, or articles? Do you highlight or underline texts while reading in order to better understand them? Are your class notes full of diagrams, abbreviations, and symbols? Do you feel the urge to draw or look at a map when someone gives you directions? If so, chances are that you have a preference for the Visual mode of learning.

How can you use the Visual mode to your advantage while writing papers? There are two strategies in particular that are especially helpful. First, creating a block outline to organize your ideas before you begin a draft can help you to see whether you have chosen an organizational scheme and sources that adequately support your thesis.

It can also help you to be sure that the information in each paragraph really does relate back to its topic sentence and, ultimately, the paper's thesis.

A second powerful strategy which can be handy at the revision stage, especially if you are struggling to improve coherence, is the use of highlighting to identify the development of different parts of your thesis throughout your paper. For example, if your thesis has three supporting points, assign a different highlighter color to each. Then read through your paper, highlighting each sentence in the color of the point it helps to develop. Your introduction may have one or two sentences at the very beginning that introduce your general topic and may have two or all three colors, and your conclusion should probably have at least one sentence of each color. The goal for body paragraphs, however, is to have each color grouped together in one paragraph, with very little (if any) overlap, and no unhighlighted sentences. This strategy helps to bring any digression or extraneous information clearly into view so that you can put it in the right place in your paper, or eliminate it completely if it's unnecessary.

To find out more about your own learning preferences, stop by ASAP and make an appointment to take the VARK learning preferences inventory and discuss it with a tutor. In the meantime, happy writing!

Sample Block Outline for Visual Learners

CPN 100-005:Academic Writing I
Block Outline Template: ICE #2

Name:

2Apr2008

Title: _____

Introduction

Topic:

Context: Where does your source article come from?

Source: Identify by title, author, etc.

Thesis: (See ques. #4)

Body Paragraph 1:

- a brief summary of the source, focused on the audience and purpose

Body Paragraph 2

- o your response to question 2

Your responses should accomplish two things:

- o identify the organizational patterns in question
 - o provide examples from the text for support
- o your detailed response to question 4, pertaining to patterns.

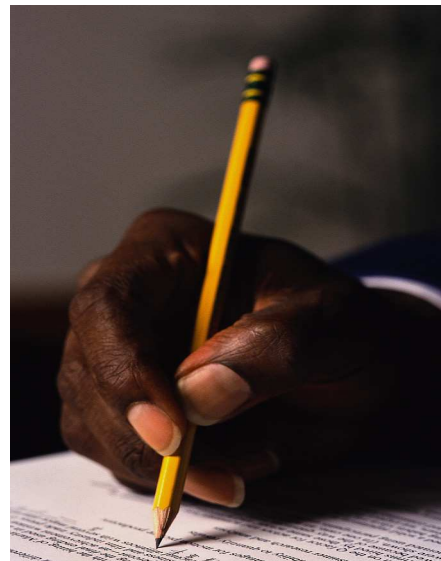
Body Paragraph 3

- o your response to question 3

Your responses should accomplish two things:

- o identify the connective devices in question
 - o provide examples from the text for support
- o your detailed response to question 4 pertaining to devices.

Conclusion



ASAP is your resource for a successful transition to college and a place to build better academic habits. We have Peer Tutors to help in a variety of subjects and Professional Tutors who can work with you to develop your academic skills. Call **753-4309** or stop by **B 205 Van Hoesen Hall** to make an appointment.