

Procedure for testing in the Test Lab, Haymond Hall 202

First-year students:

- Talk with Comprehensive Advisor about test accommodations.

Beginning of each semester:

- Talk with your professors about taking the tests in the Test Lab.

Three days before the test:

- Schedule appointment with Test Lab staff if a reader or scribe is needed so this can be arranged.

Two days before the test:

- Remind the professor in person
- Ask how the test will get to the Test Lab
 - Professor deliver the test?
 - Test Lab staff pick up the test?

One day before the test:

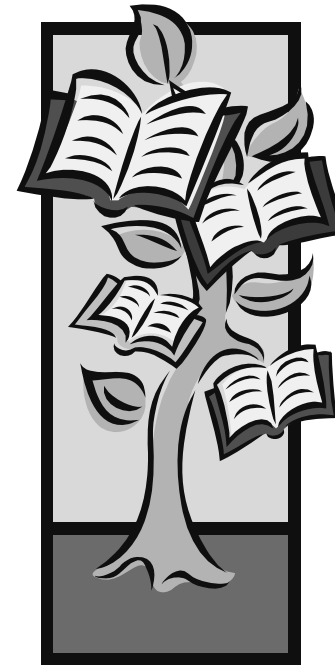
- Schedule appointment with the Test Lab.
 - Call ext. 8560
 - Stop in Test Lab

Day of test:

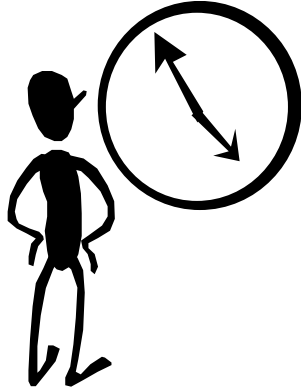
- Arrive on time for the test.
- Sign in with test lab staff
- Written approval of professor is needed to take test at a different time. (see page 6)



LEARNING CENTER



Informal Handbook
2014 - 2015



Learning Center

Hours of Operation *

Testing Lab (H 202)

Monday - Friday: 8:00 am - 5:00 pm

Technology Lab (H 218 B)

Monday - Friday 8:00 am - 5:00 pm

Day-Time Check-In (H 122)

Monday - Friday: 8:00 am - 4:30 pm

Mentor Advantage Evening Check-In (H 122)

Monday - Thursday: 4:30 pm - 8:30 pm

* Hours of operation may change during holidays, final exams, and campus activities.

Staff Directory

Director

Shawn Kuba, LPC, Ed.D., H 204, x 8563, kuba_s@wwwc.edu

Administrative Assistant

Lisa Parks, A.A., H 215 B, x 8563, parks_l@wwwc.edu

Comprehensive Advisors

Anita Dib, M.A., H 215 D, x 8558, dib_a@wwwc.edu

Suzanne Haas, M.A., H 215 E, x 8562, haas_s@wwwc.edu

Susan Harsh, M.A., H 215 A, x 8036, harsh_s@wwwc.edu

Brandi Wykoff, B.A., H 215 C, x 8076, wykoff_bl@wwwc.edu

Test Lab

Supervisor

Carla Waldo, B.A., H 202, x 8560, testlab@wwwc.edu

Coordinator

Ciara Goff, B.A., H 202, x8560. testlab@wwwc.edu

Foundational Services

Assistive Technology: Susan Marshall

Tutoring Supervisor & Study Strategies Specialist: Suzanne Haas

Learning with Lindamood-Bell® techniques

Coordinator

William Pastorius, M.S., H 218, x 8094, pastorius_w@wwwc.edu

Clinicians

Carolyn Baisden, B.S., H 218, x 8091, baisden_c@wwwc.edu

Kathy Chapman, M.A., H 218, x8091, chapman_k@wwwc.edu

Margaret Miller, B.A., H 218, x 8091, miller_m1@wwwc.edu

Tessa Smith, H 218, x 8091, smith_t1@wwwc.edu

Mentor Advantage Program

Coordinators

Shawn Kuba, LPC, Ed.D., H 204, x 8563, kuba_s@wwwc.edu

Anita Dib, M.A., H 215 D, x 8558, dib_a@wwwc.edu

Lead Mentor

Teresa Buckner, B.A., H 206, x 8380 buckner_t@wwwc.edu

Mentors

Lindsey Ford, B.A., H206, x8377, ford_l@wwwc.edu

Diana Johnson, B.S., H 206, x 8377, johnson_d@wwwc.edu

April Keating, B.A., H 206, x 8377, keating_a@wwwc.edu

Denton King, M.S., H 206, x 8377, king_d@wwwc.edu

Betsy Leigh, M.B.A., H 206, x8377, leigh_e@wwwc.edu

Susan Mendicino, M.S., CCC-SLP, mendicino_s@wwwc.edu

Margie Mitchell, M.S.N., H 206, x8377, mitchell_m@wwwc.edu

Hannah Talbott, M.A., H 207, x8377, talbott_h@wwwc.edu

Jodee Wilt, B.S., H 206, x 8377, wilt_j@wwwc.edu

Computing GPA

Course	Credit Hours	Grade	Grade value	Quality Points
Comp. I	3	B+	3.33	9.99
US History	3	C-	1.67	5.01
Algebra	3	B	3.00	9.00
Sociology	3	A	4.00	12.00
Totals	12		12	36

Quality Points = credit hours multiplied by grade value

GPA = quality points (36) divided by credit hours (12)
= 3.00 GPA

Grade Value

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Course	Credit Hours	Grade	Grade value	Quality points
Total				

$\frac{\text{quality points}}{\text{credit hours}} = \text{GPA}$

- Academic calendars 36 - 39
- Building Codes 41
- College Study Strategies class 24
- Comprehensive Advisor information 4
- Contacts for information: inside back cover
- Day-Time Check-In 7
- Final examinations
 - Schedule for fall final exams 41
 - Study tips for final exams 40
 - Testing in the Test Lab 11
- Hours of operation: inside front cover
- Lindamood-Bell® Learning Methods 5
- Math assistance 20
- Mentor Advantage Program 6, 25
- Note-taking needs 14 - 16
- Reading assistance 5, 21, 23
- Staff directory: inside back cover
- Study strategies
 - College Study Strategies class 24
 - Frequently asked questions 28 - 35
- Technology Lab 22 - 23
- Testing needs 8 - 13, back cover
 - Test back cover
- Time Management 18 - 19
- Tutoring 25 - 27
- Writing assistance 17, 23

What is a Comprehensive Advisor?



As a first-year student, you will have the opportunity to meet with your Comprehensive Advisor on a weekly basis.



Many of our students tell us the Comprehensive Advisor relationship is key in making the transition to college life; our first-year students have described the

Your Comprehensive Advisor is willing to work with you in the following areas:

- Developing academic strategies
- Discussing your priorities and motivational outlook
- Developing organizational strategies
- Analyzing accommodations needed for your classes
- Coaching you to describe needed accommodations to your professors
- Building your academic schedule for the first three semesters
- Connecting you to services within our support system
- Linking you with other campus offices for assistance in areas not related to academic support
- Listening to how you think you are doing in the “transition to college” process

FINAL EXAMINATION SCHEDULE FALL 2014



	8:00—10:00	10:30-12:30	2:00—4:00	6:00—8:00
Fri. Dec. 12	MWF 11:00	TT 2:30/3:00	MWF 8:00	MWF 12:00
Sat. Dec. 13	TT 1:00	MWF 9:00	TT 8:00	TT 6:00/6:30/ 7:00
Mon. Dec. 15	MWF 1:00	MWF 2:00	TT 9:30	MW 6:00/6:30/ 7:00
Tues. Dec. 16	MWF 3:00	MWF 10:00	MW/TT 4:00	

BUILDING CODES

- ADM** Administration Building
CHS Christopher Hall of Science
EA English Annex
GYM Rockefeller Center
HAY Haymond Hall
JEN Jenkins
LIB Library
LOH Loar Hall
MCC McCuskey
MID Middleton Hall
MRC Martin Religion Center
PAC Performing Arts Center
RRC Reemsnyder Research Center

Study Tips for Final Exams



- Attend all classes to the very end because professors may discuss new material as well as the final exam.
- Make academics a priority. Save celebrating until finals are over.
- Manage your time efficiently. You can make a study schedule and/or a to-do list. Limit your time with friends and the computer. Spend more time in the library.



- Spread your study out. Don't cram all day for the next exam. It's hard to keep up that pace. You may get tired and give up on later exams.

- Stay motivated. Give yourself pep talks. Plan rewards.
- Focus on the exam you're taking. Don't worry about tomorrow's exam. Don't fret over yesterday's exam.
- Attention gone? Take a short break, close your eyes, and focus on your breath coming in and going out.
- Make sure you take care of your physical self. Maintain a healthy diet, get plenty of sleep, and keep up with your exercise program. Many research studies have proven a strong connection between your body and your mind.



What is Lindamood-Bell® Learning Methods?*



Our Learning Program that uses this technique is a clinical program that offers one-on-one instruction to students for a fee. This program uses a process oriented approach that teaches students to teach themselves and helps students with reading, writing, and other learning problems including cognitive processing and verbal expressive difficulties. For information on how to sign up for this program, see the Director of the Learning Center or your Comprehensive Advisor.



Components of the Program

- Lindamood Phoneme Sequencing (LiPS®) for auditory components of reading, spelling, and short term memory
- Symbol Imagery® for the visual components of reading, spelling, and math
- Visualizing-Verbalizing® for reading and language comprehension
- decimals and fractions to word problems
- Application (Appl.) focused transfer of clinical skills to actual course work

* Wesleyan's Reading Program is offered on a fee-for-service basis.

**Lindamood-Bell®, LiPS®, V/V®, Lindamood Phoneme Sequencing®, Visualizing and Verbalizing for Language Comprehension and Thinking® are trademarks of Lindamood-Bell Learning Processes (<http://www.lindamoodbell.com>). Lindamood-Bell in no way guarantees the quality of the materials or services that may be supplied by West Virginia Wesleyan College. West Virginia Wesleyan College is not affiliated with, certified, endorsed, licensed, monitored or sponsored by Lindamood-Bell, Nanci Bell, Phyllis Lindamood, or Pat Lindamood.

What are the Mentor Advantage/Day-Time Check-In Programs?*



The Mentor Advantage Program, MAP, offers organizational mentoring and strategic content tutoring to the student for a fee. By participating in the program, the student is guided to develop strategies to help understand and complete course requirements, to plan academic tasks, and to develop a schedule for completing tasks. The purpose of MAP is to support the student in becoming a self-regulated learner. For information regarding the MAP see your Comprehensive Advisor or the Director of the Learning Center.

COMPONENTS OF MAP

Organizational Mentoring – assists the student to develop, implement, and adapt plans for their courses each semester.

Strategic Content Tutoring – provides one-on-one professional guidance in managing the course concepts, structuring assignments, and overall course and test preparation.

College Transition Class – offers weekly discussions that focus on adapting to college life, developing self-regulated learning skills, and key issues in personal growth and wellness. This class is offered for one academic credit.

* Wesleyan's Mentor Advantage Program is offered on a fee-for-service basis.

West Virginia Wesleyan College 2nd Quarter, Spring 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
March 1	2 2 nd quarter classes begin	3	4	5	6 Deadline add/ drop 2 nd Q.	7
March 8	9	10	11	12	13	14
Spring Break						
March 15 Residence halls open Noon	16 Classes resume	17	18 Deadline w/d sem. classes	19	20	21
March 22	23	24	25	26	27	28
March 29	30	31	April 1 Deadline w/d 2 nd quarter classes	2	3 Good Friday Recess No classes	4
April 5	6	7	8	9	10	11
April 12	13	14	15	16	17 Spring Weekend (classes held)	18 Spring Weekend
April 19	20	21	22	23	24	25
April 26	27	28	29 Last day of classes	30 Reading Day	May 1 Final Exams	2 Final Exams
May 3	4 Final Exams	5 Final Exams	6	7	8 Baccalaureate	9 Graduation

West Virginia Wesleyan College
1st Quarter, Spring 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January 11 Residence Halls open Noon	12 Registration	13 Classes begin	14	15	16	17
January 18	19 Deadline sch. changes	20	21	22	23	24
January 25	26	27	28	29	30	31
February 1	2	3	4 Deadline w/d 1 st quarter	5	6	7
February 8	9	10	11	12	13	14
February 15	16	17	18	19	20	21
February 22	23	24 Progress Reports	25	26	27 First quarter classes end	28

Day-Time and Evening Check-In: A professional tutor will be on duty to provide academic support in our Mentor Advantage study area, Monday through Friday, while the College is in session. When students sign in to this area, they may:

- Make or revise to-do lists for the day or week
- Get started on assignments
- Work on assignments and readings between classes and in the evenings

Hours:

Day-Time Check-In: 8:00 am - 4:30 pm (M - F)

Evening Check-In: 4:30 -8:30 pm (M - Th)

Students may sign up for these programs separately and on a semester-by-semester basis, in keeping with our usual advising process. Please feel free to see or call Shawn Kuba if you have questions: 304.473.8499.



What do I need to know about taking tests in the Test Lab?



The Test Lab is the place where students take tests and access class notes. These services accommodate students who have been diagnosed with learning disabilities.

Who is allowed to take tests in the Test Lab?

Students with diagnosed learning disabilities, students who use English as a second language, or students who have made arrangements with the professor to take a make-up exam may take exams in the Test Lab, Haymond Hall room 202.



Can I just walk in and take a test?

No, to take a test or quiz in the Test Lab you need to schedule an appointment at least 24 hours in advance. You must make arrangements with the Professor at the beginning of the semester. Remind the professor the class period before the test. Then drop in or call the Test Lab, ext. 8560, to schedule your appointment. It is your responsibility to find out how your test will be delivered to the Test Lab and to let the Test Lab supervisor know the arrangements you have made with your professor.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
October 12	13 2 nd quarter classes begin	14	15	16	17 Deadline add/drop 2nd Q Founder's Day 11:00 classes cancelled	18 Homecoming
October 19 Homecoming	20	21	22	23 Fall Recess No classes	24 Fall Recess No classes	25
October 26	27 Deadline w/d sem. Classes	28	29	30	31	November 1
November 2	3	4	5 Deadline w/d 2 nd Q	6	7	8
November 9	10	11	12	13	14	15
November 16	17	18	19	20	21	22
November 23	24	25	26	27	28	29
Thanksgiving Break						
November 30 Residence Halls open Noon	December 1 Classes resume	2	3	4	5	6
December 7	8	9	10 Last day of classes	11 Reading Day	12 Final Exams	13 Final Exams
December 14	15 Final Exams	16 Final Exams	17	18 Final grades due	19	20

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 24 Registration	25 Classes begin	26	27	28	29 Deadline schedule changes	30
August 31	September 1 Labor Day Recess No classes	2	3	4	5	6
September 7	8	9	10	11	12	13
September 14	15	16	17	18 Deadline w/d 1st Q	19 Family Weekend	20 Family Weekend
September 21	22	23	24	25	26	27
September 28	29	30	October 1	2	3	4
October 5	6	7 Progress Reports	8	9	10 1st Q classes end	11

Can I take a test in the evening?

No, tests can only be taken from 8:00 am to 5:00 pm. You must begin your test no later than 3:00 pm so that you are finished before 5:00 pm.



Can I take a test any time I want?

You must schedule exams at the same time the class meets unless you get written approval from the professor to take the exam at a different time. Make-up exams can be taken at any time Monday - Friday from 8:00 am - 5:00 pm, unless the professor indicates a specific time to take the exam. Make-up exams cannot be taken during the final exam period or on days when the college is closed.

How do I know that my test will be in the Test Lab when I get there?

You should ask the professor if he or she will drop the test off at the lab, or if the Test Lab supervisor should arrange for the test to be picked up.

What if I need accommodations other than extended time - like a computer or a reader or scribe for testing?

If a reader or scribe is necessary, it is your responsibility to notify the Test Lab staff at least three (3) days in advance so that arrangements may be made.

If a word processor is needed for an essay exam, it is your job to notify the Test Lab staff when you make your appointment to take each test.

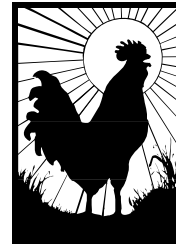


What if my professor uses a computer-based testing system like Angel?

- Let the Test Lab staff know if your test will be given through a computer-based system like “Angel.”
- It is important for you to follow the specific instructions if you plan to take your test through a computer-based system.
- Talk with your Comprehensive Advisor about possible accommodations for computer-based testing.
- Bring your laptop to use in the Test Lab.

How will my test be returned to the professor?

The Test Lab staff arranges for the confidential return of the test to the professor.



Some of us concentrate better at different times of day (your internal prime time).



Some of us work better in four-hour sessions; others do better in 45-minute blocks of time . . . it is your job to find out what works best for you.



You will be in class between 12 and 17 hours a week. That leaves about four to six hours of study a day to make a 40 hour work week. This is the real world . . . learning is your “work”.

You can ask your Comprehensive Advisor to help you design a **schedule that works for you**.





It is **up to you to spend time, each day**, reworking your notes, taking notes on the assigned text readings, and reviewing to assimilate the material so it becomes your knowledge.

Educational researchers have found that material **actively reviewed in small segments daily** has a better chance of recall than information that is reviewed one or two days before the test. Continual active review over several weeks will result in better learning outcomes (test results).

As you re-read, review, and try to recall the “to be learned” material, you actually change the physical structure of your brain by creating deepened neural traces for that information. You are **storing the material in your long-term memory**. When this happens, you are in a better position to recall it at test time.



We suggest you schedule a few **study sessions every day** even though you may have nothing “due” the next day and that you fit this in before 9:00 pm.



Doing this leaves the reward of “free” time later in the evening. Students tell us that knowing they have free time in the evening helps them stay “on task” while they are studying. They also tell us that they feel better about their “**free**” time if they **work first**.

Can anyone take a final exam in the Test Lab?

Students with diagnosed learning disabilities and students who speak English as a second language may take their final exams in the Test Lab. Other students may make arrangements with their professor to take a final exam in the Test Lab if there are extenuating circumstances.



Do I have to make an appointment to take a final?

Yes, all students must schedule an appointment. Students with learning disabilities will receive a “Final Exam Reservation” form about two weeks before exams begin.

Can I take a final exam any time?

No, final exams will only be given at the designated time for each class. An exam time cannot be changed without written approval from the professor. Exams will only begin at the scheduled times. If you arrive late, you will not be allowed to test in the Test Lab.

Can I take a make-up test from the semester during the final exam time?

No, there will be no make-up tests given during the final exam period. Make-up tests given in the Test Lab must be completed before final exams begin.

Is the Test Lab a secure environment in which to take a test?

The adult Test Lab proctors ensure the integrity of the testing environment. For example, students who wear hats into the Test Lab are routinely asked to take them off before testing. Backpacks are stored on the shelves outside the lab. Cell phones are not allowed in the Test Lab. The Test Lab staff gives students any needed scratch paper.



Please do not take our routine checking of pencil cases or hats personally.



Students testing in the lab will be asked to read the Test Taking Policy. Student signatures on the policy sheet indicate the student understands and will follow the lab policies and procedures.

Personal translators are permitted in the Test Lab only with prior permission from the professor. This permission must be written or communicated directly to the Test Lab Supervisor or Coordinator. Some professors only allow Test Lab translators.

Students are not permitted to leave the Test Lab once testing has begun.

Test Lab staff routinely walk through the lab to keep an eye on the testing environment.

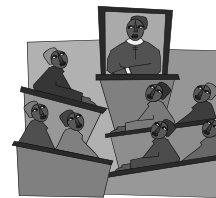


I don't like keeping a schedule. Why do so many people tell me this is important?

The **biggest mistake first year students make** the first semester of college is thinking they have lots of free time because nothing is "due" the next day.



When you were in high school, your **teachers structured your assignments and class work** over a period of time so that you had several chances to understand and learn the information.



Now that you are in college, you need to **structure your own learning**. There is **more** information covered in a shorter period of time, and you are expected to apply what you learn to new problems.

If you **come to class having read the assigned text** material, you create something like a "lattice" to which you can attach the ideas and facts in the lecture and class discussions.



- **Learn examples** used by your professor or in your textbook to explain unfamiliar concepts. Latest theories on how the brain processes information acknowledge that one idea triggers another. Examples can help you recall the **abstract** concepts.
- **Examples** usually describe a **specific event** or demonstrate a **particular technique**. They are one key to understanding the abstract ideas we learn in higher education. Examples are easy to relate to because they involve everyday action.



- **Your professor** will bring examples into the class discussion to illustrate and explain unfamiliar and complex concepts.

- Examples are frequently given in **your textbook** readings as well.



The more you **work** to understand the information . . . the more you will know. The more you know . . . the more you can learn . . . **because** you will have more ideas to which you can connect the “to be learned” material.

Notice that we said, “the more you **work to understand**; the more you will learn.”

Special note for your information and the protection of your belongings:

Since personal belongings are not permitted inside the lab while you are testing, we have provided storage shelves outside of the Test Lab. Staff and student workers try to keep an eye on your belongings.



We ask that you leave your valuable items locked in your dorm room. The Test Lab and West Virginia Wesleyan College cannot totally protect your belongings while you are testing.



What do I need to know about using notes in the Learning Center?

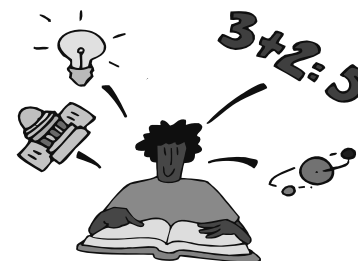
Who can use the notes in the Test Lab?

- Students with diagnosed disabilities who are enrolled in the Learning Center program.
- Students enrolled in the ESL Program may use notes that have been requested by a student with a documented disability.
- Students that have medical documentation of an **extended illness** or **serious injury** may receive special permission from the Test Lab supervisor and the class instructor to use the notes on a temporary basis.

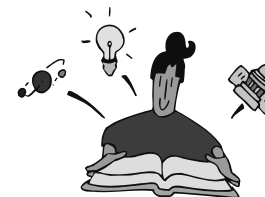



How do I get a note-taker?

If a note-taker is one of your accommodations, go to the Test Lab and complete a "Request for Notes" form. You will be notified when the notes have arrived and are ready for you to use. In some cases, we may ask the student to ask the professor for suggestions of a note-taker. Please submit your requests early in the semester so you don't miss the important introductory information.




- **Relate** these definitions or parts of ideas to **what you already know** about the subject area; think of similar concepts by using everyday examples.
- Try to **put the ideas together** once you know the meaning of the parts.
- Figure out how the new terms/concepts fit into the **overall picture of the subject area** you are studying.
- Make sure you understand the basic **goal of the course** you are studying **and** the specific **goals of each unit of study**. This is the "big picture" and will serve as your support for learning **unfamiliar** material.
- Always go back to the goal of the course . . . ask yourself "**why** is this idea important to this particular area of study? . . . **why** and **how** is it significant or important given the general topic?"





How do I know if I understand the information?

If you can recall and restate the information in your own words, you probably understand it.

What should I do if I don't understand the material?

- **Break down the material** into segments that you do understand.
- If you do not grasp one or more of the “pieces” of information, **use your textbook glossary or dictionary** to understand the basic meaning of the separate words or phrases. Or, talk with your professor, the tutor, or your classmates.



How can I access the notes?

Monday through Friday from 8:00 am - 4:30 pm you can sign for the notes and use them in the Test Lab, H 202. Monday through Thursday from 4:30 - 8:30 pm you can sign for and use the notes in H 122, the Mentor Advantage Program Evening Check-In room. Please sign in the Note Use binder every time you use the notes.



How can I use the notes?

You can use the notes to re-work your own class notes. You can add additional information you missed during class. You can clarify your own notes. After you finish with the notes, you'll return them to the file cabinet.



Notify Test Lab staff if you no longer need the notes.

Can I get a photocopy of the notes for a class that I missed?

No, all notes should be re-worked by hand or by word processor. Students are not permitted to photocopy or scan the notes on file unless psychological documentation specifies that photocopies of notes must be provided.



How long are the notes kept?

Notes are kept on reserve for your use on a weekly basis throughout the semester. If notes are used weekly, this service continues for the semester. If notes are not used weekly, the student will be notified of possible cancellation. If the student does not respond to this notice, the notes will be cancelled.



How can I increase my chances of remembering?

Test yourself. At first test yourself on just a few items at a time (2 - 7). Then, add to the concepts you are learning by slowly increasing the number of items on which you test yourself. Each time you recall the information without the help of your notes or textbook, you increase your chances of remembering it at test time. Some students self-test by writing, and others, by reciting the material.



Should I try to memorize information even though I don't really understand it?

It is actually harder to commit information to long-term memory if you don't understand it. If you work to understand the information, it is easier to transfer it to your long-term memory where it will be ready for you to recall on a test.

Frequently asked questions



I read and remember the material while I'm studying, but I can't recall it when I take the test. What can I do?

Try making yourself recall the material while you are studying. Test yourself as you study. This action on your part helps put the information into your long-term memory. The more you self-test, the deeper the neural trace you make, and the easier it is to recall the information on a test.



What are some ways to test myself?

- Make flash cards and use them to test yourself. You can make flash cards with index cards or use apps on a smartphone or other electronic device, such as Quizlet and Flashcards+.
- If you make notes while you study, make Cornell notes. Your Comprehensive Advisor can show you how to do this. These notes make it easy to test yourself.
- After you read the information under a heading, look away from the book and recall what you read.
- Meet with someone else from your class and quiz each other after you read the chapter.

Can I get help writing papers?



If you are writing a research paper, try some of the software available in the Technology Lab.

If you are writing an essay and need help with brainstorming, use *Inspiration* or *Kurzweil 3000*. These programs give you visual tools to organize your ideas as you put them in a mindmap or outline.

Kurzweil 3000 has features that help you with drafting your papers, too. It can provide a split-screen so that you can see your outline as you type. It can read the words out loud as you type and as you edit your drafts. It can also help you select words to use with the word prediction tool as you type.



Use *Dragon Naturally Speaking* software to get your thoughts down on the computer. You speak into a (headset) microphone and the program converts your speech into words on the computer screen.

Finally, *Read and Write Gold* combines many of the helpful aspects of *Inspiration*, *Dragon Naturally Speaking*, and *Kurzweil 3000* into one comprehensive program.

Get help with any stage of your writing:

Visit the **Writing Center** for help with any writing assignment and to improve your writing abilities through the entire writing process. Check it out at: <http://www.vvwc.edu/services/writingcenter/>



How can I manage my time, class work, and activities?

Your Comprehensive Advisor can help you choose effective strategies to use to manage your time and to organize your work.

Professional mentoring is available through the Mentor Advantage Program*. A professional staff person can provide extra support to a student in developing a plan and schedule for completing academic tasks on an individual basis.

Paper

- Master Weekly Schedule: enter recurring activities: classes, meetings, organizations, work, practices, etc. Seeing your week helps you plan.
- Record and keep track of assignments: planner, wall calendar, desk calendar
- Reminders: To-Do lists and sticky notes



* Mentor Advantage Program is offered on a fee-for-service basis.

What if the subject area is not listed for a course in which I need help?

If you need help for a course but the subject area is not listed on the tutoring schedule, contact the tutor supervisor, Mrs. Haas. She will organize a study group for that particular course.

How do I know that the Walk-In Tutor can help me?

Tutors are successful students in the major for the subject they tutor and are chosen by the faculty in the department. They complete a tutor training course to learn how to tutor. Tutors are students who like helping other students.

What if the Walk-In Tutor can't help me?

If you go to a tutor for help in a course the tutor has not taken or does not feel comfortable tutoring, the tutor supervisor, Mrs. Haas, will organize a study group for that particular class.

Will the Walk-In Tutor be in my class?

Probably not. Tutors are majors in the subject they tutor. They are upper-class students who have taken several courses in the department for which they tutor.



26 How do I know when the Walk-In Tutoring sessions are held?

You'll find Walk-In Tutoring schedule posted on the bulletin boards in your residence hall, on the Learning Center homepage (use Quick Links on Wesleyan's homepage), and on the tutor bulletin board located on the top floor in Haymond Hall.



When should I go to a Walk-In Tutor?

Go to the tutor when you find you are not understanding something in a class, when you are having difficulty with a homework assignment, or when you want to get tips on getting ready for a test. Some students go to tutoring even when there are no problems . . . they just want to understand the material better. **Don't wait until right before a test** to attend tutoring. Learning takes time, and you'll want to give yourself time to learn.

I only see tutors listed for subject areas. What about tutoring for a specific course?

Tutors help with 100 and 200 level courses in the department areas listed on the tutoring schedule. For example, the Business Walk-In Tutor (WIT) can help with courses such as Principles of Financial Accounting, Principles of Management, Principles of Managerial Accounting, etc. Need some help with Computer Science Essentials or one of the one hour computer classes? Go see the Computer Science WIT.



Electronic

- Set up your Google Calendar with the WVWC Gmail account. Set your classes and weekly meetings to be recurring events from the beginning to the end of the semester. You also have the option to create to-do or task lists.
- If you have a smartphone, you can sync your email, calendar, and contacts to your phone to view and get reminders. Instructions are available at: www.google.com/sync

With Paper or Electronic

- At the beginning of each semester, take the time to enter all due dates for major assignments in all of your classes that are listed on the syllabi.
- Keep assignment listings up-to-date.
- Refer to your paper or electronic calendar at least once a day to be sure that you are on track!

How can I get help with math?



Available resources:

- Campus course: Developmental Algebra
- Strategic Content Tutoring* in math
- Technology Lab
- Walk-In Tutoring



Technology Lab: The Technology Lab offers a program called *InspireData* to assist students working with statistics. It helps you find answers to research questions and understand the relationship between variables, and choose the appropriate type of graph.

Math Walk-In Tutor: The Learning Center Walk-In Tutor Program offers help with math classes in regularly scheduled tutoring sessions led by trained peer tutors. Scheduled tutoring times for each semester are posted on the Learning Center's homepage, in the residence halls, and the tutor bulletin board located on the top floor of Haymond Hall.

* Wesleyan's Mentor Advantage Program are offered on a fee-for-service basis.

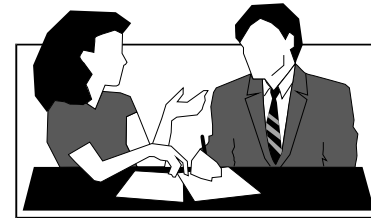
Is tutoring available?



Yes. The Learning Center offers professional staff tutors through the Mentor Advantage Program* and peer tutors through the Walk-In Tutor Program.

What is Mentor Advantage Program* tutoring?

Tutoring by a professional staff member is available through the Mentor Advantage Program. Strategic Content Tutors are prepared to work with students in specific academic coursework, and will provide a strategic approach to learning and achieving success. Schedules can be made for regular, one-on-one sessions.



What is Walk-In Tutoring?

Walk-In Tutoring consists of regularly scheduled tutoring sessions led by trained peer tutors for several academic content areas. Scheduled tutoring times for each semester are posted on the Learning Center's homepage, in the residence halls, and the tutor bulletin board located on the top floor of Haymond Hall.

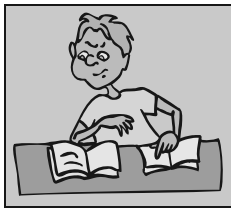
* Wesleyan's Mentor Advantage Program is offered on a fee-for-service basis.

Can I get help studying for my classes?



Yes, the College Study Strategies class and the Tutor Program provide help with studying.

What is College Study Strategies?



College Study Strategies (CSS) is designed to help students make the academic adjustment to college life. The small group structure of the course will enable the instructors from the Learning Center to assist students with differing needs.

What will I do in College Study Strategies?

You will:

1. Develop a working knowledge of the Information Processing model of memory
2. Demonstrate an understanding of your personal learning style
3. Choose effective academic strategies to understand and remember course information
4. Learn to monitor your academic progress
5. Develop an awareness of personal reasons for attending college



Can I get help with reading?



Yes, there is software and hardware in the Learning Center Technology Lab to help with reading your textbooks and other assigned class readings. Learning with Lindamood-Bell® techniques, page 5, offers help with reading. In addition, we have an institutional membership to Learning Ally.

Listen to your textbook or article . . .

. . . as the computer reads it to you with the *Kurzweil 3000* reading software. You may request a student worker to scan your assignment or request help from the Technology Coordinator to access other electronic formats for your text. You can adjust the speed of reading and choose which computerized voice you want to read the text. This program also highlights the text in the color you choose as it reads.



. . . or you can listen to texts using the institutional membership to Learning Ally. Contact the Technology Coordinator for more information.

. . . or, use *Kurzweil 3000* to read webpages. You can also have text read to you as you type it, and see text highlighted as *Kurzweil 3000* reads it to you.

What kind of help can I get in the Technology Lab?



The Learning Center's Technology Lab can help you with a lot of your academic tasks such as reading, writing, statistics, and anatomy.

See page 17 for help with writing.



See pages 5, 21, & 23 for help with reading.

See page 20 for help with statistics.

A.D.A.M.'s Anatomy Practice, helps students study and self-test for anatomy classes by viewing pinned structures. You can even make your own test on the material you're studying in class.

A.D.A.M. Interactive Anatomy shows a layer-by-layer dissection view of the human body.

A.D.A.M. Interactive Physiology has tutorials with animation and quizzes covering 10 body systems to help you learn difficult concepts.



Audio Notetaker allows students to import audio from a computer or portable device (digital recorder or phone) and displays each phrase as a colored bar that you can edit with color coding and/or write notes on. You can import PowerPoint slides, PDF documents, etc. to include with your recordings, and you can link to other documents on your computer.



Don Johnston's Co:Writer – University Edition is a word predictor that can be used with Microsoft Word. It is different than other word predictors because it uses linguistic word prediction, making the predictions more accurate. Users can access specialized topic dictionaries and create writer files with their personal preferences.

Zoomtext assists students with low vision. It offers magnification and screen reading.