



Pforzheimer  
Learning  
& Teaching  
Center

## WELCOME FROM THE PLTC DIRECTOR OF PROGRAMS

Welcome to the Pforzheimer Learning & Teaching Center. As Academic Peer Tutors, you play an essential role in helping Wellesley students, particularly First Years, adjust to the rigorous and exciting world of college. In this intellectually stimulating community, you will support students as they build on their academic strengths, overcome stress and anxiety and develop effective strategies for academic planning and goal achievement. Through this process, you will participate in a collaborative learning environment. Your work complements the work of faculty, the Department Tutors, the First Year Mentors, Res. Life Staff, Class Deans and a host of other dedicated professionals. As an active participant in the dialog among students, faculty, administration and staff, you help to strengthen the bonds that unite our community in the learning process.

Over the course of this year, I encourage you to share your perspectives, ideas and suggestions about the APT program with me and help shape the future direction of this already outstanding student support service.

Enclosed is your training notebook. It contains the information, forms and materials that you will need in order to perform your job successfully. We will spend a portion of our training time discussing the content of the notebook and will refer to it throughout the year. Please take time to read it thoroughly and bring it to all APT meetings.

Thank you for your participation and commitment to Wellesley's APT program. Past APTs have been enthusiastic about their work and frequently commented on how rewarding it was. They enjoyed serving as role models with whom students could identify, as they reflect on approaches to learning. I hope you, too, find your work rewarding.

I look forward to working with you,

*Roberta Schotka*

PLTC Director of Programs



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## MISSION & GOALS

### ***WELLESLEY COLLEGE***

The mission of Wellesley College is to provide an excellent liberal arts education for women who will make a difference in the world.

### ***DIVISION OF STUDENT LIFE***

The Division of Student Life guides and fosters the intellectual, ethical, personal, and social development of Wellesley students as they explore their place and purpose as engaged learners in a diverse and interdependent college and world.

### ***OFFICE OF ADVISING & ACADEMIC SUPPORT SERVICES***

The Office of Advising and Academic Support Services connects students with tools and resources that promote their intentional engagement with a liberal arts education as they pursue academic and personal goals both at Wellesley College and beyond.

### ***THE PFORZHEIMER LEARNING & TEACHING CENTER***

The Pforzheimer Learning & Teaching Center, located in the Margaret Clapp Library, plays a significant role in supporting the intellectual life of both students and faculty on the Wellesley campus. The mission of the Center is to provide students with a variety of programs and services designed to help them realize their academic potential and to give faculty members the opportunity to explore issues in higher education, teaching methodologies and the academic culture of Wellesley College.

Tutoring is the heart of the Center's academic support services. The PLTC offers a variety of tutorial programs focused on individual and group peer tutoring, Supplemental Instruction and study skills instruction. Peer tutors and PLTC staff help students build on their academic strengths, overcome difficulties, and develop effective strategies for academic success. Faculty members participate in programs that enable them to share insights, refine teaching skills, and implement pedagogical innovations.

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# **APT EMPLOYMENT & PAYROLL INFORMATION**





## ACADEMIC PEER TUTOR JOB DESCRIPTION 2010-2011

### ***ABOUT THE APT PROGRAM***

The Academic Peer Tutors provide individual and group academic support to students primarily in the residence halls, in order to help familiarize students with all that Wellesley has to offer.

### ***REQUIRED QUALIFICATIONS***

1. A rising sophomore, junior or senior
2. Maintain diploma grade standing with a cumulative GPA of at least 3.0
3. Willing to work a minimum of four-six hours per week (on average)
4. Available to participate in training and attend APT meetings
5. Available to serve the entire upcoming academic year
6. A good public speaker
7. APTs may not hold any other House-Council position while serving as an APT and may not work as a Public Speaking Tutor, RA or BHE/SHE. However, concurrent employment as a PLTC peer tutor is permissible.

### ***RESPONSIBILITIES***

The APTs deliver or sponsor frequent study skill workshops and individual study skill appointments on topics such as course registration, time management, note taking and exam preparation as well as topics specific to academic life at Wellesley College. They work collaboratively with FYM's, RAs and other res. life staff to develop and deliver activities that promote a positive educational and social environment in the residence halls.

### ***ADMINISTRATIVE WORK***

- Attend and participate in all APT meetings and training sessions
- Maintain accurate records and log sheets, and turn in log on time as required
- Check email and APT electronic bulletin board daily and respond to all administrative emails promptly
- Participate in the selection of next year's APTs and assist in the evaluation of the APT program.
- Perform other duties at the request of the PLTC Director of Programs (e.g. give feedback; participate in PLTC faculty programs, etc.).
- Establish specific "office hours" (at least two per week) and post the hours on your door, but be prepared for students to approach you for assistance at other times as well.
- Assist in the orientation and adjustment of First Year students through Orientation Week programming as outlined.

- Serve as a first point of contact and advocate for student who may need referral to various campus offices and services and advise students on academic issues and resources in the PLTC and other departments within Wellesley College.
- Encourage intellectual life at Wellesley by accompanying First Years to lectures and seminars on campus; coordinating and participating in a student/faculty meal; facilitate study groups; etc.
- Maintain student confidentiality.

### ***SPECIFIC APT DUTIES***

- Provide a minimum of two formal office hours per week
- Conduct a minimum of SIX-EIGHT activities per semester (including workshops), three – four of which are academic and three-four are non-academic, (this included one-two targeted academic workshops for specific student populations, such as student athletes, Davis Scholars, students by major, etc)

#### 1) Academic

- Time and Task Management (required topic)
- Reading Strategies (required topic)
- Workshop of your choice, must be an academic subject (Note taking, Test Taking, communication, netiquette, etc.)
- Targeted workshops for selected student or groups. (The PLTC Director will assign specific APTs to work with specific target groups).

#### 2) Non-Academic

- Faculty to a meal
- Study break” A minimum of one social activity per semester in cooperation with RAs and/or FYMs.
- A minimum of one workshop of your choice must be a non-academic subject (CWS, study abroad, etc.

Note: APTs are encouraged to collaborate with each other, their RA, FYM, SHE/BHE and/or other Res. Life staff to develop and deliver the activities listed above. For statistical purposes, only one APT can “count” and report the attendance data for each event.

Log your workshops, activities, attendance, individual appointments and office hours and submit them weekly to your Coordinator. Failure to comply will result in a delayed stipend for the APT and the Coordinator.

Note: Coordinators will host three evening APT get-together events each semester, dates TBD

### ***TIME COMMITMENT & STIPEND***

Academic Peer Tutors work approximately six hours per week. This includes time spent on individual and group appointments, workshops, preparation, PLTC meetings, House Council meetings, etc.

New APTs can earn up to \$750.00 per year, returning APTs receive an increase each year, based on successful completion of work and timely submission of log sheets.

Incomplete, late or inaccurate data reporting will affect your stipend as well as the stipend of your Coordinator.

## **PAYROLL PROCEDURES FOR APTs**

*The PLTC is delighted to have you on board as an APT. We have worked hard to develop a payroll system that is efficient and effective in meeting your needs, as well as those of the PLTC and the payroll office. Your need is to be paid on time. The PLTC needs accurate and thorough records, time sheets and log sheets and the payroll office needs to process multiple forms in a timely manner. Let's all work together to help make this happen.*

### ***INITIAL PAPERWORK***

You must complete an I-9, a W4 and a Direct Deposit form before you may work as an APT. (These forms are available at the Student Employment Office and the Payroll Office.) Make sure to bring two forms of identification with you. If you have already filled these three forms out, you will not need to do it again for any other campus job.) In addition, all International students must have a social security number and a Visa that allows you to work in the US.

### ***PAYROLL***

Each month you will need to start a time sheet and submit it for modification and approval by the PLTC's Administrative Assistant. She will enter the appropriate number of hours to reflect the correct pay for the payroll period. Your final check for each semester is contingent upon you submitting all of your completed attendance and log sheets on time. Your check will automatically be deposited in your account. If you work more than one job on campus, your check will be cumulative reflecting the hours worked for all jobs during the relevant pay period.

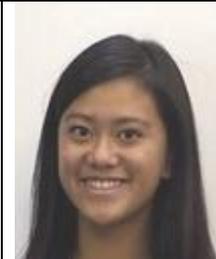
The PLTC requires all APTs to submit accurate and thorough log sheets. This allows us to determine usage patterns, to identify unmet academic support needs and to assess the effectiveness of our programs and services. Log your workshops, activities, attendance, individual appointments and office hours and submit them to your Coordinator Failure to comply will result in a delayed stipend for the APT and the Coordinator, and/or termination.



# **IMPORTANT CONTACTS**



## 2010-2011 APTs & APT COORDINATORS

				
Samaa Ahmed '13 <b>Dower</b>	Laila Alawa '12 <b>Freeman</b>	Nadia Chaudhry-Waterman '13 <b>Claflin</b>	Hee Soo Chung '13 <b>Shafer</b>	Yuting Guo '13 <b>Beebe</b>
				
Luyang Jin '12 <b>McAfee</b>	Stephanie Kim '13 <b>TCW</b>	Grace Liu '13 <b>TCE</b>	Alex Nagourney '13 <b>Severence</b>	Miriam Pofcher '11 <b>Munger</b>
				
Denisse Ruiz '13 <b>Cazenove</b>	Angie Seo '12 Returning <b>Davis</b>	Sara Spinella '11 Returning <b>Stone</b>	Victoria Udom '13 <b>Pomeroy</b>	Wendy West '13 <b>Wellesley Plus &amp; McAfee</b>
				
Michelle Xu '12 <b>Bates</b>		Lina Heitmann '11 <b>Coordinator</b>	Ameera Keval '12 <b>Coordinator</b>	Alice Lo '11 <b>Coordinator</b>

## APT CONTACT WITH MAJOR AND CELL PHONE

<b>APT Name</b>	<b>Class Year</b>	<b>Major</b>	<b>Pre-med</b>	<b>Res. Hall</b>	<b>Cell Phone</b>
Ahmed, Saama	13	Undeclared (Psychology or Sociology)	No	Dower	(781) 956-9910
Alawa, Laila	12	Biological Science & Psychology		Freeman	(857) 928-4239
Chaudhry-Waterman, Nadia	13	Undeclared (Biology or Chemistry, minor: South Asian Studies)	Yes	Claflin	(608) 332-7288
Chung, Hee Soo	13	Undeclared (Psychology, minor: Econ)		Shafer	(508) 283-0128
Guo, Yuting	13	Undeclared (Econ, Poly Sc)		Beebe	(781) 775-3937
Jin, Luyang	12	Biochemistry		McAfee	(781) 296-3911
Kim, Stephanie	13	Undeclared (Econ)	Pre-dental	Tower Court West	(206) 755-0764
Liu, Grace	13	Undeclared (Sociology, Education)		Tower Court East	(410) 300-3983
Nagourney, Alexandra	13	Undeclared ( Mathematics, minor: Environmental Studies or Economics)	No	Severence	(973) 462-7563
Pofcher, Miriam	11	Cinema & Media Studies		Munger	n/a
Ruiz, Denisse	13	Undeclared (Comparative Literature, German)		Cazenove	n/a
Seo, Angie	12	East Asian Studies (can advise for pre-med)		Davis	n/a
Spinella, Sara	11	Biochemistry		Stone	(973) 943-0502
Udom, Victoria	13	Undeclared (International Relations (Econ), minor: Cinema & Media Studies)		Pomeroy	(203) 747-5495
West, Wendy	13	Undeclared (Women and Gender Studies, minor: Biological Sciences)	Yes	McAfee (and W+)	(413) 657-9431
Xu, Michelle	12	Biological Science	Yes	Bates	(917) 774-8277
Heitmann, Lina	11	Comparative Literature & French	No	Beebe (coordinator)	(914) 844-1046
Keval, Ameera	12	Economics, Middle Eastern Studies		Beebe (coordinator)	(508) 395-1588
Lo, Alice	11	Economics		Stone (coordinator)	(951) 295-5502

## PLTC CONTACT INFORMATION

### ***DIRECTOR OF PROGRAMS***

Roberta Schotka 781-283-2675 [rschotka@wellesley.edu](mailto:rschotka@wellesley.edu)

Contact Ms. Schotka for issues regarding the APT program, tutoring, Supplemental Instruction (SI), study skills assistance, questions about students' academic support needs, disability questions related to learning & teaching, student leadership training (tutors, APTs, SI Leaders and Office Assistants) and overall issues and concerns regarding the PLTC.

### ***ADMINISTRATIVE ASSISTANT***

Kim Lancaster 781-283-2641

[klancas2@wellesley.edu](mailto:klancas2@wellesley.edu)

Contact the PLTC Administrative Assistant for issues regarding student employment, payroll, training sign-up and scheduling, APT kits and additional kit materials; APT debit cards (CVS) and general administrative needs.

### ***DIRECTOR OF DISABILITY SERVICES***

Jim Wice 781-282-2434

[jwice@wellesley.edu](mailto:jwice@wellesley.edu)

Contact Mr. Wice for issues regarding disability services, accommodation planning and implementation, employment as a reader, note-taker, etc. and disability testing

### ***FACULTY DIRECTOR***

Beth Hennessey, Professor of Psychology 781-283-3005

[bhennes@wellesley.edu](mailto:bhennes@wellesley.edu)

Contact Professor Hennessey for information regarding faculty development.

### ***WRITING TUTOR COORDINATOR***

Jeannine Johnson 781-283-2579

[jjohnso2@wellesley.edu](mailto:jjohnso2@wellesley.edu)

Contact Professor Johnson with questions about the writing tutors and tutoring specifically for writing.

## RESIDENTIAL LIFE PROFESSIONAL STAFF 2010-2011

<b>Staff member</b>	<b>Position</b>	<b>Extension</b>
Kris Niendorf	Director of Residential and Campus Life	2680
Donald C. Leach	Assistant Director of Residential Life	3265
Sandra Kim	Office Coordinator	2679
Stacie Allen	Area Coordinator, Bates, McAfee, Homestead, Cedar Lodge	3267
Joan Buck	Resident Director, Regis College site	tbd
Sarah Cooper	Resident Director, Severance	2737
Sherman Cowan	Resident Director, Claflin	2086
Erin Doherty	Area Coordinator, Stone-Davis, Dower, French House	2093
Dana Olivo	Resident Director, Freeman	2088
Paula Queenan	Area Coordinator, Pomeroy, Cazenove	3184
ShaQuan Davis Read	Area Coordinator, Shafer, Beebe	3180
Jessica Sprague	Resident Director, Munger	3177
Meghan Todd	Area Coordinator, Tower Court, Cervantes	2741

## WELLESLEY COLLEGE CONTACT INFORMATION

Health Services	Receptionist	781-283-2810
Stone Center Counseling	Receptionist	781-283-2839
	After Hours	781-283-2810
Campus Police	Regular Number	781-283-2121
	Emergency Number	781-283-5555
Class Deans	<b>Ruth Samia:</b> Admin Assistant, First Year	781-283-2327
	<b>Mary Holiday:</b> Admin Assistant, Class Deans	781-283-2325
	<b>John O’Keefe,</b> Director of Advising & Academic Support Services	781-283-2326
Clapp Library	Recorded Info (hours, etc.)	781-283-2110
RA’s	See List in Appendices	
Cultural Advisors	<b>Mared Alicea-Westort</b> Director of Multicultural Programs, Advisor to Latina Students	781-283-2958
	<b>Judah-Abijan Dorrington</b> Director of LGBTQ Programs	781-283-2682
	<b>Averie Sesskim,</b> Administrative Assistant to Director of Slater	781-283-2082
	<b>Karen Pabon</b> Director of Slater International House, Advisor to International Students	
	<b>Karen Shih</b> Director of Multicultural Programs, Advisor to Asian/Asian American Students	781-283-2959
	<b>Jennifer Williams,</b> Assistant to the Director	781-283-2133
	<b>Tracey Cameron</b> Director of Harambee House, Advisor to Students of African Descent	781-283-2134
Disability Services	<b>Jim Wice,</b> Director	781-283-2434
Religious & Spiritual Life	<b>Donna L. Matson</b> Assistant to the Dean	781-283-2685
Registrar’s Office	Green Hall, Room 334 <a href="http://www.wellesley.edu/Registrar/">http://www.wellesley.edu/Registrar/</a> Hours: 10:30-4:30	781-283-2307



# **CALENDARS & SCHEDULES**



## LINKS TO CALENDARS

Link to Multifaith Calendar <http://www.wellesley.edu/RelLife/calendar/>

Link to Registrar (for calendar page): <http://www.wellesley.edu/Registrar/Menupage2.html>

## FALL 2010 & SPRING 2011 APT MEETING SCHEDULE

Day	Date	Time	Topic	Presenter
Wednesday	9/08/2010	12:30-1:45	Case Studies	Roberta Schotka
Wednesday	9/22/2010	12:30-1:45	Class Deans	Class Deans
Wednesday	10/6/2010	12:30-1:45	Effective Reading Skills	Coordinator
Wednesday	10/20/2010	12:30-1:45	Effective Note Taking Skills	Coordinator
Wednesday	11/10/2010	12:30-1:45	Counseling Internships	Robin Cook-Nobles Salwa Muhammad & PRAs
Wednesday	12/01/2010	12:30-1:45	Study Skills: Effective Test Taking	Coordinator
Wednesday	12/08/2010	12:30-1:45	Semester Wrap-up	Roberta Schotka
Wednesday	TBD	12:30-1:45	Effective Questioning Techniques	Coordinator
Wednesday	TBD	12:30-1:45	Working w/ Students with Disabilities	Jim Wice
Wednesday	TBD	12:30-1:45	Active Listening	Coordinator
Wednesday	TBD	12:30-1:45	Selecting APTs for 2010-2011	All
Wednesday	TBD	12:30-1:45	Selecting APTs for 2010-2011	All
Wednesday	TBD	12:30-1:45	End of Year luncheon w/ 2011-2012 APTs	

## WELLESLEY COLLEGE SCHEDULE OF CLASSES

Monday, Tuesday, Thursday, Friday

8:30 am - 9:40 am

9:50 am - 11:00 am

11:10 am - 12:20 pm

12:30 pm - 1:20 pm

1:30 pm - 2:40 pm

2:50 pm - 4:00 pm

4:10 pm - 5:20 pm (M, Th only)

Evening (except F) 6:30 pm - 9:30 pm

Wednesday

8:30 am - 9:40 am

9:50 am - 11:00 am

11:10 am - 12:20 pm

2:15 pm - 3:25 pm

3:35 pm - 4:45 pm

Evening 6:30 pm - 9:30 pm

## WELLESLEY COLLEGE WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30					
9:50					
11:10					
12:30			Community Time		
1:30			Community Time		
2:15 (Wed. only)					
2:50					
3:35					
4:10		Community Time			
Evening					



SUN	MON	TUES	WED	THURS	FRI	S
Sept	Labor Day 6	Classes Begin; 7 Add/Drop, Credit/Non Begins	8	9	10	
Group 12 Tutoring begins	13	14	15	16	Add period ends 17	
Indiv. 19 Tutoring begins	20	21	22	23	Paperwork to add Babson, Olin, MIT classes due	24
26	27	28	29	Class of 2011 Major confirmation forms due	30 <b>October</b> Drop deadline, Credit/Non ends	1
3	4	5 Grades due by noon for Spring 2010 Incomplete work	6	7	8	
10	Fall Break- No Classes	11 Monday 12 Schedule	13	14	15	
17	18	19	20	21	Spring 2011 Registration materials posted	22
24	25	26	Tanner Conf. No Classes	27	28	29
31	<b>November</b>	1	2	3	4	5
7	Registration begins	8	9	10	Registration ends	11
14	15	16	17	18	19	
21	22	23	Thanksgiving Recess begins after class	24	25	26
28	Classes Resume	29	30	<b>December</b>	1	2
5	6	7	8	9	Last day Of classes; Last day to withdraw	10
All 12 Tutoring ends	13	Final exams begin	14	15	16	17
19	Final exams end; Papers due by 4:30pm Credentials deadline for June 2010 degrees	20	21	22	23	24



# **TECHNIQUES FOR SUCCESSFUL JOB PERFORMANCE**





## APT DO'S & DON'TS

### ***DO:***

1. Understand all aspects of the APT job and commit to carry out all APT duties and responsibilities
2. Be prepared, be adaptable, be humble
3. Spend time reading the APT manual, reviewing all handouts, reading the Wellesley College catalog, etc.
4. Notice the body language of the people you are tutoring.
5. Listen carefully to what the student says.
6. Be able to recommend available resources.
7. Be ready to present information in various ways if needed.
8. Demonstrate patience and persistence
9. Ask questions.
10. Be relaxed. It helps set people at ease.
11. Attend all House Council Meetings
12. Form a partnership with other student leaders in your res. hall complex (Other APTs, FYM's, RAs, etc.)
13. Always discourage plagiarism.
14. Encourage and model positive student/faculty relationships.
15. Encourage students to meet with their professors regularly.
16. Work closely with your APT Coordinator
17. Talk to the PLTC Director and/or Class Dean if you think a student might have learning issues that are negatively affecting her goal achievement
18. Talk to the appropriate Res. Life staff if you think a student might have issues that are negatively affecting her goal achievement.

### ***DON'T:***

1. Ignore students who need help
2. Rush students. If you do not have time to address the student's concerns set up an appointment with her for another, mutually convenient time.
3. Talk down to students.
4. Minimize or maximize the student's concerns
5. Be afraid to admit that you don't know the answer, but help the student find the information she needs
6. Make negative comments about the college, faculty, facilities, etc. Remember that you are a model student as well as an employee of Wellesley College and an ambassador of the PLTC.
7. Do not use your cell phone, text messaging, (IM's), browse the internet or do personal communication, or projects while you are tutoring students.
8. Neglect to turn in your log sheets on time
9. Overlook the PLTC handouts when you tutor students on study skill techniques
10. Forget to utilize the PLTC study skill handouts and other resources



## EFFECTIVE TUTORING BEHAVIORS FOR APTs

### ***BE FRIENDLY***

This seems obvious, but remember that some students feel very uncomfortable and insecure about asking for help. Being friendly is the first step in helping students feel comfortable and welcome.

### ***BE CLEVER, CREATIVE, AND FLEXIBLE***

Tutoring is hard because you have to constantly devise new ways of presenting information and strategies, as well as ways to have the student practice.

### ***BE PATIENT***

Encourage your tutee to be patient. Learning takes time.

### ***BUILD CONFIDENCE***

Do not always focus on what the student is doing wrong but give equal time to what she is doing right. Praise your tutee for her accomplishments and persistence, but remember not to use false praise. Your tutee will recognize false praise and will learn not to trust you.

### ***BE SENSITIVE, RESPECTFUL, AND UNDERSTANDING***

If learning is partially dependent on background knowledge and experiences, consider your tutee's racial, ethnic or cultural background and recognize that any differences can create a positive learning experience for both you and your tutee.

### ***EMPATHIZE WITH YOUR STUDENTS***

One of the reasons APTs are so successful is that they can share their recent experiences in learning a new concept or skill, making mistakes, feeling pressured, and struggling with learning. Do not feel guilty if your tutee does not do well on an assignment or task. Review what she did well, the mistakes she made, and the next steps to getting back on track.

### ***ACT PROFESSIONALLY***

Maintain confidentiality about students. Be careful of where conversations take place and who might be listening.

Be dependable. Be on time for your individual and group appointments and expect the same from the students.

Demonstrate respect of professors, staff and the college. You can disagree with any aspect of the college, but do so in a professional and appropriate manner.

### ***BE ORGANIZED***

Prepare material for your tutoring sessions.

Log all APT activities consistently and completely.

Utilize PLTC handouts to help your tutees

Help students develop constructive strategies for dealing with issues or frustrations they might experience with their professors, courses, college personnel, etc.



## **MORE APT TUTORING TIPS**

### ***BE PATIENT***

It is often tempting to give the tutee the answer to a difficult problem, but this approach is not beneficial. Instead, try giving her hints in the form of questions and allow her to move towards the appropriate answer or technique. Ask questions to help the tutee progress step-by-step. This technique helps the tutee reason through the problems. If the tutee is still struggling, ask her to explain the basic concepts to you. Often this will make the tutee realize her mistakes.

### ***BE UNDERSTANDING***

Determine the tutee's background knowledge by asking review questions. It is also helpful to examine mistakes the tutee has made on previous homework or exams to see if there is a pattern. Try to approach the problem from the tutee's perspective. Ask to see the tutee's notes and listen fully to the tutee's question before answering it. However, do not engage in negative conversations about the professor. Remembering your own experience, have realistic expectations and do not cover too much information in one session.

### ***MAKE THE TUTEE FEEL COMFORTABLE***

Because many students are apprehensive about seeking help, it is important that tutees feel comfortable. Start with questions you know the tutee can answer to build her confidence. Talk positive to the tutee, congratulate her for the material she does know, and praise improvement. Never laugh or make fun of a tutee, but a little bit of humor helps to ease the frustration. Make good eye contact and do not talk too fast. Most importantly be friendly, flexible, and punctual.

### ***EXPLAIN CONCEPTS IN MULTIPLE WAYS***

If a student does not understand something, try to explain it another way. Relating concepts to practical examples often makes the concepts easier to grasp. Ask the tutee the main idea of the section and try using visual aids such as analogies and diagrams. When problem solving, break down your process into small steps. Have the tutee write as much as possible and encourage her to repeat what you have explained. Then ask the tutee to apply these steps to another problem without your assistance.

### ***UTILIZE ALL AVAILABLE RESOURCES***

Remember that you have access to a host of additional resources, both human and material. Start with the PLTC Resource Collection of handouts, print and non-print items (a sample list of resources is included in this manual). Ask for advice from the other APTs, PLTC Director and Director of Advising/Class Dean via the APT conference. Contact or refer your student to another person or department on campus (see resource list in this manual for some frequently accessed contacts).





## ADDITIONAL TUTORING TECHNIQUES APT'S AS ROLE MODELS

- Model clear thinking. Prepare for the tutoring session and take time during the session to gather and clarify your thoughts.
- Model strategic thinking and learning. Share a wide range of strategies that you and others have found effective and explain that developing effective strategies leads to independence. There are many study skills that are discipline specific, so part of your job is helping students understand and practice how to read, write, and study effectively for that specific discipline. For example, share memorization techniques and tricks that work for you or others and might be specific to the discipline. Also, make sure you build on the skills and strategies that the tutee is already using. Research suggests that if a student has a strategy that is partially working, it is more effective to help the student adapt, adjust or refine that strategy, rather than introducing a new strategy.
- Suggest a variety of ways the student might practice and apply what she is learning.
- Listen and observe a lot. Ask a lot of questions. Monitor how much you talk and your tutee talks. Think about ways to ask questions and then how to follow-up on those questions to both diagnose the problem and guide the tutee's understanding and learning. Consider your wait time after asking a question, and consider appropriate ways to answer a student's question with another question.
- Monitor your communication with your tutee. You may use certain words or phrases, which may mean something entirely different or may mean nothing at all to your tutee. Think about the subtle as well as more obvious ways you communicate information. Consider your body language, nonverbal communication, tone of voice, pace, and wait time when you ask questions.
- Focus on critical vocabulary. Confusion often can be traced back to misunderstandings about the major vocabulary of a discipline.
- Don't be afraid to go back to basics
- Consider both your learning style and the tutee's learning style. They may match or they may not. Think about ways to share information in several different formats, for example auditorily, visually, or kinesthetically. The course professor or the PLTC Director of Programs may be able to help you.
- Suggest a variety of ways to ask for help and share the situations and ways you have asked for help. Everyone needs help at times and students need to understand that Wellesley encourages help-seeking behaviors.
- Consider ways of breaking ideas and tasks into smaller parts and ways of making the information or skills as concrete as possible. Try to think about a teaching progression that moves from the concrete to the semi-concrete to the abstract.
- Review with the student her class or reading notes to see whether she is differentiating the key information from the less relevant or organizing information in a logical and effective way. Teach ways to take notes more effectively.

- Suggest that the student join a study group. Study groups help everyone, those who are working successfully in a course and those struggling.
- Encourage the student to attend the professor's weekly office hours. It's important to continue asking the professor for help while working with a tutor.
- Suggest that a student goes to the APT Study Skills Workshops given throughout the semester in the dormitories.
- Consider whether the tutee's difficulties might be the result of a language-based problem. If the tutee is not a native speaker of English, consider a consultation with the Writing Program's professional tutor for ESL (English as a Second Language). Please see the ESL sign-up book at the PLTC Reception Desk for the tutor's weekly schedule.
- Talk with other tutors about their approaches and strategies that work. Brainstorm alternatives, but remember to maintain confidentiality about specific students.
- Do not do the work for the student. Your tutee needs to understand that your job is to help her develop effective learning strategies and find answers for herself, not to give her the answers. In this process, you will need to focus both on asking questions and on modeling clear thinking, strategies, and behaviors.



## APT'S ROLE IN INTELLECTUAL LIFE ON CAMPUS

### *SUPPORTING INTELLECTUAL LIFE ON CAMPUS*

1. Invite faculty and dorm residents to enjoy a meal together.
2. Facilitate study groups.
3. Host First Year Conversations.
4. Offer a Study Tip of the Week in House Council and at community meetings.
5. Present workshops on a range of study topics and topics related to navigating the academic life at Wellesley.
6. Escort First Years to lectures and presentations on campus.
7. Inviting faculty to a meal
8. APTs are responsible for inviting at least TWO faculty or administrators (Class Dean, Registrar, etc) each semester to join you and students to enjoy a meal together in the dining hall. You may select the faculty yourself or ask students to suggest names. It is fine to pick faculty in the department in which you are majoring or considering majoring or check with the PLTC Faculty Director for the names and contact information of new faculty.

☞ APTs frequently worry that they will be the only one to eat with the faculty member. If you involve students in your selection and planning, you are more likely to gain their participation.

### *FACILITATING STUDY GROUPS*

Research on teaching and learning supports the idea that student who participate in study groups on a regular basis perform better academically and experience less course-related stress. Please read the PLTC handout on Study Groups. The handout outlines the value of study groups and gives suggestions for establishing and sustaining a successful study group environment. Note the last section on the types of activities that are most appropriate for groups.

Your role as a PLTC APT is to facilitate and monitor the study groups. Of course, you may also participate in the group if it is relevant to your own coursework. It is important for you to help the students get their study groups started. To help establish a new study group you can post a sign-up list for student's names and courses in which they would like to participate in a group and check for matches. Be prepared to follow-up with students individually to encourage their participation. Plan to attend the first few meetings. Bring cookies or candy; discuss roles and responsibilities; follow-up with students and faculty and do whatever you can to help students recognize and appreciate this valuable academic resource.

☞ It is important to tell students that the PLTC Study Group handout was reviewed and edited by several Wellesley faculty members.

### ***STUDY TIP OF THE WEEK***

Each week you will post a Study Tip of the Week on your bulletin board and online on the res. hall conferences. During training, we will develop a list of the tips and a timeline for sharing them for the first semester. It is important for all APTs to offer the same tips at the same time.

### ***QUOTE OF THE WEEK***

Each APT is responsible for researching and selecting two appropriate (academic, educational, etc.) quotes for sharing with the APT group. Each week you will post a Study Tip of the Week on your bulletin board and online on the res. hall conferences. The same quote will be offered to all res halls at the same time. The APT Coordinators will work with you to develop the list of who is responsible for each week. They will post the quotes on the APT conference several weeks in advance for you to copy and will also post them on the PLTC web page.

Several sources for quotes include the following:

<http://drwilliampmartin.tripod.com/bigedlist.htm>

<http://www.webcrawler.com/webcrawler300/ws/results/Web/educational+quotes/1/417/TopNavigation/Relevance/iq=true/zoom=off/iceUrlFlag=7?IceUrl=true>

[http://www.brainyquote.com/quotes/topics/topic\\_success.html](http://www.brainyquote.com/quotes/topics/topic_success.html)



## TIPS FOR DEVELOPING AND DELIVERING SUCCESSFUL WORKSHOPS

### ***SCHEDULING WORKSHOPS***

Please check the list of activities in your res. hall complex as well as events on campus to help reduce scheduling conflicts. Work together with your coordinator and other APTs in your by dorm complex and Res. Life staff to choose and schedule the workshops. Do not schedule your activities for the same day & time as the other student leaders in your res. Hall.

- ☞ Remember to use the PLTC handouts and study skill books as part of your workshops.
- ☞ For a change of pace-, try delivering one of your workshops in the PLTC

In addition to the materials on Effective Workshop Presentation Skills, please consider the following points:

### ***PLANNING***

1. Consider both the content and your presentation style.
2. As you prepare, document your sources. Someone might ask.
3. Begin and end on time.
4. Direct participants to other possible resources (books, people).
5. Provide note cards at end of workshop for questions and feedback.
6. Have a sign-up sheet to note student attendance, and turn the sheet in to your coordinator on time.
7. After the workshop, make yourself available to answer questions and chat with attendees.
8. Practice in advance.
9. A 45-minute workshop includes 10 minutes- introductions & getting started, 25 minutes-presentation
10. 10 minutes-summary, Q&A, wrap-up

### ***PRESENTATION***

1. Do not waste a lot of time with lengthy icebreakers.
2. Maintain eye contact with your audience; do not read from a prepared script.
3. Be organized, clear, and very focused.
4. Make 2-3 main points and remember the “Tell 3” rule (Tell them what you will teach them, teach, tell them what you taught)
5. Offer practical suggestions that will work immediately.
6. Provide handouts, but, unless they are interactive, do not give them out until after the workshop. Otherwise students will spend time reading the handouts rather than listening and participating.

7. Combine different presentation formats: interaction, lecture, discussion, question & answer.
8. Get students involved through activities or sharing what works for them.
9. Advertising
10. Advertising your workshops is important. There is nothing more disappointing than preparing for a wonderful workshop only to have no one show up. One of the best ways to insure good attendance at your workshop is to establish good rapport and communication with dorm residents, making yourself visible and available on a regular basis.

☞ Use word of mouth to encourage students to attend. Send mass voice mails, mass emails, spam and personal invitations. Post a colorful flyer on your bulletin board announcing your workshop. Put flyers under doors, announce workshops at House Council and utilize all house messages.

☞ Serving cookies or candy always helps attendance.

☞ Remember to schedule your workshops in consideration of other events and activities on campus and where students are in the semester calendar (i.e., a study skills workshop right after midterms is less likely to have high attendance than one offered before a test).



## WHAT I WISH I HAD KNOWN BEFORE MY FIRST SEMESTER AT WELLESLEY

You will meet with each of the First Year students in preparation for their on-line registration. These sessions must be logged. This is an opportunity to talk about academics at Wellesley as well as address some of their other questions and concerns. Work cooperatively with the First Year Mentors, whose job it is to help new students transition to college life effectively, particularly during the first few weeks of the semester.

☞ Remember that this is a high stress time for new students, so please be prepared to spend time reassuring them, guiding them to the appropriate information in the Wellesley College Bulletin and discussing issues that may arise as follows:

### ***COURSE INFORMATION AND CONCERNS***

1. Questions about registering on-line
2. Credit/non credit and review of add/drop process
3. How to “shop around” for courses (need to attend first class)

### ***ACADEMIC LIFE AND CONCERNS***

1. FY Advising: how the system works
2. FY as period of transition and change for everyone (Are academics different in college from in high school? How to make the transition.)
3. Managing a schedule with lots of open time
4. Managing four courses and a social life
5. Grading system issues: GPA calculation, excused/unexcused incompletes, does taking a class credit/non look bad on transcript

### ***SUPPORT SYSTEMS***

1. Tutoring Programs: review drop-in hours (schedule will be sent to students during second week of classes)
2. How to get an assigned tutor (Tutor Request Form)
3. Importance of going to professors’ office hours

### ***PRACTICAL MATTERS***

- Senate bus passes
- Books – buying and selling at end of semester



## GENERAL TIPS ON PUBLIC SPEAKING

### ***PRACTICE***

Determine length, test clarity, practice to reduce nervousness.

### ***VISUAL AIDS***

1. Make sure you know how to use your visual aids with your presentation
2. Practice on the same equipment you will be using during your presentation
3. Keep slides simple and large enough to read from far away
4. Don't use too many slides or they will become a distraction

### ***VOICE***

1. Watch for volume, clarity, and variety
2. Be careful of upward inflection at the end of sentences—typical of females
3. Watch for fillers: uh, umm, like
4. Talk slowly, remember the power of the silent pause—write in pauses if it helps
5. Make eye contact in slow sweeps of the room
6. Look enthusiastic, confident, and sincere—don't use weak words (just, really)
7. Stand still, balanced on both feet
8. Gestures should appear natural and fit with what you're saying

### ***WHEN ANSWERING QUESTIONS:***

1. Don't be defensive
2. Don't rush to answer—remember, pauses can be powerful
3. Don't worry about stumbling
4. Don't roll your eyes
5. Don't laugh nervously
6. If you really don't know the answer, don't bluff—admit you don't know
7. Smile your way through your mistakes!

### ***INTERACTING WITH THE AUDIENCE***

1. Watch how the audience reacts
2. Based on feedback you can clarify, exemplify, modify, explain again, repeat, etc.
3. Remember someone entering the room, noise in the hallway, etc. can distract your audience. When this happens, pause and then continue, there is no need to pretend nothing is happening and you want to make sure everyone can hear you
4. Keep in mind that your voice and body language are very important—so look and sound enthusiastic and authoritative
5. Words account for 7% of the speaker's effect on the audience<sup>1</sup>
6. Visuals account for 55% (how the speaker looks, facial gestures, body language, posture)<sup>1</sup>
7. Voice accounts for 38% of impact (sounds trustworthy, inflections, emphasis)<sup>1</sup>

<sup>1</sup> Statistics from notes taken at a lecture on public speaking given by Barbara Tannenbaum

# FORMS & LOG SHEETS





## SAMPLE LOG SHEET

Date	APT	Dorm	Student # (Total)	Class	Activity	Time (minutes)	Comments
1/24/2010	Suzy	Bates	25	All	Registration	90	Course questions: 15 in 2013, 5 in 2012, 3 in 2011, 2 in 2010
1/25/2010	Laila	Claflin	7	2013,2012	Workshop	30	Procrastination: 5 in 2013, 2 in 2012.
1/25/2010	Kyung	Stone	1	2013	Individual	30	Help with Study Skills: Anna Z.
1/25/2010	Kyung	Stone	4	2012, 2010	Study Break	30	Glee episode: 2 in 2012, 2 in 2010.
1/24/2010	Suzy	Bates	0	N/A	Office Hours	0	Nobody attended.
1/25/2010	Jenny	Dower	15	2013, 2012	Faculty to a Meal	35	Professor Flower of the Spanish Department: 5 in 2013, 10 in 2012.

**Date:** The date your activity took place, in Month/Day/Year

**APT:** Your Name

**Dorm:** Your Dorm

**Student # (Total):** Please insert **the total number** of students who attended.

**Class:** Please state what class years attended. If all, please write **All**.

**Activity:** Please insert what activity you are leading. Your choices are:

- Registration: Any registration activity, in either the spring or fall.
- FYC: First Year Conversations.
- Office Hours
- Workshop: Any workshop, academic or non-academic. You will specify what workshop in the comments section.
- Study Break
- Faculty to a Meal
- Individual: If you arrange for an appointment with a student outside of office hours.

**Time (Minutes):** Please insert the total time spent on this activity in minutes. If no one comes to your activity, please insert '0'.

**Comments:** This is the section where you include details on your activity.

- Include broad categories as to what type of workshop you did, what your study break theme was, etc.
- As well, please include a numerical break down of the class year of the students if you had more than one. For example: "Procrastination: 5 in 2013, 2 in 2012."
- Finally, if you have an 'individual' activity, please list her name. For example: "Math practice: Anna Z."



### APT LOG SHEET

Date	APT	Dorm	Student # (Total)	Class	Activity	Time (minutes)	Comments



# WORKSHOP CHECKLIST

APT: \_\_\_\_\_ Date: \_\_\_\_\_

Res. Hall: \_\_\_\_\_ Location of Event: \_\_\_\_\_

- \_\_\_ Met with Coordinator to discuss and plan your workshop
- \_\_\_ Made copies of necessary materials
- \_\_\_ Arranged for guest speakers
- \_\_\_ Met with other student leaders to select best date/time
- \_\_\_ Scheduled date and time at least one week in advance
- \_\_\_ Made and hung posters at least one week in advance
- \_\_\_ Posted on dorm conference
- \_\_\_ Put out table tents one week in advance
- \_\_\_ Bought refreshments with Snack Card

Workshop Leader: \_\_\_\_\_

Co-leader/collaborator: \_\_\_\_\_

Event Date: \_\_\_\_\_ Event Time \_\_\_\_\_

Location \_\_\_\_\_

Guest/Presenter (if other than APT): \_\_\_\_\_

Number in attendance \_\_\_\_\_

Summary of material presented (please list sources separately)

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Self-evaluation and remarks (What can you improve upon? What went well? What would you add or do differently?)

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Suggestions for future reference

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# **WELLESLEY COLLEGE REFERRALS**





## MAKING REFERRALS HELPING YOUR TUTEES GET THE HELP THEY NEED

*While working with a student, you may become aware of a question or problem you cannot address. When this happens, the best thing you can do is refer the student to the appropriate person or office on campus. How you refer a student is as important as knowing when to refer them. You never want to give the student the impression that you do not want to help them, or cannot be bothered. Instead of simply saying: “go see your professor”, try looking up the professor’s contact information and office hours and helping your student plan what she wants to say to the professor.*

☞ Remember, if you ever sense that a student is at risk of injuring herself or someone else, stay with her, and contact the Stone Center, the RD or RA on duty or Campus Police immediately. Remain calm and supportive.

While working with a student you may become aware of a question or problem that you cannot address. If this situation should occur, it is often best to be frank with the student and explain that you will refer her to someone else on campus that may be able to help her. A list of possible referral sources follows:

### ***FACULTY***

Encourage the student to attend faculty office hours. If you are having difficulty helping the tutee with a problem, meet with the professor, with or without your tutee present, and recommend that your tutee work with her faculty member on a regular basis during her/his office hours. As a tutor, you are there to help facilitate learning, but the ultimate responsibility for teaching and learning rests with the professor and the student.

### ***APTs***

The APTs are dorm-based study skill mentors. They are trained in study skills and are a good source of information about curricular and co-curricular life at Wellesley College. They are also knowledgeable about referrals and resources campus-wide. If your tutee needs to expand or refine her study skills and strategies, suggest she see her APT. A complete list of the APTs and their dorms is available in the PLTC and online at <http://www.wellesley.edu/PLTC/>

### ***PLTC DIRECTOR OF PROGRAMS***

The PLTC Director of Programs is responsible for the overall functioning of the Pforzheimer Learning & Teaching Center. In addition, she works directly with students on a wide range of study strategies and academic difficulties. The Director is a good diagnostician, helping students figure out exactly what the problem is when they are not doing as well academically as they think they should. The Director also works closely with the Director of Disability Services to assist students who have a

disability or who think they may have a disability, in order to help her access appropriate campus resources.

### ***ENGLISH AS A SECOND LANGUAGE PROFESSIONAL TUTOR***

If a student's native language is not English, and she needs help with her general writing skills, please refer her to the Writing Program's ESL Consultant, available on a part time basis in the PLTC.

### ***CLASS DEANS***

The Class Deans are the main point of contact between students, faculty and advisors. They are an excellent referral source for all kinds of questions about academics, college policies and procedures, academic requirements, credits, etc. The Class deans are located on the third floor of Green Hall. For more information, visit the Class Deans online at <http://www.wellesley.edu/ClassDeans/>

### ***THE STONE CENTER COUNSELING SERVICES***

The Stone Center provides a broad range of information, resources and counseling for students experiencing a variety of problems and issues. Please refer to the Stone Center Counseling Services handout (see the following page) or visit them on the web at <http://www.wellesley.edu/Counseling/>

### ***RESIDENCE LIFE STAFF***

The Residential Life professional team utilizes theories of student development to form the basis of the Residential Life department mission. They support, encourage and serve as non-peer resources so that students may safely challenge their own limitations and fears. The Residential Life team also works to build strong communities within each residence hall. A strong community is a place that practices hospitality, holds all members to the same standard of accountability, and develops a trusting and respectful space that celebrates its members. Living in a community establishes a model of civic responsibility within the Wellesley Community. You should refer your tutee to her RA (a fellow student) or her RD or AC (professional positions) any time there is an issue involving life in the residence halls, issues with roommates, etc. Please feel free to contact their office by phone at (781) 283-2679 or via email at ResLife@wellesley.edu

### ***DISABILITY SERVICES***

Wellesley College promotes inclusion of individuals with disabilities in all facets of the campus community. Disability Services professionals are available to assist in identifying existing accessibility resources and in receiving requests for accommodations to make the campus and its' program more accessible to individuals with disabilities.

The Office of Disability Services is headed by Director of Disability Services, who is responsible for the coordination of disability services on campus. He coordinates the efforts of Wellesley College's Disability Services Providers, delivering services for all constituencies. Specifically, the Office of Disability Services works with these individuals and others to serve the needs of students, faculty, staff and visitors who have a disability and require appropriate accommodation. For more information, visit Disability Services online at <http://www.wellesley.edu/DisabilityServices/>

***ADDITIONAL CAMPUS RESOURCES***

Health Service	<a href="http://www.wellesley.edu/Health/">http://www.wellesley.edu/Health/</a>	x2810
Campus Police	<a href="http://www.wellesley.edu/Police/">http://www.wellesley.edu/Police/</a>	x5555
Registrar's Office	<a href="http://www.wellesley.edu/Registrar/">http://www.wellesley.edu/Registrar/</a>	
Computer Help	<a href="http://www.wellesley.edu/Computing/ResNet/Help/">http://www.wellesley.edu/Computing/ResNet/Help/</a>	



## STONE CENTER COUNSELING SERVICES

### ***HOW TO HELP A FRIEND***

Living in a college community, there are likely to be times when you become concerned about someone else. This could be a friend, your roommate, or just someone you see in a class or in your dorm. You may not do anything about your concerns because you do not know how to help, or do not want to make things worse. Here are some guidelines to help you know what to do when you are concerned about someone else on campus.

### ***WHEN TO BE CONCERNED***

Everyone experiences distress sometimes. Adjusting to college, experiencing academic stress, struggling with a recent break-up or having worries at home can all create some temporary difficulties. Any one of the following signs when taken alone is not necessarily a sign of severe distress. However, when someone is experiencing several of them, or if they persist, then it may be indicative of more severe difficulties that warrant professional help.

- Deterioration of physical appearance or personal hygiene
- Excessive fatigue or sleep difficulties
- Skipping class or absence from other activities
- Difficulty completing schoolwork or other obligations
- Avoidance of friends or uncharacteristic social isolation
- Marked decrease in concentration, motivation or energy
- Visible increase or decrease in weight
- Looking sad, worried or preoccupied
- Irritability or temper outbursts
- Impulsive behavior or acting with poor judgment
- Direct statements about problems with family or friends
- Statements of hopelessness or comments about death, self-harm or suicide

### ***IT'S OKAY TO ASK***

When you are concerned about a peer, you might hesitate to inquire further about her well-being. You may feel that it is an invasion of her privacy, or that talking about things will make it worse for her. If you know someone who you are concerned about, it is fine to express genuine interest or concern – they can always decline to talk with you if they are uncomfortable. In fact, authentic interest is often felt as caring by someone, and may be the opening she needs to talk about important things.

### ***HOW TO APPROACH SOMEONE***

Choose a time and a place that is most likely to ensure privacy. Ask her how she is, in a way that really conveys you are interested in knowing the answer. Make eye contact and use your facial expression and tone of voice to convey your concern. If you have come to her out of concern, share with her the things you have noticed that worry you about her. You do not need to go into extensive detail or “build a case”, but rather be honest about what you have noticed about her that has led to your concern. If she is not interested in talking, you can let her know you are available if she would like to talk at another time. You can remind her that there are many resources on campus that she can access if she wants help at any point.

### ***WHEN SOMEONE WANTS TO TALK***

Whether you initiate the conversation or she does, when it comes time to talk, the most important thing you can do is listen. Just by being an open, interested and supportive friend, you are providing important assistance to someone who is feeling upset or stressed. Ask occasional questions to help draw her out. Express empathy about how hard things have been. If you can relate to parts of what she is feeling, say that, but do not use this as a time to sound off yourself. You do not need to be an expert, or to give advice. In fact, this is not a helpful approach and you might get in over your head. Just talking might be enough to help her feel some relief, but if there are concerns that are more serious or you feel she should seek professional help, encourage her to do this. This does not mean you are “telling her she’s crazy”, but instead, that you are urging her to get the help she needs. Tell her that you think asking for help is a sign of strength.

### ***DO NOT GET SWORN TO SECRECY***

Of course, when someone shares something deeply personal, it is important that you keep her confidence by not sharing this information casually with others. However, avoid making blanket promises of confidentiality that might make it harder for you to share your concerns with someone else, if needed. If your friend is at risk, it is important that you seek professional help right away and let them know the reasons for your concern – even if your friend has asked you not to. A student’s safety must be the primary concern.

### ***TAKE CARE OF YOURSELF***

While it is wonderful to be a kind and caring friend, you are also not responsible for solving her problems. Do not let yourself get in over your head. If you start to feel too burdened, overwhelmed or concerned about another student, it is time to ask a professional for help. If she will not get help herself, you can call the Stone Center Counseling Service and receive a confidential consultation about your friend. The counselor can assess the situation carefully and help you know the options available to assist the student. If you learn more about how the Counseling Service works, it might help you feel more comfortable about how to get her the help she needs.

Stone Center Counseling Service is free and available to all Wellesley students. There are professional counseling staff and interns who are available to meet with students. The office hours are Monday through Friday 8:30 a.m. - 4:30 p.m. During the academic year, a Stone Center staff clinician is always available by pager for evening and weekend emergencies. This can be accessed by calling the Health Service 24 hours/day at X2810.

## DISABILITY SERVICES

*As a APT you may encounter students that have learning, physical, psychological or other disabilities. The disability may be visible in the case of someone with mobility impairment or invisible if working with someone with a learning disability. There may be times when you are aware of the specific disability and other times when you may not be.*

### ***WORKING WITH TUTEES WITH DISABILITIES***

First, you may find there is nothing different about working with a student with a disability. Each student is unique and no two students learn in exactly the same way. If your tutee has a preferred method of learning, give her an opportunity to share that information with you through discussion, demonstration, etc.

If it is not clear how you will work with the tutee, it is ok to ask how she wants to approach tutoring. As an example, let's say the tutee is visually impaired but not blind, meaning that she has some sight. She may want to use large markers in writing or may want to review papers on the computer in large fonts.

When tutoring a student with a learning disability it is often helpful to understand her learning style and her particular learning strengths. If you and your tutee do not know what the right approach is or if the tutee's hard work does not appear to match with her results, you may want assistance from the PLTC Director of Programs and/or the Director of Disability Services.

### ***TUTEES NEEDING ACCOMMODATIONS***

Your tutees may find the need to request accommodations for the tutoring session or for classes. Others may find the need for support and understanding of a staff person with expertise in disability issues. Examples of commonly requested accommodations include: testing accommodations such as extended time; note taking assistance; formatting in alternative media such as large print, Braille, or computer disk or sign language interpreting.

Tutors or tutees needing these or other disability related assistance should contact the Director of Disability Services. The Director will meet with the student to discuss and plan for appropriate accommodations.

### ***CONFIDENTIALITY***

If your tutee does disclose that she has a disability, remember that the information is confidential. Do not disclose the information to anyone else, including the tutee's professor, as it is up to the student to decide to share this information. These types of disclosure issues are generally discussed between the service providers listed here and the tutee. There may be situations where a tutee discloses a limitation such as short-term memory loss but does not disclose what the specific disability is. Respect that the

tutee has disclosed what she felt necessary or comfortable with disclosing and, similarly, keep that information confidential unless given permission to share it with others.

### ***LANGUAGE AND DISABILITY***

There is no one universally agreed upon term for disability or an agreed upon language of disability. Many, but not all, people involved in disability services prefer to put the person first and use expressions like “individual with a disability, person with a mobility impairment, or student with a learning disability.” Terms such as handicapped are considered outdated though often remain in reference to parking. Expressions such as crippled, deformed, wheelchair bound and invalid are outdated and are often interpreted as derogatory. Phrases such as “physically challenged and handi-capable” tend to be considered euphemisms. If the need arises to use the language of disability with your tutee, follow her lead or ask what her preference is.

### ***GENERAL INFORMATION***

Wellesley College complies with the Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973, as amended, and uses both as benchmarks in providing equal access to individuals with disabilities. Some key elements to these guiding principles and their interpretation at the College include providing equal access to qualified individuals with disabilities for all program and services; requiring that individuals self disclose and provide documentation of disability if a request for reasonable accommodation is being made; and insuring that the highest levels of confidentiality is maintained relative to disability status. For more information, contact the Director of Disability Services, X2434.

## WELLESLEY COLLEGE LIBRARY INFORMATION SERVICES

The ways to do research are changing very quickly these days. The two most important things you can convey to your students are:

### ***ASK FOR HELP***

We have access to a lot of information that does not necessarily appear in our online catalog or through Google. The reference librarians are here to help. Our job, which we enjoy immensely, is to help students, faculty, and staff with their research.

Evaluate everything on the Web before using it for research. For instance, if you cannot identify the author of the page and the author's credentials for writing about that topic, then you should not use that information in your research.

Review the Library's web page at [www.wellesley.edu/Library/](http://www.wellesley.edu/Library/) and point other students to it. You will find things here that you will not find using Google. Here are some highlights:

### ***ASKUS***

This is the fastest route to getting answers to your questions! This page offers ways to the librarians by web form, email, phone, and in person. [www.wellesley.edu/Library/Ask/askus.html](http://www.wellesley.edu/Library/Ask/askus.html)

### ***FAQ***

The library's frequently asked questions page answers many of the top questions students have about borrowing, finding items in the libraries, doing research, and getting technical help. [www.wellesley.edu/Library/Ask/faq.html](http://www.wellesley.edu/Library/Ask/faq.html)

### ***LIBRARY CATALOG***

Wellesley's online catalog includes books, journals, videos, maps, and other materials in the Wellesley College Library. Start with a keyword search by typing a couple of words that describe your topic: e.g. television and politics or women and health. [luna.wellesley.edu/](http://luna.wellesley.edu/)

### ***DATABASES A-Z***

Find links to our indexes, databases, and full-text resources. We offer Academic Search Premier, JSTOR, LexisNexis, and other collections of articles, newspapers, poetry and books on the Internet. You can also use one of specialized databases to find citations to articles in scholarly journals. [luna.wellesley.edu/screens/a-zlist.html](http://luna.wellesley.edu/screens/a-zlist.html)

### ***RESEARCH GUIDES BY SUBJECT***

Start here for all your research! Our library subject specialists have designed web pages for each department and program offered at Wellesley that point to the best places to find articles, books, web pages, and more. It is a great site to bookmark! Also note the Tips & Tools section where you can find information on starting your research, finding book reviews, citing sources, finding news, and other useful things. [www.wellesley.edu/Library/Research/research.html](http://www.wellesley.edu/Library/Research/research.html)

### ***RESEARCH GUIDES BY COURSE***

Did you have a library instruction session in one of your classes? Check this page to see if there is a guide tailored to the assignments in your course. [www.wellesley.edu/Library/Research/courses.html](http://www.wellesley.edu/Library/Research/courses.html)

### ***REFERENCE BOOKS ONLINE***

This is a great place to start for an overview of your topic, to define terms, and to find suggestions for further reading. Access Britannica Online, the Oxford English Dictionary, and the World Almanac, as well as get a list of all of our electronic reference works.

[www.wellesley.edu/Library/Research/refbks.html](http://www.wellesley.edu/Library/Research/refbks.html)

Always remind students to ask for help! Students can call Clapp Reference (x2097), Science Reference (x3085), the Art Library (x2049), or the Music Library (x2076), or stop by our Reference Desks, or email us at AskUs@wellesley.edu. We can help find lots of good, solid information for your research.



## WHAT EVERY APT SHOULD KNOW ABOUT THE HONOR CODE

As the primary purveyors of tips about time-management, note-taking, test-taking, and studying, APTs play a crucial role in promoting the Honor Code by teaching students the academic strategies and techniques they need to uphold integrity in their work. As the main academic support resources in the residence halls, APTs can also be integral in promoting the Honor Code by answering student questions about proper citation methods, collaborative group policies, and other questions relating to the Honor Code.

This guide is designed as a resource to help you when answering common questions about what the Honor Code is, how it applies in the academic sphere, and other basic information about the Honor System at Wellesley. It also includes links to further resources on citations, which you may find useful to print out and provide to students. If you need help with any other questions not addressed here, you are encouraged to consult the links listed below, or to email the Chief Justice at [ChiefJustice@Wellesley.edu](mailto:ChiefJustice@Wellesley.edu). Thank you for your commitment to promoting the Honor Code and the integrity of our academic community!

### ***WELLESLEY COLLEGE HONOR CODE:***

As a Wellesley College Student, I will act with honesty, integrity, and respect. In making this commitment, I am accountable to the community and dedicate myself to a life of honor.

### ***HONOR CODE FAQs:***

#### **General Questions**

**Q:** What are the benefits of having an Honor Code?

**A:** The experiences of both living and learning at Wellesley benefit from an environment of trust and a community that upholds the shared values of honesty, integrity, and respect. Some specific benefits include: self-scheduled exams, take-home exams, communal shower cubbies, shared kitchen and other common room spaces, fair college systems, low theft, and general expectations of respectful acts and intentions.

**Q:** What do I do if I witness a violation of the Honor Code?

**A:** All members of the Wellesley Community share the responsibility of upholding the Honor Code, and so anyone who suspects a violation is encouraged to report it as soon as possible. You can find the violation report form by visiting: Wellesley Conferences → Departments → Administrative Departments → Dean of Students → Honor Code Violation Reporting. If you are unsure whether a violation has occurred, you are encouraged to email the Chief Justice ([ChiefJustice@Wellesley.edu](mailto:ChiefJustice@Wellesley.edu)), who can answer any specific, confidential questions about your situation.

**Q:** What is General Judiciary?

**A:** General Judiciary is a joint student-faculty committee responsible for adjudicating violations of the Honor Code, setting policies and procedures related to the judicial system, and educating the College community about the Honor Code. It is chaired by the Chief Justice, and consists of 12 students and 8

faculty members. The student members include 2 representatives each from the senior, junior, and sophomore classes, 1 ALANA student, 1 Davis Scholar, 1 student to sit on the Judicial Review Board, 1 student from the House Presidents' Council, and 2 ombudspersons. More information about the Committee is available at:

<http://www.wellesley.edu/Activities/homepage/genjudic/2006constitution.pdf>

**Q:** I am having trouble upholding the Honor Code in a social/academic setting. Where can I go for help?

**A:** There are several on-campus resources available to support students who are experiencing difficulties in their social and academic lives. General Judiciary strongly encourages students to seek help before their problems become unmanageable.

**Class Deans:** For any personal or academic problem, students are first encouraged to consult their Class Dean, who can often recommend and coordinate various types of support for students, such as arranging counseling at the Stone Center or for academic extensions for extenuating circumstances.

**PLTC:** For citation help, time management and study tips, subject tutors, and other academic assistance, students can find help at the Pforzheimer Learning and Teaching Center (PLTC) located in Clapp Library

**APTs:** Located in each Residence Hall, Academic Peer Tutors can offer study and time-management tips, citation help, as well as other academic advice

**Stone Center:** For students experiencing intense stress or other emotional problems, counseling is available at the Stone Center.

**Q:** What kinds of punishments are given for Honor Code violations?

**A:** When a General Judiciary panel finds a student in violation of the Honor Code, they give a sanction to fit the particular circumstances. The panel has the right to assign a variety of sanctions, ranging from community service, to course grade adjustments, to suspensions and expulsions, and the sanctions almost always include both punitive and educational components. Academic violations usually result in failure for an assignment or the course, whereas social violations, such as theft, may result in remuneration, an apology, community service, or suspension for a semester or longer.

Academic Applications of the Honor Code

**Q:** Is it a violation of the Honor Code to submit one paper for two or more classes?

**A:** Yes, submitting the same paper for more than one class—or writing two very similar papers—is a violation of the Honor Code. When a professor assigns a paper, he or she expects you to produce new, original work, and thus submitting a paper you have written for a different course is non-original work and does not fulfill the assignment. If you want to use material you have written for another paper, you are expected to cite it as a distinct source, just as you would acknowledge any other source. If you have concerns about the overlap between an old paper and a new assignment, you should consult your professor.

**Q:** How does the Honor Code apply to group work?

**A:** While students are generally expected to submit original and individual work, there are many situations in which collaborative learning may be appropriate and encouraged, such as with group assignments, discussing a paper topic with a friend, group work on problem sets, and in labs. Considering the multiple forms of collaboration, there is no single standard as to what is acceptable, and therefore it is up to each professor to set the standards for each assignment. While most professors clarify their policies ahead of time, it is best to ask if you are unsure. In general, it is helpful to remember the objective of the assignment when seeking help from others, and that in group situations, all students should be active participants.

## ***CITATION RESOURCES***

The General Judiciary Website includes an extensive discussion of proper and improper citation methods: <http://www.wellesley.edu/Activities/homepage/genjudic/citation101.html>. The topics include:

Plagiarism: the Do's and Don'ts:  
Word-for-Word Plagiarizing  
The Summary and Paraphrase  
The Mosaic  
The "Apt" Term  
Common Knowledge Exceptions

Other online resources about citations:

MLA FAQ page (provides detailed answers to FAQs about style, citation from web sources, and formatting): [http://www.mla.org/style\\_faq](http://www.mla.org/style_faq)

APA Style page (provides detailed APA style manual): <http://apastyle.apa.org/>

Where to find information about the Honor Code:

General Judiciary's website: <http://www.wellesley.edu/Activities/homepage/genjudic/>

Deans of Students' website: <http://www.wellesley.edu/DeanStudent/honorcode.html>

Who to contact for more specific or confidential inquiries:

The Chief Justice, at [ChiefJustice@Wellesley.edu](mailto:ChiefJustice@Wellesley.edu)

General Judiciary's FirstClass "Honor Code Q&A" Conference (Wellesley Conferences → Open Forums → Honor Code Q&A)

Any member of the General Judiciary Committee (list available on the General Judiciary website)



# **REGISTRATION INFORMATION**





## APTs AS A RESOURCE FOR FIRST YEARS ON REGISTRATION AND DEGREE REQUIREMENTS

APTs have several opportunities to meet with First Years during Orientation Week. Please see the schedule handout for specific activities.

- ☞ Please note that First Year students register for all 4 courses and up to 4.75 units on-line.
- ☞ Please refer students to the Student Handbook for more information. The Handbook is an excellent reference tool for all Wellesley students.

### ***GOALS FOR THE “QUESTIONS ABOUT COURSES” THURSDAY NIGHT MEETING***

1. Introduce students to degree requirements.
2. Introduce students to a variety of ways to approach the degree.
3. Encourage students to read the Bulletin and use it as reference by modeling appropriate behaviors.
4. Help alleviate students’ concerns through information and guidance so that they can think reasonably about registration.
5. Help students create a reasonable and realistic context for thinking about academics.

☞ Remember to have a sign-up list and ask First Years to check off their names as they arrive. This is particularly important in dorms with large numbers of First Years.

### ***TOPICS TO COVER***

1. Review the Wellesley College Bulletin. Explain the importance of using the bulletin to find accurate information.
2. Refer students to the Student Handbook for more information as needed.
3. Before the session, ask the RD or RA to make an all house announcement reminding FYs about the meeting and asking them to bring their Wellesley College Bulletin and a pencil.
4. With FYs, highlight and tab important sections of the catalog (e.g., curriculum requirements especially the QR requirement). Review the basic categories of the bulletin and flag several departments. Note that at the end of each course description is information on prerequisites, distribution areas met by that course, and semester in which it is taught.
5. Handout and review the Requirement Checklist for First Years.
6. First Years will register for four courses (up to 4.75 units) during on-line registration. Any changes made after the online registration period has ended require the signature of Dean Tenser.
7. First Years may take only four courses during the first semester.
8. First Years may not take a course at MIT during the first semester.

### ***POINTS TO MAKE***

1. Please stress to First Years the importance of planning and thinking through their course needs prior to registration.
2. Encourage all First Years to identify a “back-up” schedule of courses in the event that one or more of their first choices courses are full.
3. They should anticipate what courses meet an additional session and what a combined workload might be like.
4. Encourage them to talk to you, the FYM’s and other upper-class women who have had the professor or class before, so they know what to expect.
5. Suggest that FY’s ease into the first semester; and remind them that they have three more years to challenge themselves.
6. Help FYs think about their personal style. For example: if they are not “morning people”, they should try to avoid signing up for early morning classes.
7. Encourage FYs think creatively and flexibly. Consider a wide variety of disciplines and courses within disciplines. Try many different things. Take subjects they are familiar with are familiar with and unfamiliar with. It is always good to have something familiar amidst all the newness of coming to college, but also explore new areas of interest.

☞ Most important: Be sure to convey the message to First Years that they should try to have fun with it! Do not stress out. They can always add/drop. Do not panic. The system will work and they will get into four courses.

### ***ADDITIONAL ADVICE***

1. Approximately half the class will be taking Writing 125 during the fall semester. If a student feels she can wait until the spring, then she does not have to attempt to register for a Writing 125 course; if she would like to be in a Writing 125 section in the fall, this should be the first thing she tries to register for.
2. If a student wishes to take a lab science, then she should register for one during the online period rather than waiting for add/drop.
3. Students may not use AP/IB credits toward distribution.
4. Although communicating with faculty by email is a generally an acceptable practice, this time of year, students should NOT email professors. Instead, they should go to the class and talk to the professor.

## **IMPORTANT REGISTRATION LINKS**

Your starting point for all their registration questions and issues.

<http://www.wellesley.edu/Registrar/FYRegoverview.pdf>

Registration information comes from: <http://www.wellesley.edu/Registrar/>

# DEGREE REQUIREMENTS



## DEGREE REQUIREMENTS: SUMMARY OF KEY LEGISLATION

*As you review your progress towards the degree, you should familiarize yourself with the relevant pages in the Wellesley College Bulletin. You should also consult your Dean. Here is a summary of key legislation and policy for your immediate use.*

### ***UNITS REQUIREMENT***

The Wellesley degree requires 32 units of credit. It is fine to have more than 32, but if you have fewer (even 31.99) your degree is not complete.

You may apply no more than two units towards the degree from the accumulation of fractional units through 1.25-unit courses taken at Wellesley. A two-unit limit also applies to the accumulation of fractional units through Wellesley 0.5-unit courses.

Of your 32 units, you must take sixteen units at Wellesley M.I.T. units are considered Wellesley units). You may earn up to 16 units through a combination of the following: AP credits (no more than four units, or eight for students who entered before fall 2006), courses taken at another institution during the summer (no more than four units), courses taken at another institution during the academic year (no more than four units per semester and eight units total- except in the case of transfer students and Davis Scholars), and courses taken at a college or university prior to your graduation from high school but not included in your high school record (no more than four units). No more than four units may be earned through a combination of AP credits and courses taken at a college or university prior to graduation from high school and not included in your high school record.

Of the 32 units required for the degree, you must have at least 18 units outside any single department.

### ***DISTRIBUTION REQUIREMENTS***

You must complete:

three units total (at least one unit from each distribution area) in Language and Literature and Visual Arts, Music, Theater, Film and Video;

one unit in Social and Behavioral Analysis and two units total from two of the following three distribution areas: Epistemology and Cognition; Religion, Ethics and Moral Philosophy; and Historical Studies.

three units total (at least one from each distribution area) in Natural and Physical Science and Mathematical Modeling and Problem Solving. At least one unit must be a laboratory unit.

Students must ordinarily complete two of the three units in each distribution group at Wellesley (the exceptions are transfer students and Davis Scholars, who should consult the class dean).

If you intend to apply a non-Wellesley course towards a distribution requirement, the course must be equivalent to a full Wellesley unit (or you may transfer credit for more than one course to make up a full unit). The exception is courses taken on one of the formalized resident exchange programs (Twelve College, Mills, Spelman) and their cross-registered programs. At these schools, for the purpose of distribution (but not for the degree), a course will be equivalent to one full unit, subject to department approval.

You may count one unit of language study at the second-year level toward the Language and Literature requirement. You may also count any language course beyond the second-year level toward this requirement.

AP units may not be used to fulfill distribution requirements.

Writing 125 courses do not satisfy any distribution requirement, unless the section you completed was cross-listed with a department (e.g., Writing 125/Art History 100).

Independent study courses (350's) cannot be used to satisfy distribution requirements.

### ***FOREIGN LANGUAGE REQUIREMENT***

You can satisfy the foreign language requirement in the following ways: by receiving a score of 690 or better on an SAT-II test or a 5 on an A.P. exam (4 for students who began before fall 2006); or by successfully completing two units of language study at the second-year level (in the same department) or one unit of language study at the third-year level.

All introductory and intermediate languages listed in the College Bulletin as "(1-2)" are full-year courses. This means that you will lose credit for the first semester in these courses unless you successfully complete the second semester. In reviewing your grade report, make sure that you have been granted the appropriate credit.

You cannot receive credit for more than two years of modern foreign language at the introductory level.

### ***QUANTITATIVE REASONING REQUIREMENT***

This is a two-part requirement. All students must fulfill both a basic-skills component and an overlay-course component.

To satisfy the basic-skills component of the QR requirement, students must either receive a passing grade on the QR Assessment test or successfully take QR 140, Introduction to Quantitative Reasoning. The basic-skills component should be completed in the student's first year.

To complete the QR requirement, all students must also pass a QR-overlay course that involves analyzing and interpreting data in a scientific or social context. The Committee on Curriculum and Instruction has designated courses in various departments as QR-overlay courses; they are identified as such in the individual course descriptions in the College Bulletin. You can also check the QR home page on the CWIS for an updated list of QR-overlay courses (<http://www.wellesley.edu/QR/>). A score of 5 (4 for students who entered before fall 2006) on the A.P. Statistics exam also satisfies the QR-overlay requirement.

### ***GRADE III REQUIREMENT***

The Wellesley degree requires four 300-level units.

At least two 300-level units must be completed in your major. (Some majors require more; check your major's Directions for Election in the College Bulletin.) There is no limit to the number of 300-level courses you can take in one department, nor are you required to take 300-level courses outside your major.

At least two units of 300-level work must be completed in your last two years of college (no matter how many 300-level units you may have completed as a first-year student or sophomore).

In order to get 300-level credit for work done elsewhere than at Wellesley, you must get the approval of the appropriate Wellesley Department Chair, who is likely to want to review not only a course description but also the course syllabus and the papers and exams you submitted. The Chair should then send a memo to the Registrar indicating that s/he has reviewed your course material and that the course is worthy of 300-level credit. Several M.I.T. courses have been pre-approved for 300-level credit; check with the Registrar's Office.

For the purpose of 300-level credit (but not for the degree), a course taken on one of the formalized resident exchange programs (Twelve College, Mills, Spelman) and their cross-registered programs will be equivalent to one unit, subject to department approval.

### ***MULTICULTURAL REQUIREMENT***

You must have a multicultural-requirement proposal, signed by your faculty advisor or dean, on file with the Registrar's Office. Writing 125 courses may not be used to satisfy the multicultural requirement except in the case of sections crosslisted with a department.

### ***MAJOR REQUIREMENTS***

College legislation stipulates a minimum of eight units for a major. However, many departments and programs require more than eight units. Make sure that you know the requirements of your major(s) and that you have a reasonable plan for meeting them.

You should have a major declaration on file in the Registrar's Office by the end of second semester sophomore year or by the end of the first semester if you plan on study away from Wellesley in the junior year. You will officially confirm your major in the fall of senior year.

### ***MINORS***

A minor is not a degree requirement but an "extra" that some students may elect. Check the College Bulletin to determine which departments offer minors. If you are interested in completing a minor, see the Department Chair about courses, requirements, and an advisor.

You may have one major, a major and a minor, or two majors. It is not possible to declare two majors and also a minor, nor is it possible to declare a major and two minors. You can, of course, complete the course work for as many majors and minors as you have time for.

### ***PHYSICAL EDUCATION REQUIREMENT***

Although it does not appear on your transcript, Physical Education is a degree requirement for all students except Davis Scholars; no one receives a Wellesley degree without having fulfilled it. (Transfer students will be given partial credit toward the physical education requirement dependent upon year and semester of admission. Usually, students admitted in the sophomore year will be expected to complete four credit points at Wellesley. Students admitted in the junior year will usually be considered as having completed this degree requirement.) If you are unsure about the status of your Physical Education Requirement, check with the P.E. Registrar.

### ***TRANSFER CREDIT***

If you began at Wellesley as a first-year student, you may transfer a total of eight units from work completed at another institution during the academic year. (Students who transfer into Wellesley after beginning college elsewhere should see the Class Dean.)

Only four units may be transferred towards the Wellesley degree from summer school, other than Wellesley College. There is no limit to the number of Wellesley College Summer School units you can count towards the degree.

In order to be considered for transfer credit, you must ordinarily pass a course with a letter grade of C or better. The exception is courses taken at one of our exchange schools (Mills, Spelman or one of the Twelve-College Exchange schools), where you may receive transfer credit with that institution's passing grade.

# REQUIREMENT CHECKLIST FOR FIRST-YEAR STUDENTS

## DEGREE REQUIREMENTS CHECKLIST

REQUIREMENT	DETAILS	PLANS FOR MEETING THE REQUIREMENT
Writing	Writing 125 must be taken in fall or spring of first year	▪ _____
Foreign Language	<ul style="list-style-type: none"> <li>▪ 2 units of language study at 2<sup>nd</sup> year level, or</li> <li>▪ 1 unit of language study at 3<sup>rd</sup> year level, or</li> <li>▪ 690 on SAT-II, or</li> <li>▪ 5 on AP</li> </ul>	▪ _____
Quantitative Reasoning	<ul style="list-style-type: none"> <li>▪ Basic skills: assessment test or QR 140 in first year, and</li> <li>▪ QR Overlay: see the courses listed in the Catalog</li> </ul>	▪ _____ ▪ _____
Distribution Area 1 (3 units total)	<ul style="list-style-type: none"> <li>▪ One unit of Language and Literature</li> <li>▪ One unit of Art/Music/Theater/Film/Video</li> <li>▪ One additional unit in either area</li> </ul>	▪ _____ ▪ _____ ▪ _____
Distribution Area 2 (3 units total)	<ul style="list-style-type: none"> <li>▪ One unit of Social and Behavioral Analysis</li> <li>▪ Two units from two of the following three areas:                             <ul style="list-style-type: none"> <li>▪ Epistemology and Cognition</li> <li>▪ Historical Studies</li> <li>▪ Religion/Ethics/Moral Philosophy</li> </ul> </li> </ul>	▪ _____ ▪ _____ ▪ _____
Distribution Area 3 (3 units total)	<ul style="list-style-type: none"> <li>▪ One unit of Mathematical Modeling</li> <li>▪ One unit of Natural and Physical Sciences</li> <li>▪ One additional unit in either area</li> <li>▪ At least one of these three units must include a lab</li> </ul>	▪ _____ ▪ _____ ▪ _____
Multicultural Requirement	One unit of coursework on a non-Western culture, a minority US culture, or processes of cross-cultural interaction (see Catalog)	▪ _____

- Other general requirements:
- 32 units total
  - One major
  - Four 300-level units
  - 18 units outside a single department
  - PE Requirement

## INFORMATION FOR INCOMING STUDENTS ON QR ASSESSMENT AND BASIC SKILLS REQUIREMENT

On Wednesday you took the QR Assessment and now you've received your score. What does the score indicate and how should it affect your plans for the rest of Orientation and for fall registration. What is the QR Assessment?

The QR Assessment is a test of mathematical and quantitative reasoning skills. All incoming students are required to take this assessment during Orientation. Preparatory materials, including sample tests and worked-out answers, are sent to incoming students in the summer before their arrival on campus. The assessment tests skills in arithmetic, algebra, geometry, and basic probability and statistics. It also tests one's ability to read and interpret graphs and tables. Students may not use calculators on the QR Assessment.

### ***WHAT DO SCORES ON THE QR ASSESSMENT MEAN?***

Students are permitted two opportunities to take the QR Assessment during Orientation: once during the first round of exams, and again during the second-chance testing period. For students who take the test twice, the better of the two scores is recorded.

Score is 9 or below

A score of 9 or below indicates significant gaps in one's quantitative preparation. Students who score 9 or below must take QR 140, the quantitative reasoning basic skills course, during their first year at the College.

Score is 9.5 or above

A score of 9.5 or higher satisfies the basic skills component of the QR Requirement.

Score is between 9.5 and 12

A score in this range represents a marginal pass. While the student with a score between 9.5 and 12 has satisfied the basic skills requirement, she may wish to take advantage of workshops and tutorials to improve her quantitative skills. She should seek advice in selecting quantitative courses.

### ***WHAT IS QR 140?***

QR 140 is a full-credit course that reviews algebra, geometry, probability and statistics, graph theory, and estimation. These skills are presented in the context of real-world applications. For example, students learn how to model linear versus exponential growth in the context of personal finance decisions. Class meets three times per week: twice in lecture and once in computer lab. In the lab sections, students use spreadsheets to create tables and graphs and to explore various mathematical models of real-world phenomena. This course is offered in both the fall and spring semesters.

### ***QR REQUIREMENT ISSUES***

Students should be advised not to worry about the QR overlay requirement in their first semester. Most students take their QR overlay classes as sophomores or juniors. As First Years, they should just be focusing on the QR Basic Skills requirement – met by passing the QR assessment or by successfully completing QR 140. (This does not hold true for students in some science fields, especially chemistry where many FY courses are QR overlays.) The point is that students should not aim to be “knocking off the QR overlay requirement” in their first year. If they take such a class because it’s an early requirement for their major, that’s fine. But someone who is not sure of her major should be meeting the liberal arts distribution requirements first as part of her exploration of courses at the college. She should wait until at least her sophomore year (hopefully wait until she’s pretty sure of her major) to take a QR overlay course just for the sake of meeting that requirement.

In addition, students should be aware of those courses that have the basic skills component as a prerequisite and should be sure that they do not register for these courses if they have not passed the assessment and/or are taking QR 140.

Although communicating with faculty by email is a generally an acceptable practice, this time of year, students should NOT email professors. Instead they should go to the class and talk to the professor.

# HELPFUL PLTC RESOURCES





***CLASS PERFORMANCE & TEST TAKING***

Building Strong relationships  
Leading a Class Discussion  
Post Test Stress  
Speaking Up in Class  
Successful Test Taking  
Test-Taking 5 day Study Plan

***MAJOR, GRADUATION REQUIREMENTS, & COURSES***

Choosing Your Major  
Course Information  
Course Organizer  
Degree Req. Checklist  
Registration Study Break  
Requirement Checklist for Students

***PLTC***

Appointment Scheduling Instructions  
Disabilities Resource  
Effective Bulletin Boards  
Effective Flyers  
PLTC Book and Videotape Resources  
PLTC Resources  
Referral Card  
Semester on a Page  
So You can Walk the Walk

***PUBLIC SPEAKING***

Breathing, Projection, & Enunciation  
Checklist for Oral Presentation  
Coping with Public Speaking Anxiety  
Feedback Form  
Giving Oral Presentations  
How to Enhance Your Power Point  
Public Speaking Program  
Speaking up in Class

***PRESENTATION***

Improving Public Speaking  
Leadership Role  
Leading a Class Discussion  
Oral Presentation  
Preparing for Honors Orals  
Public Speaking Resources  
Tanner & Ruhlman Conference Presentation

The Shakes

## ***REQUEST FORMS***

Now online at <http://www.wellesley.edu/PLTC/QuickLinks/TutorRequest.html>

## ***STRESS***

Combat Academic Stress

Stress Busters

## ***STUDYING***

Academic Skills Inventory

Effective Reading

Learning a Language

Love Your Body Study Tips

Memory Tips & Techniques

Notes on Notes

Planning & Time Management Study Tips

Reading & Study Skills - SQ3R Method

Study Environments

Study Tips from APTS

Study Tips from Tutors

Study Tips- Study Groups

Studying in the Sciences

Thoughts about Effective Memorization

Wellesley Reading Initiative

Writer's Block

## ***TIME MANAGEMENT & SCHEDULING***

Avoiding Academic Roadblocks

Class Schedule

Not Enough Time in the Day

Planning Your Week

Planning Time Management Questionnaire

Procrastination Prevention with Quiz

Set Your Goals Now

Sleep

Weekly Student Planner

## ***WORKSHOPS***

Presentation Skills

On Coping with Public Speaking Anxiety

On PowerPoint

On Speaking Up in Class

On Oral Presentation

## SELECTED PLTC BOOKS & DVDs

*The Pforzheimer Learning & Teaching Center has a growing library of books and DVDs on general and course specific study skills and strategies. These resources may be checked out for limited time periods. Browse through the books on the shelves in the PLTC and encourage your tutees to use these resources. Sample lists of titles include:*

### **BOOKS FOR TUTORS & APTS**

- Ender, S., & Newton, F. (2000). *Students helping students: a guide for peer educators on college campuses*. San Francisco: Jossey-Bass, Inc.
- Gillespie, P., & Lerner, N. (2000). *The Allyn and Bacon guide to peer tutoring*. Needham Heights, MA: Allyn & Bacon.
- Goodlad, S. (1998). *Mentoring and tutoring by students*. London: Kogan Page Limited.
- Maxwell, M. (1994). *When tutor meets student*. Ann Arbor: The University of Michigan Press.
- MacDonald, R. (1994). *The master tutor: a guidebook for more effective tutoring*. Williamsville, NY: Cambridge Stratford, Ltd.
- Myers, L. (1990). *Becoming an effective tutor*. Los Altos, CA: Crisp Publications, Inc.

### **BOOKS ON STUDY SKILLS:**

- Barnet, S., & Stubbs, M. (1990). *Practical guide to writing*. New York: Harper Collins.
- Ellis, D. (1994). *Becoming a master student*. Rapid City, SD: Houghton Mifflin Company.
- Hancock, O. (1995). *Reading skills for college students*. Englewood Cliffs, NJ: Simon & Schuster Company.
- Hart, A., & Reinking, J. (1990). *Writing for college and career*. New York: St Martin's Press.
- Kennedy, X., & Kennedy, D. (1990). *The Bedford guide for college writers*. New York: St Martin's Press.
- Langan, J. ((1992). *Reading and study skills*. New York: McGraw-Hill, Inc.
- Lengefeld, U. (1994). *Study skills strategies: Your guide to critical thinking*. Menlo Park, CA: Crisp Publications.
- Longman, D., & Atkinson, R. (1993). *College learning and study skills*. Minneapolis, MN: West Publishing Company.
- Pauk, W. (1993). *How to study in college*. Boston, MA: Houghton Mifflin Company.
- Quinn, S., & Irvings, S. (1991). *Active reading in the arts and sciences*. Needham Heights, MA: Allyn and Bacon.
- Stuart, C. (1995). *How to be an effective speaker*. Chicago, IL: NTC Publishing Group.

### **DVDS ON STUDY SKILLS**

- Dartmouth College Academic Skills Center series:  
 Reading Improvement (1999) 12:00, Stress Management (2000) 10:00, Strategic Learning (1995) 10:00, Time Management (1995) 18:00, Note taking (1996) 9:00  
 Princeton, NJ, Films for the Humanities & Sciences



# ADDENDUM