

TUTOR GRAM

Why
Coming to the CWS
is like Going
to a SPA

Making the most
out of your
tutoring
appointment



**And...
Some
SPOOKY
Tutor Poetry**



CWS
Etiquette

**The Academic,
Cognitive
& Emotional
Benefits of
Peer Tutoring**



Center for
Writing and
Speaking

MEET THE C



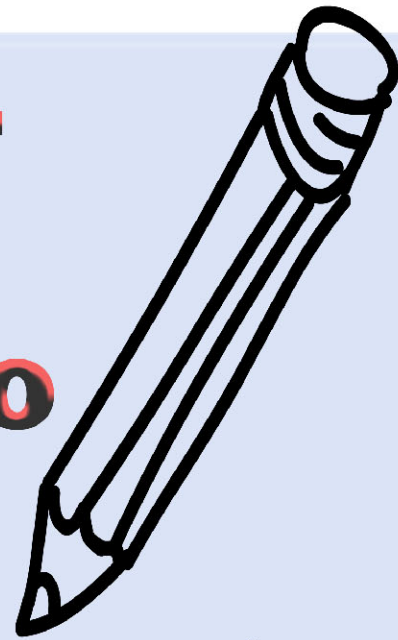
The Center for Writing and Speaking (CWS) is a peer tutoring organization that focuses on helping students with writing, speaking, and multimodal assignments and in developing writing and speaking skills. The center provides support for English language learners to develop and hone their ESL skills. The center is collaborative in philosophy and practice, and the center bases its work on the goal of helping students achieve further progress. Students at every ability level and stage of learning benefit from their relationships with tutors, who offer guidance and serve as responsible role models.

CWS STAFF!



ization that provides students with individual assistance in writing, and public speaking skills. The CWS also supports the efforts of CWS is an integral part of the academic program at Agnes Scott its work on identifying students' strengths and building on them to of an assignment come to the CWS to work in collaborative ve readers or listeners for the evolving text, presentation, or project.

It's Never Too Early to Come to the CWS!



You can come in for tutoring for any assignment of any discipline, at any stage of development. Our professionally trained tutors can support you with brainstorming ideas, crafting an abstract and outlining your paper or presentation, or completing the final stages of editing a completed piece. An experienced peer tutor can help you refine your argument, determine the most effective arrangement for your ideas, and polish your style.

You can also practice (and even record!) your presentation and get feedback on your vocal delivery and body language. The CWS Presentation Center (G-17) has state-of-the-art projection equipment to help you make the most of what you have to say.

With just over a month left of the semester, now is the time to get all your ducks in a row with a couple of friendly, illuminating, and inspiring CWS appointments!



FOR APPOINTMENTS GO TO:

cws.agnesscott.edu



Click HERE to visit our website. You'll find electronic copies of our more than 100 handouts on a variety of writing and speaking topics.

CWS Etiquette

1. Making an appointment

Make an appointment (or more than one!) by accessing our online schedule: cws.agnesscott.edu. It's easy to set up an account using your ASC e-mail address and password and easy to navigate the scheduling site. On the schedule, available appointments are highlighted in white. Appointments you've already made will be highlighted in yellow.

2. Plan ahead, and, if needed, cancel or reschedule your appointment by going to cws.agnesscott.edu.

Treat your CWS appointment like you would any other professional engagement. If you are running late or need to miss an appointment, please notify your tutor. There may be other Scotties who can take your spot--so it all works out well for everyone!



2. Be on time!

This is a no-brainer, but still important to mention. As with any appointment, it is important to notify your tutor if you know can't make it on time. The CWS policy is to consider an appointment cancelled, if the tutee is 15 minutes late. The reason for this is that (1) we want you to have a meeting that is as productive as possible. There is little we can do to help if you only have 10 minutes left of an appointment that was supposed to last 30 minutes or more; and (2) in fairness to all Scotties, we try to discourage repeated tardiness, because unused appointment time takes away opportunities from others who might want to meet with a tutor but can't find an available time-slot.

3. Come with an agenda.

Bring your course syllabus and any other materials relevant to the assignment, such as an assignment sheet, class notes, rubric, etc. If there's time, give the assignment some thought before your CWS conference and take notes on your ideas. These will help the tutor know what you want to say in your paper or presentation. If you need a quiet space, your tutor can help find a comfortable place for the two of you to work.

4. Come Back!

Try to make several appointments for every project and be sure to spend time working on the assignment between appointments.

Why Coming to the CW

For nearly three decades, the Center for Writing and Speaking has helped Scotties become increasingly better writers and speakers. Our fresh and natural approach to tutoring helps balance your personal and academic yin and yang, soothing the semester's tensions away and reinvigorating your creativity.

Your collaborative experience begins with an introduction to your tutor (if this is the first time you meet), who would want to get to know you and your work. After reflecting with you on your goals for the session, your tutor will invite you to inhale deeply and allow your tutoring experience to open up new perspectives on your projects.

Soothe your anxiety with a cup of coffee or tea and focus on the task at hand. Your tutor will listen carefully to what you have to say and ask questions that will gradually lead you to answers and insights that will allow you to take your project—paper, presentation, resume, personal statement, or another assignment—to the next level.

During the session, rough patches in your prose are gently sloughed off as your argument is clarified and toned, grammatical impurities cleansed, and your authorial voice infused with energy. Your tutor responds as a reader or a listener, which will help you deep-massage your draft until it flows logically and pleases aesthetically.

Writing is Like Going to a SPA

You take ownership of your work, but the tutor helps you build the skills to become your own best editor. With renewed faith in the process of revision, you think deeply about your work, knead ideas, roll and slide paragraphs into effective arrangement, and tap theses until they are focused and strong.



All along, you are invited to reflect on your learning experience, so you can apply the techniques you have developed to future academic or professional assignments. At the end of your 30- or 60-minute session, you feel relaxed, revived, and empowered to do your best work.

Disclaimer:

Positive side effects include increased self-confidence and the itch to take the next academic challenge head on.



The Benefits of Tutoring

As if we need any convincing that peer tutoring benefits all students at Agnes Scott in ways that continue to pay off in the long run, here is some measurable evidence that tutoring makes both tutors and tutees smarter, more academically successful, socially adept, and confident in their intellectual abilities.

There is, write Marta Flores and David Duran, a consensus among researchers that peer tutoring is one of the “most effective instructional practices in the achievement of quality education” because it improves students’ learning of academic competences.¹

According to José Arco-Tirado et al., peer-tutoring improves not only students’ GPA and overall academic

performance but also it improved their learning strategies and even their social skills.² Through tutoring, students also develop more positive attitudes towards learning in general and towards their teachers and schools in particular.

Further, students develop a more positive self-image, while nurturing “relationship of trust and mutual enrichment between tutor and tutee.”³ Clearly, then, peer tutoring impacts positively students’ overall academic learning and experience.

The CWS’ emphasis on collaboration and the peer nature of the tutor-tutee relationship is especially valuable, because it creates

a professional welcoming space where tutees can take charge of their learning and develop strong writing and speaking skills. Deeper learning occurs when tutors and tutees can exercise agency.

When empowered, whether by “performing the tutor’s role, in an induced work atmosphere, by reading aloud and actively listening, by evaluating their effort, and engaging in meta-cognitive reflective processes, students become aware of their own capabilities and of their possibilities of improvement.”⁴ Put differently, this deeper kind of learning involves metacognition, which is widely considered key to success in higher education.

Metacognitive knowledge refers to students’ ability to learn how to learn, which makes them increasingly independent and efficient. Furthermore, metacognitive

knowledge is also tied to the development of student’s self-concept, their internalized perception of their own knowledge and ability levels.

Beyond getting a better grade on a given assignment, our tutees build up the skills that will make them successful in future academic, professional, and social contexts. Ultimately, tutees of any ability level become more confident, skilled, and successful, contributing to a vibrant intellectual campus environment.

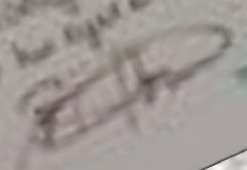
1. Marta Flores and David Duran, “Effects of Peer Tutoring on Reading Self-Concept,” *International Journal of Educational Psychology*. 2, no. 3 (October 2013): 299.

2. José Arco-Tirado, Francisco Fernández-Martín, and Juan-Miguel Fernández-Balboa, “The Impact of a Peer-Tutoring Program on Quality Standards in Higher Education,” *Higher Education* 62, no. 6 (December 2011): 780.

3. Flores and Duran, “Effects of Peer Tutoring on Reading Self-Concept,” 299.

4. *Ibid.*, 297.

He discovered the corpse in the chest of the night
 while he was out walking using only lamplight
 The girl's eyes were in the glow of the moon
 through the fog, the girl was not a ghost
 in the fog in his hand was the girl's hand
 Presumably he would be pleased to walk out
 clear the girl's lantern from the ground
 In a place so many would be young up to four
 He dug and he dug and through the light
 what he sought was not a ghost but a woman
 And then, only then, when the morning light came
 He opened his eyes and the night was through


 - Zoe Howard

Halloween
 Write
 (or a b
 per with joy
 Delight


Pumpkins are yummy
 especially pumpkin spice
 yes, I am basic



 The Pat + dje

Inman Affic is
 Super spooky in the night
 when you are alone

my
 make a face.
 spring comes



 make 10/27/15
 of oscar

The Snowman
 Come stir the dirty grey
 dust so that we may run
 and when breathful spring
 with its burning sun
 the snow will become
 the River Styx with red clay

... is almost
us a spooky
poem!

... for a challenge!

Theme: House Shadows
Out of the corner
You fit by and I wonder
Please come out and play
Sharon B. Bagnall

Inman
Supers
When you

Candy corn dazzles
My tastebuds scamper with joy
Orange, yellow, white: Delight
Allyson G. G.

(Or
...
You
Pka

pumpkins are yummy

Boo!
Boo boo!
Boo boo boo!
Boo boo boo boo!
Boo oo oo oo oo o o!
♥



when you are
like a face.
ing comes

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