

# ACADEMIC SUPPORT CENTER NEWSLETTER



## ACADEMIC SUPPORT CENTER

## TUTORING CENTER

**INSIDE THIS ISSUE:****Letter from The Director***The Academic Resource Corridor*

2

**STEM Tutoring Center Corner***Mosaics*

3

**STEM Tutoring Center Corner***Meet the ASC Fall 2018 New Tutors and Staff*

3

**Writing Center Corner***Good Things Writing Tutors Do*

4

**CAP Corner***Recognizing Value in Your Co-workers and Classmates*

5

**Fun Stuff**

6

**Fall 2018 ASC TUTORS**

7

# LETTER FROM THE DIRECTOR

## The Academic Resource Corridor

By: Marianne Tecun

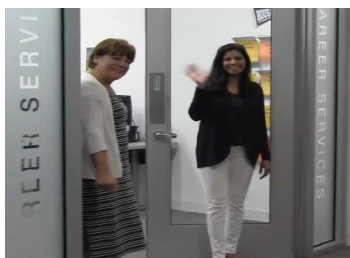
**T**his summer, the Academic Resource Corridor (ARC) was born! Located on the first floor of the B corridor of Lafayette, the ARC houses the Library, Career Resources, the Center for Academic Progress, the Writing Center, and the STEM Tutoring Center. It is the hallway on campus that provides so much support to students; the renovations, the services available, and the terrific group of staff that work in the ARC make it a central location for student success.

The renovations create a crisp newness in each office area. Large conference rooms, 6-person group study rooms, and lounge space now exist. Large TV monitors quietly keep us all up-to-date with campus events and deadlines. Computers are more abundant with the renovation too. Students are comfortable in the new spaces, and they have more to choose from as they look to find a favorite place to study. The renovations make it a pleasant and more spacious environment to get it all done.

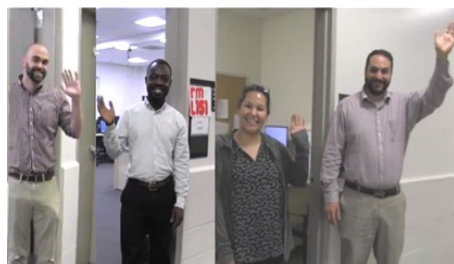
It is amazing how many services are available to students in the Academic Resource Corridor. Students who are not even enrolled in courses can spend time with the CAP staff to prepare for the placement test. Students who need to get a job can explore on campus positions through the Career Services offices; and they can also get help writing a resume or choosing a major there. Whether it is tutoring, searching the databases, borrowing a course text book, or just needing a quiet place to study, the ARC is the place where it happens.

The staff are the real reason the ARC is bustling with activity. Dedicated ARC staff come to work every day because we love to work with students. It's the students that get us excited. It is a great feeling to work with students who make use of our services and appreciate the support.

Stop by to visit us in the Academic Resource Corridor. We may have just what you need.



**Career Services**



**Center for Academic Progress**



**Tutoring Center**



**Library**

# STEM TUTORING CENTER

## Mosaics

By: Aliss Obeid, STEM Tutoring Coordinator

**T**his past July I took a trip to Syria, bringing back a few unique mosaic art pieces. Mosaic crafts are a form of art that originated during the third millennium B.C. in Mesopotamia, Syria. These pieces are made from the crafting of different materials, colors, shapes, and sizes that blend to create a distinctive piece of art.

There is something about mosaics that reminds me of HCC. When asked what I find most unique about this institution, my answer is always that it is so diverse. When I look at HCC it reminds me of the mosaic art and how it's filled with vastly unique individuals, each bringing their own experiences, viewpoints, perspectives and skills. Students, faculty, staff, and administrators all carry diverse backgrounds that contribute to the unique culture of this community. Without it, HCC would be incomplete.

I take pride in being a member of the HCC family, in particular, I admire the diversity within the Tutoring Center, and I appreciate the differences that make us unique.

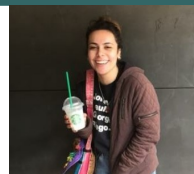


My name is Rose Ferris, and I am a writing tutor. I have been a student at

HCC for over a year, and my major is English. I am planning to transfer to UCONN after next semester and complete a Bachelor's degree in English so I can become an editor and/or a writer.

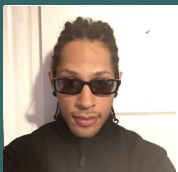
## Meet the ASC Fall 2018 New Tutors and Staff

My name is Elizabeth Mercado, I am a writing tutor. I've been a student at HCC for 3 semesters, and my major is English. After I graduate from HCC, I plan to transfer to SCSU to get a bachelor's degree in English. I am currently considering a career in editing or teaching.



I am Alexander Hudak, an ASC science tutor.

This is my second year here at HCC. My major is Humanities/ Behavioral & Social Sciences. My future plans focus on graduating with an AA degree, and transferring to UCONN to study Physiology & Neurobiology (pre-med focused). Future endeavors: to become a physician, or to do scientific research in related areas.

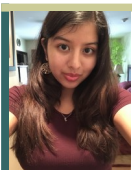


I am Arturo Wilburn, an ASC Computer Science Application tutor. My major is

Computer Informational Systems, and this is my second year at HCC. In the future I want to transfer to University of Arizona and further in the Computer Sciences to become a software developer or computer programmer. Also, I plan on studying Artificial Intelligence.



My name is Michael Biggs II, and I tutor math at the ASC. My major is Mathematics/ Science. I've been at HCC for five semesters. After graduating this semester, I will transfer to UCONN where I will study Actuarial Science and I would like to become an actuary in the future.



I am Jonelyn A Villa Duran, and I work as a receptionist at the ASC. This semester I transferred from SHU, and my major is General Studies (changing it soon to something pre-med). My plan is to graduate in 2020 and transfer to UB or UCONN to study pre-med.



My name is Tamara Febus. I am majoring in psychology and have been studying

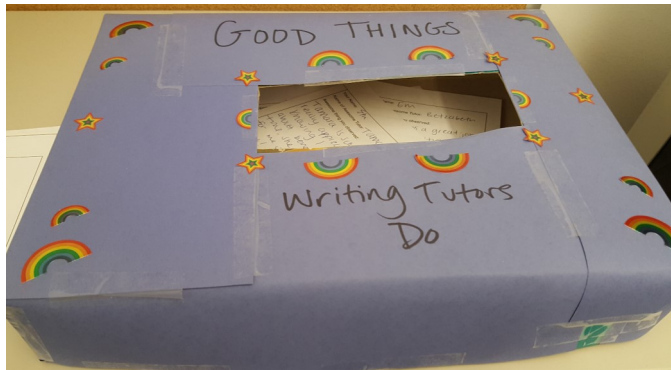
at Housatonic for a year and a half. After graduating from Housatonic, I plan to transfer to Southern Connecticut State University and continue my studies in Psychology. My overall goal is to become a clinical psychologist.

### Good Things Writing Tutors Do

By: Karyn Smith, Writing Center Coordinator

I believe that we can all improve our skills, and work better as a team, when we spend time appreciating the hard work of those around us. One of the ways we practice this kind of appreciation in the Writing Center is through a blue box that I've labelled "Good Things Writing Tutors Do." Next to this box is a stack of blank forms; when writing tutors notice another writing tutor do something well, they write down their name, the other tutor's name, and what that tutor did well.

The idea behind the box is to ask writing tutors to observe those who do well. Sometimes, a writing tutor has a different way to explain a concept; they can then try using that explanation themselves. Other times, they see how another tutor uses the many resources we have available in the Writing Center. Mostly, though, the forms in the box have become a way for writing tutors to appreciate the hard work of their fellow tutors.



Once every month or so, we collect the responses and share them with each other so we can all be reminded of how hard we work, and of how important the little things (like friendliness and patience) are. Here are just a few things writing tutors have noticed one another doing lately:

- Claud thanked Rose for helping him out when he was swamped during drop-in hours.
- Sherly noticed that Professor Boynton is always smiling and ready to help out students as soon as her shift starts.
- Emily noticed that Betzabeth is always patient and focused, even when working with multiple students during drop-in hours.
- Sherly noticed that Emily always shows students how to use resources like the HCC Library databases. She even noticed Emily walking a student over to the Library!
- Emily wrote: "Tamara is someone I really appreciate! Knowing I was crunched for time, she took my appointment for me. It saved my day! Plus, she is always happy and sweet."

We even have the occasional student filling out a form to weigh in about a job well done. Nancy W. said of Liz: "She is very helpful and does it with a smile."

In the Writing Center, the simple blue "Good Things Writing Tutors Do" box helps us appreciate the big and little ways we all try to help out one another, and our students!



## Recognizing Value in Your Co-workers and Classmates

By: Hyoja Tully, CAP Math Instructional Support Specialist & iMath Coordinator

It is important to recognize value in the people you encounter every day; the value your classmates and co-workers possess cannot be overstated. We must acknowledge and be mindful that our classmates and co-workers do, in fact, have a similar agenda or goal and these individuals can provide valuable feedback and support which can improve productivity or understanding of the problem we are attempting to solve. Having someone to bounce ideas off or utilize as a sounding board is great for testing ideas and receiving feedback. At times, the individual may only provide reinforcement feedback, but this may provide details that confirm that you have a good idea or plan or are working through the process in an effective and/or efficient way. This reinforcement can give you confidence to continue to move in the direction you were headed with more momentum. Sometimes this individual can provide some insight and identify some gaps in your plan. They might only be able to identify the issues with the plan and not offer any solutions, but this has value as well. This helps identify a change in direction is needed and that some additional steps/corrections need to be taken before continuing to move forward in the process. Sometimes solutions or alternative ideas are offered up and being open to these alternatives can be essential to successful completion of the task or project.

Remember, you and your classmates have a common goal- to gain general understanding of the concepts in your course. Look to your classmates as an additional resource for feedback. I will admit that when I was in college I was not usually the one to initiate contact or organize a study group with my classmates. However, somehow, I frequently ended up in a study group. I appreciate the professors who would organize study groups (with and without instructor present) and regularly recommend exchanging contact information with my classmates. During these sessions, we would study topics covered in class. For Head and Neck Anato-

my, we even had a skull and colored markers to draw the nerves, blood vessels and veins right on the skull. In addition to studying the course content, my classmates would ask me how I study. We would exchange information on what we were doing to learn the content and what we thought worked and what did not. What's interesting to me is how so many of my classmates made flash cards for our science classes. They would show me a thick stack of index cards and then they would ask what I do to learn the material. I had tried making flash cards for chapter 1 in one of my science courses. After a failed attempt to make flash cards for chapter 1, I said to myself, "not realistic for me." It took way too long to make the cards. I did not complete making the cards and was not able to use them to prepare for my test. Moving forward, I opted to read the chapter several times, review the power point presentation, and asked a friend to quiz me using lecture notes. I do not know if my response changed the way my classmates studied, but if you are expending a lot of effort and what you are doing is not working, you need to change your strategy; and what better way to identify other strategies than through a classmate or co-worker that is working towards achieving that common goal.

Having different perspectives and beliefs is a great thing! Too often, we opt to "just do it on our own" because we think it will be "easier" or that the outcome will be better. We avoid coordinating with others, we incorrectly assume that others are unwilling to help, we are fearful of criticism or we think others will take credit for our work. Trust me, we all have at least one group project horror story, but don't let that prevent you from reaping the rewards of utilizing your resources. Ask a classmate or co-worker to review your work or listen to your ideas. You may be pleasantly surprised by the response you receive. Likewise, the next time someone asks for feedback, take the time to review their work and offer honest feedback.

# Fun Stuff

There is a word in the English language in which the first two letters signify a **male**, the first three letters signify a **female**, the first four signify a great **man**, and the whole word, a great **woman**.  
What is the word?

<http://funthingstodowhenbored.com>

		3				6		
					8			5
		5	7		2			3
		1		5				
			9	1			5	
	2				3			
				4	9	2		
6		2	5			8		
7							9	

[www.sudokukingdom.com](http://www.sudokukingdom.com)

## Did you Know ?

<https://www.cs.cmu.edu/>

1. In the average lifetime, a person will walk the equivalent of 5 times around the equator.
2. According to suicide statistics, Monday is the favored day for self-destruction.
3. Cats sleep 16 to 18 hours per day.
4. The first known contraceptive was crocodile dung, used by Egyptians in 2000 B.C.
5. Rhode Island is the smallest state with the longest name. The official name, used on all state documents, is "Rhode Island and Providence Plantations."
6. Human hair still grows for a couple of months after death.
7. On the new hundred dollar bill the time on the clock tower of Independence Hall is 4:10.
8. Each of the suits on a deck of cards represents the four major pillars of the economy in the middle ages: heart represented the Church, spades represented the military, clubs represented agriculture, and diamonds represented the merchant class.
9. Every year about 98% of the atoms in the human body are replaced.
10. Elephants are the only mammals that can't jump.
11. The human heart creates enough pressure to squirt blood 30 feet (9 m).
12. There are twice as many kangaroos in Australia as there are people. The kangaroo population is estimated at about 40 million.
13. "Goodbye" came from "God bye" which came from "God be with you."
14. The most common name in the world is Mohammed.

A person who feels appreciated will always do more than what is expected.

@InspiringThink

[motivational-inspirational-world.blogspot.com](http://motivational-inspirational-world.blogspot.com)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
											N														

" L E Y C P D L W N U O B D U R X S M U U G  
 L L Y N N L R Y G U A A E P R L J U U T V  
 L L N U O B P C P G S U V E P G U R P L Z L J T G  
 P R U X Y V V P G E U A N U R J D U X P K U M S  
 D V Y R M D V E P G P I L O B L R J V E P N U O B D  
 V E P S Y G P Y N A Y S D N U O B L R J  
 V E G P P " - P N Y S R P K U U D N P G

<http://puzzlemaker.discoveryeducation.com>

# FALL 2018 ASC TUTORS

## STEM TUTORING CENTER

### ACCOUNTING

Robyn Dilg  
Maria Dominguez

### COMPUTER SCIENCE

Jiyan Bedawi  
Arturo Wilburn

### ESL

Robyn Dilg  
Gigi Yanez-Hamberger

### FOREIGN LANGUAGES

Fahad Alharbi (Arabic)  
Kyle Stokes (Arabic)  
Gigi Yanez-Hamberger (Spanish)

### FACULTY

Driss Mellouk

### MATH

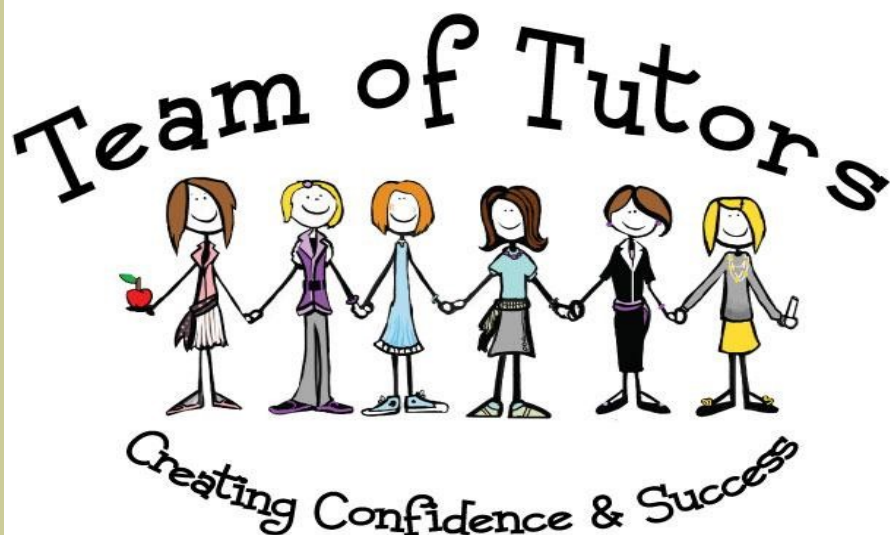
Isuru Amaratunga  
Michael Biggs  
Andrew Champagne  
Claud Fanclik  
Kevin Fontan  
Trang Ho  
Jessica Krotki  
Tajan Marshall

### FACULTY

Marina Phillips  
David Platt  
Richard Rizzi

### SCIENCES

Alexander Hudak  
Arian Pagan  
Robin Smith  
**FACULTY**  
Sandra Barnes  
Janet Yarrow



## WRITING CENTER

### ENGLISH & WACC

Cynthia Boynton  
Betzabeth Castro  
Claud Fanclik  
Tamara Febus  
Rose Ferris  
Elizabeth Mercado  
Sheryl Montes  
Emily Petrizzi  
Miriam Serrano

### FACULTY

Rebecca Adam  
Eleanor Bloom  
Terry Kozek  
Karyn Smith

## CAP CENTER

### ENGLISH

Kofi Adomako-Ayisi  
Rometa Miller  
Andrew Pelletier

### MATH

Kevin Redmond  
Anna Shannon  
Hyoja Tully

# ACADEMIC SUPPORT CENTER



## ACADEMIC SUPPORT CENTER

**203-332-5019, Lafayette Hall, Room L152**

The mission of the Academic Support Center (ASC) is to provide a full service testing and tutoring experience that cultivates student success. By fostering a supportive environment, the ASC strives to inspire students at every level of preparedness to advance, to excel, and to reach their fullest potential.

### Departments

STEM Tutoring Center

Writing Center

Center for Academic Progress (CAP)

### Academic Support Center Staff:

Marianne Tecun, <i>Director</i>	203-332-5139
Aliss Obeid, <i>STEM Tutoring Coordinator</i>	203-332-5992
Karyn Smith, <i>Coordinator of the Writing Center</i>	203-332-5133
Andrew Pelletier, <i>CAP Coordinator</i>	203-332-8516
Clopha Deshotel, <i>Clerk Typist</i>	203-332-5019