

A Student Athlete's
Guide to Receiving
Tutoring
&
Mentoring
Services





Dear Student Athlete,

This manual was developed by the Department of Athletics, Office of Student Development to notify you of your expectations should you feel the need to request a tutor and/or mentor. Additionally the information in this manual should provide you with helpful suggestions to well equip you with the basic knowledge needed for academic success.

Please read this manual carefully as you will be held accountable for knowing and fulfilling the expectations of student athletes receiving tutoring and mentoring services. You may also find this manual helpful when facing difficult situations in the classroom. We encourage you to utilize the resources provided to your advantage.

Should you be placed with a tutor or mentor that you feel is not meeting your expectations, is not able to convey knowledge of assigned subject area, or with whom you are not able to develop a successful relationship, please contact the Tutor Coordinator as soon as possible so the problem can be addressed. Having an assigned tutor and/or mentor should be a pleasant and beneficial experience for both parties.

Thank you for representing East Carolina University in a positive manner. We wish you success both in and out of the classroom. GO PIRATES!

Sincerely,

Office of Student Development Staff

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Academic Services Provided to Student Athletes

- **TUTORIAL SERVICES**- tutors are provided free of charge to student-athletes, providing an athlete does not abuse tutor privileges.
- **MENTOR SERVICES**- academic mentors are assigned to student-athletes upon either student or advisor request. Mentors assist with adjustment to college life, time management, and study skills.
- **STRUCTURED, MONITORED STUDY HALL**- student-athletes are offered the opportunity to attend, and are occasionally required to attend, sport specific study halls. The Office of Student Development provides monitors during these study halls to ensure an environment that is conducive to learning.
- Academic monitoring by Office of Student Development Academic Counselors
- Computer labs containing PC and Macintosh computers
- Assistance with course registration

How to Request a Tutor

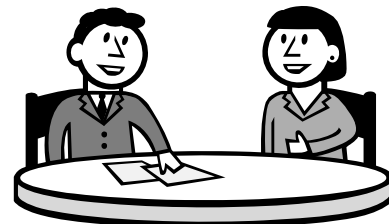
- Obtain a Tutor Request form from the Ward computer lab.
- Complete the form and return it to the “Completed Tutor Requests” basket in the Ward lab.
- The Tutor Coordinator will e-mail you with contact information for your tutor.
- It is YOUR responsibility to contact your tutor within 2 days of receiving the information.
- Once you have contacted your tutor, the two of you will arrange meeting times that accommodate your schedules.

How to Request a Mentor

- If you feel you could benefit from the services of a mentor, you should first contact your advisor and state your reasons for desiring a mentor.
- Once you have consulted your advisor, you may be referred to the Tutor Coordinator to discuss your request.
- The Tutor Coordinator will assign you a mentor and provide you with contact information for that person.
- You should contact your mentor within 2 days of receiving the contact information in order to determine a schedule of meetings that will occur throughout the semester.
- If you are assigned a mentor and feel that you would like for him/her follow you through the next semester, please make your advisor aware within the final 3 weeks of the current semester.

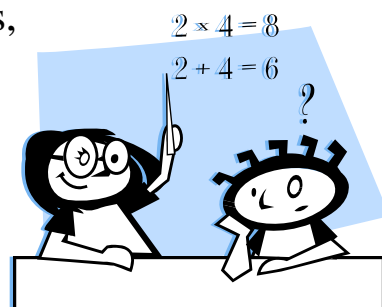
Expectations of Student Athletes Receiving Academic Support Services

1. **Be on time.** Consistent tardiness could result in a loss of tutor privileges or you having to pay for your tutor's services. If you need to cancel a tutor/mentor session, try to do so at least 24 hours in advance.
2. Always have a list of your current assignments and/or course syllabi available for your tutor.
3. Come prepared. Bring all appropriate materials (textbooks, notes, writing implement, paper, calculator, etc.).
4. Actively participate. Arrive at a tutor/mentor session with specific questions you would like answered or objectives you would like to accomplish. **DO NOT RELY ON YOUR TUTOR/MENTOR TO DO THIS FOR YOU EVERY SESSION.**
5. Meet with your tutor/mentor on a regular basis. Meeting with your him/her the night before an exam is not enough. Don't expect them to work miracles! Establish a routine and continue it throughout the entire semester. It will pay off in the end.
6. Utilize your tutor as another resource, not as replacing the teacher. Tutors are there to provide supplemental instruction, not to re-teach everything the professor goes over in class.
7. Be respectful and establish a good relationship with your tutor/mentor. They will be more willing to help you and meet with you in the future.



Expectations of Academic Support Staff

1. **Be on time.**
2. Be an appropriate academic/personal role model. Remember you are working in a professional capacity. This should be reflected in your conversation topics, dress, and mannerisms while working with the Office of Student Development.
3. Come prepared. Bring all appropriate materials (textbooks, notes, writing implement, paper, calculator, etc.) and any assignments you may have for the student.
4. Meet with your tutee/mentee on a regular basis. Remember that you cannot force them to meet with you, but encourage regular meetings when possible.
5. Should you need to cancel or reschedule a session, try to contact the student at least 24 hours in advance.
6. **ALWAYS MEET IN A PUBLIC PLACE!**
7. **NEVER DO A STUDENT'S WORK FOR HIM/HER.**
8. Be respectful and establish a good relationship with your tutee/mentee. You will be working with a diverse population; a variety of personalities, learning styles, and values. Remember to be tolerant and accepting.
9. Submit all paperwork (tutor report forms, sheets, etc.) in a timely manner and professional quality.



time

How to Win in the Classroom

The following are basic strategies for improving academic success in college. Using these strategies will help you develop beneficial habits which lead to academic success.

Know each professor's course requirements.

Professors ordinarily explain course requirements during the first few days of classes. Take accurate and complete notes when these requirements are presented orally. Make sure you completely understand the requirements and can follow them accurately. Become particularly familiar with attendance policies and test dates.



Attend class faithfully.

To succeed as a student, it is necessary to attend classes faithfully. Those students who are absent may miss crucial details about assignments that may not be included in the syllabus, and sometimes they may not learn when tests are announced. In addition, attending class regularly allows you to learn more about the professor's teaching style, thus helping you to better gauge what will be included on tests. Most importantly, being absent from class can mean that you miss class notes which you need to prepare for tests.

YOU are 100% responsible for everything that happens in class, even when you are absent!

Do assignments on time.

Completing assignments and handing them in on time is essential to any student's success. Professors give assignments to provide practice for skill development. One important element is the ability to meet the deadline set by the professor. They expect students to have assignments ready when they are due. Many professors do not accept late assignments and others take a significant deduction for them. Plan ahead. If you know you are going to be absent, turn in your assignments ahead of time or make other arrangements with the professor.

In the event you are absent, here are some helpful strategies:

- Contact the Office of Student Development for a university excuse if the absence was due to athletic competition.
- Deliver any assignments due to the professor's office as soon as possible.
- Contact a classmate to learn about assignments, tests, or other missed work.
- Hardcopy or photocopy notes taken by a classmate while absent.

In addition to attending all classes, it is important to arrive on time. Student-athletes must always project their most positive academic image.

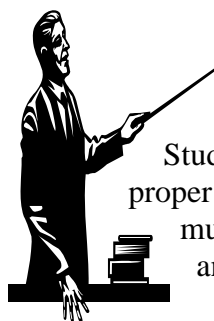


Be prepared for tests.

Test grades figure prominently in deciding final course grades for almost all college courses; sometimes test grades are the sole basis for determining final course grades. Those who receive one low test grade often receive low or failing course grades as a result, and students who are absent from tests are often given test grades of zero or are required to take a difficult make-up exam.

Take a notebook to class.

- Use a notebook to keep notes and records of all assignments, test, and professors.
- Information about **assignments** should explain exactly what they are, how they are to be done, and when they are due. Include notes about questions you have so that you can get clarification from the professor.
- Information about **tests** should include exactly what materials and topics will be covered on each test and the dates that the tests will be given. The type of test and the number of items are also important.
- Information about **professors** should include their names, office locations, office telephone number, and the times they are available in their offices. Some professors may post assignments on-line. If this is true for you, include information such as their e-mail and website addresses as well.



Study the professor.

Students often are unable to recall the name of their professor because they do not attach the proper importance to knowing that professor. You should learn your professors' names and as much about their teaching techniques as possible. These are some things to look for when analyzing a professor.

- What part(s) of the course does the professor like best, and what parts does he/she like least? Pay particular attention to small points to which a great deal of time is devoted to discussing. You are likely to see this information on a test.
- Although your professor may not directly grade you on class participation and attendance, most of them consider these factors as part of your grade. Thus, it is important to frequently contribute to class and avoid any absences. Classroom participation is usually viewed as genuine interest, while absences are indicative of **indifference**.
- Whenever possible, get together with an upperclassman regarding the testing methods employed by your professor. Find out the type of test given (multiple choice, essay, etc.) and inquire about grading policy in past semesters.
- Make it a point to talk with your professor before or after class. He/she will appreciate your interest in his/her course. Try to establish a good rapport with each professor so that he/she grows to know you as an individual, not just as a name in a grade book.

Keep up-to-date with course work.

College terms start out slowly. However, they gradually get busier and busier, reaching a peak of activity at final examination time. Students who are not up-to-date with course work find themselves trying to catch up when they should be completing term papers and preparing for tests. **DON'T FALL BEHIND!**

It is important to keep current in courses for which information or skills learned early in a term are needed to learn subsequent material. Mathematics, science, technology, and foreign language courses are among those that fit this description. When you study, ask this question, "Do I need to learn this information or skill to learn other information or skills later?" If the answer is yes, learn the information or skill immediately and review it often!

TEST TAKING STRATEGIES

When taking any test, remember the following:

- Read and follow directions carefully.
- Scan through the whole test before beginning.
- Plan how to use test time.
- Answer the easiest questions first.
- Check answers carefully.
- Do not share answers.
- Learn from incorrect answers.

The following are some helpful hints for taking a test when the material is not familiar or the questions are distracting to the test taker. The best advice for taking tests is to trust yourself. If you think you know the answer to a question, statistics have shown that “the gut reaction” is often correct; thus you may be better off selecting the answer of your first reaction. If you are not sure of an answer, you might consider these techniques.

TRUE / FALSE QUESTIONS

1. The basic strategy for answering true / false questions is to assume that they are true.
2. Absolute determiners such as all, none, always, never, everybody, nobody, and only invariably tend to appear in false statements. Statements which include the words few, often, sometimes, most, many, and usually, tend to be true.
3. True / False questions that state reasons tend to be false, either because they do not state all the reasons or because they state the wrong reasons.

MULTIPLE CHOICE QUESTIONS

The basic strategy for answering a multiple choice question is to eliminate the distractions.

1. These types of options tend to be distractions:
 - a. choices with absolute determiners
(ex. always, never)
 - b. unfamiliar terms or phrases
 - c. jokes and insults
 - d. high and low numbers
2. These types of options tend to be correct answers:
 - a. more complete or inclusive statements
 - b. “all of the above”
 - c. one of two similar looking answers

The basic strategy for answering matching questions is to use one list as the starting place for making all matches and to cross out items as they are matched. When the statements in one list are longer than items in the other list, use the list with the longer statements as the starting place to make all matches.

FILL - IN -THE - BLANK QUESTIONS

When you answer a fill-in-the-blank question, use clues from the sentence itself to help you determine the correct answer. For example, the word “an” just before a blank may be a clue that the answer begins with a vowel; be on the lookout for other clues.

ESSAY QUESTIONS

- Be able to differentiate between such words as explain, discuss, compare and contrast, or define, and tailor your answer accordingly.
- Answer all parts of each question
- Write well-organized answers
 - plan major points
 - write clear introductions
 - emphasize major points
- Write complete answers
 - write to an uninformed reader
 - write more than you need to
- Proofread answers

More Test Taking Tips...

Before the Test

- Stay current with your class notes, readings and class assignments
- Go to class and be an active participant
- Ask your instructor if you are unsure about a concept or idea
- Take advantage of tutoring, supplemental instruction sessions, or study groups
- Use your semester-at-a-glance calendar to discipline yourself to prepare early
- Predict test questions from your reading, notes and class lectures
- Review Flash Cards DAILY!

During the Test

- Arrive early
- Be confident and relaxed
- Read the entire exam and each question thoroughly
- Write down important facts, equations or words on the test for easy recall
- Allot your time according to the question's point value
- Start with questions that are short and easy
- If you begin to feel panicked – stop, breathe, and use positive self-talk
- Review the exam before you turn it in
- Make sure you at least try to answer each question

After the Test

- Mentally review your study habits from day one until the test day
 - Were you prepared? Did you study the right concepts?
- Seek feedback from your instructor and learn from the experience
 - This will show your instructor your desire to improve and really learn the material

True/False

- True answers mean that EVERY aspect of the question is true.
- Look for key words: always, never, only, often, frequently
- Read the question EXACTLY as it is written

Matching

- Review the whole list of terms or descriptions
- Match those you are sure of first
- Read the directions so you know if words are used multiple times

Multiple Choice

- Read the last part of the question with EACH answer choice
- Eliminate wrong answers or silly options to avoid confusion
- If two answers look similar, usually the correct answer is one of the two

Short Answer

- Be concise and specific with your answer
- The more specific the answer, the more potential points you could earn
- Use keywords and facts from the instructor in your answers

Essay

- Make an outline first and answer all aspects of the question
- Quality of thought means more than quantity
- Write clearly and legibly and budget your time

Getting the Most Out of Class – Note Taking Tips

Before Class

- Check your syllabus
- Review your notes from your previous class
- Complete all assignments
- Sit in the front two rows of the classroom
- Be organized – bring enough paper and pens
- Bring your Game Planner to record your assignments

During Class

- Become a good listener
 - Listen for verbal and visual clues
 - Repeat ideas mentally – think about what you hear and repeat it
 - If you cannot repeat a concept, you probably need more clarification
- Be an active participant
 - Ask questions
 - Participate in class discussions

After Class

- Review your notes and fill in gaps
- TRQ Note Taking Method
 - Step 1
 - Take notes in class
 - Step 2
 - Review: Summarize for clarity and continuity, is more information needed, place a check mark if you understand
 - Step 3
 - Question: Compose possible test questions
- Review, Review, Review
 - Work with someone to review your notes to assure that you didn't miss important facts
 - Make Flash Cards of the important ideas, concepts and theories



STUDYING AND TIME MANAGEMENT

1. Set aside a definite time for studying each day. By doing this, you are less likely to procrastinate and become overloaded with work at the end of the semester.
2. Take frequent breaks. Set a time limit for your work intervals and breaks (example: work for 30 minutes, break for 10).
3. Shorten study time by knowing the purpose of each assignment, what to do, and how to do it before you leave class. Take time to speak with your professor about any questions you might have. Record all assignments in a special section of your notebook.
4. Try to predict the amount of time needed for each assignment. By doing this, you are likely to work harder with better concentration, saving time in the process.
5. Examine charts and diagrams. They can serve as shortcuts to understanding.
6. Spend at least ten minutes of each study session in review of previous assignments. These “refresher shots” will keep the connections alive in your long-term memory. The habit of frequent review results in less time needed for studying before each major test.
7. Try to predict test questions and plan your answers when studying for a test. By doing this, you will be better prepared and will have more time to respond to unexpected questions on the actual test.
8. Review or rework problems in your notes, text, and homework. Note similarities or differences and why the procedures (concepts, formulas, and rules) apply. If possible, create your own problems to solve.
9. Don't cram for hours the night before a test. Instead, distribute your study in one-hour segments over a period of several days.
10. When a test is returned, first analyze how the problems and test questions are different from what you anticipated. Second, analyze the cause of your errors, such as test anxiety, lack of knowledge or understanding, careless mistakes, lack of time, lack of preparation or misreading a question. Third, set up a plan of action help you overcome these problems.
11. Finally, determine what changes need to be made in your study approach.

ECU Academic Resources

Assistant Athletic Director of Student Development

Nita Boyce
328-4552

Tutor Coordinator

Jennifer Bonner
328-4553

Writing and Grammar Questions

Grammar Hotline, Writing Center, 2007 Bate Bldg., 328-6728

University Writing Center

2026 Bate Bldg., 328-2828

Library Information

Joyner Library, 328-4285

Math Lab

110 Austin Bldg., 328-6786

Foreign Language Lab

2003 Bate Bldg., 328-6232

Admissions, Undergraduate

Whichard, 328-6133

Registrar's Office

Whichard, 328-6747

Resume Writing

Career Services, 328-6050



Top Pieces of Advice from Student-Athletes Across the Country

Always go to class

Learn to manage your time

Get to know and communicate with your professors – go to office hours!

Study every day

Take advantage of tutors, advisors, and support services

Look at your syllabi and plan ahead of time

Get help as SOON as you need it

Form study groups

Challenge yourself academically – set academic goals

Establish good study habits

Learn how to study and what works best for you

Be committed to learning, not just getting a certain grade

Participate in class

(If I knew then What I Know Now, by Becky Bell, University of Arizona)