

## Academic Support and Achievement Program

**Fall 2015**

We're here  
to help!

**Monday – Friday**  
**8:30 a.m. – 4:30 p.m.**

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Room B-205

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### Meet Emily and Matt: ASAP's Graduate Assistants

What do Emily Kanoza, a Syracuse native in her first year of the Literacy program, and Matt Mitchell, a Recreation Outdoor and Environmental Education major from the Boston area, have in common besides sharing an office? As it turns out, plenty!

Emily, a competitive swimmer since age 8, discovered her knack for educating others while teaching swim during high school. She continued to compete even while earning her Early Childhood - Childhood Ed degree at SUNY Potsdam. Emily finds SUNY Cortland a perfect fit for pursuing her masters because of the ASAP grad assistantship: she wanted the opportunity to use her skills in a one-to-one setting. Rocky, her family's Beagle, keeps Emily grounded—and laughing!

Matt earned his Elementary Ed degree from Skidmore College and most recently taught at an Adirondacks residential school, where he also programmed activities. His knack for organizing events holds after-hours as well; Matt loves planning adventures. Having recently relocated to central NY, Matt sees SUNY Cortland as the perfect place to earn his "Masters in Playing Outside." Katahdin, his Great Pyrenees, serves as both furry companion and training partner: be sure to ask Matt about skijoring!



In addition to enjoying active, dog-filled lifestyles, Emily and Matt have similar takes on college success: stay open to experiences. While Emily believes in the power of getting out and doing things to "meet new friends, lower stress levels, and come back to school work refreshed," Matt takes it one step further by encouraging solo experiences: "You learn the most about yourself by being on your own."

Finally, both Emily and Matt were delighted to find a few surprises in store at ASAP. While Emily enjoys that visitors can be greeted by dogs, creating a relaxed, comfortable atmosphere, Matt points to the fact that staff members "don't have all the answers, but believe in being solution-oriented problem solvers." Stop by, and discover a few surprises for yourself!

### Supplemental Instruction Grows Again!

This fall, BIO 201 (Biological Science I) joins the ever-growing list of historically challenging courses supported by SI. While some may be surprised at how quickly ASAP has launched another new pairing—just a year after the addition of BIO 210 Cellular Biology—the secret is in the patience and persistence of Dr. Steven B. Broyles, Chair of the Biological Sciences Department, and the enthusiasm of junior biology major Elise Sedlacek, one of our newest SI leaders. Thanks to collaborations such as this, three hours of free, non-remedial study sessions are available to students enrolled in nearly 20 different sections of chemistry, biology, and psychology this semester.

## Fast Facts

### You can use our website to:

- Learn more about our programs and services
- Schedule or cancel a Peer Tutoring 1<sup>st</sup> appointment
- Find SI and PLTL session days, times, locations, and important updates
- Access NightOwl online tutoring
- Read previous issues of our newsletter
- Discover more about Dogs in the Office and PAWS for Stress Relief event
- Investigate student job opportunities!

## PLTL: Long Term Investment Pays Great Dividends

What's more exciting than students filling ASAP's Peer-Led Team Learning (PLTL) workshops for CHE 221 and CHE222 this fall? Getting so many requests (nearly 100!) that we've added two *additional* workshops! AS PLTL enters its fifth semester, it's clear that students see PLTL as a long-term investment that pays big dividends.

Like other ASAP student-led programs, PLTL helps students construct their own understanding of material with the guidance of trained peers. However, while our other programs offer voluntary attendance, PLTL is unique in that students must commit to attending for the entire semester. In return, that long-term commitment yields increased problem-solving and team work skills that enhance future academic success. Increasingly, this model for learning is used in medical schools and allied health graduate programs such as physical therapy. PLTL participation can put SUNY Cortland students one step ahead in graduate school.

Students who participated in PLTL for CHE

221 shouldn't think they've "been there, done that" and skip the 222 workshop. While the problem-solving process stays the same, the 222 workshop helps students adapt their practice to the increasingly-complex content.

Two years ago, dual biology/English major Anna Grygiel participated in our first PLTL pilot. She said of the experience, "PLTL teaches the importance of being challenged and motivated by those around you. Being inspired by my leader makes me want to achieve even more!" Now a junior, Anna has transformed her initial investment into opportunity: she's in her third semester as a PLTL leader.



## More Peer Tutors on the way!

How *are* teaching and tutoring different? This is just a taste of the thought-provoking topics our 34 Peer Tutor Candidates are exploring this fall as part of ASAP's INT 210 Theory and Practice of Peer Tutoring course. The semester-long, two-credit course, which includes a 25-hour tutoring practicum, also hones candidates' skills in active listening and development of Socratic questioning as a

means of helping students help themselves. Successful candidates earn their Level 1 College Reading and Learning Association tutoring certificate, which makes them eligible for employment with ASAP as peer tutors. Tutors who go on to complete their Level 2 training are eligible for employment with the STAR-NY online consortium.

### About ASAP

We provide academic support to undergraduate and graduate students of all ability and achievement levels through tutoring in writing, reading, math, time management, and study skills, as well as through our Supplemental Instruction, Peer Tutoring, PLTL and online tutoring programs. Students who have regularly used ASAP's services tend to demonstrate increased academic confidence, stronger learning skills, and improvement in their coursework.