NO-SHOW/LATE CANCELLATIONS

PEER TUTOR APPROVED PROJECTS LIST

The following lists the available projects on which peer tutors may choose to work if a student is a no-show for an appointment OR cancels 2 hours or less from the start of an appointment time. Projects requiring documents (Word, Excel, PowerPoint, etc.) should be emailed (even if they are only in progress) at the end of the tutor’s time to Corrine Hinton, chinton@laverne.edu.

1. WORKSHOP RESEARCH
   Using the internet and/or available hardcopy tutoring resources, research important resources, links, handouts, topics, concepts, exercises or activities for the regularly-scheduled LEC workshops. Please be sure to include where you got the information so the sources can be properly attributed. Those workshops are:
   - Successful Study Strategies (for first-year college students or returning adults)
   - Punctuation Emergency (punctuation marks commonly misused or underused by student writers)
   - Painless Presentations (good habits for oral presentations)
   - Procrastinators’ Anonymous
   - Citations & Quotations (how to cite, reference, and incorporate scholarly evidence)
   - Literature Review
   - Critical Reading Strategies
   - The Three-Week Research Paper
   - Surviving Finals

2. NEW WORKSHOP DESIGN
   Propose and plan a new workshop for implementation into the LEC’s workshop schedule. This might especially helpful in the under-represented disciplines like math, statistics, business, and the sciences. Draft up a workshop proposal including some learning objectives (what workshop attendees should be able to do after taking the workshop). Please note: due to student employment restrictions, you will not be able to deliver the workshop unaided; however, you may co-present your workshop design (if you’d like) with one of the full-time LEC staff or a faculty member.

3. WRITING & GRAMMAR RESOURCES
   Research online and find electronic resources to provide to students for grammar explanations, exercises, or tutorials. Think about international student issues, specifically, such as: possessives, use of colon/semicolon, countable v. non-countable nouns, commas, etc. Focus on resources students can access and understand independently.
4. **DISCIPLINE-SPECIFIC RESOURCES**

Research online and locate reliable, helpful resources for students in discipline-specific areas, including Accounting, Economics, the sciences, foreign languages, other humanities, the social & behavioral sciences (anthropology, sociology, psychology), music…pretty much any area of your expertise that you think the LEC should have resources for. Be sure to include a blurb about the resources you find, telling us how it’s useful to students.

5. **FACEBOOK & TWITTER UPDATES**

The LEC has both Facebook and Twitter accounts. Post LEC updates, links to articles or resources friends & followers might find helpful, workshop or event announcements, or just use the opportunity to keep advertising the great services we offer here. See Corrine for Twitter account access information.

6. **ADMINISTRATIVE ASSISTANCE**

The LEC relies on the accuracy and completeness of its records and data to ensure we continue operating. If you’d like, you may assist either Ebony or Corrine with administrative tasks including, for example, updating the No Show/Late Cancellation list for student follow-up, entering drop-in tutoring records into the Drop-In log, refilling the handout wheel, manually processing surveys or other assessments, updating the library database, etc.

7. **GENERAL LEC UPKEEP**

Check around the LEC for trash, papers, and other maintenance issues. Be sure to place chairs the proper location and return equipment to the proper areas. Check the printer and copy machines to ensure there is enough paper available, and make sure there are staples in the stapler, etc.

8. **OTHER**

If there is another project whose undertaking would benefit the Learning Enhancement Center, the tutors, or the students, you may propose it to the LEC Director for consideration. Before proposing something, please think carefully about how your project would benefit the Center and how it fits into your work as a peer tutor.