

Recipes
Chicken Salad Pie
Triple Berry Cream Pie

Longevity Awards
Chuck, Lindsey,
Marie, Snow & Trish

Spring 2019

Self-Confidence

Reading
Comprehension
Strategies

Recommendation
Letters

Study Smarter

Coffee &
Conversation

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Now?

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Puzzles & Recipes

TLC

SPECKMAN

TUTORING

& LEARNING

CENTER

DAY

Celebrated March 20, 2019

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Tutor Longevity Awards



20 Years

Chuck Dillman, 1999



Lindsey Fuentes, 2005

14 Years



9 Years

Marie Quinn, 2010



Snow Popis, 2011

8 Years



5 Years

Trish Lee, 2014

Chuck Dillman, Mathematics
Lindsey Fuentes, Mathematics
Marie Quinn, Languages
Snow Popis, Sciences
Trish Lee, Mathematics

Increasing Self-confidence for Student Success

By Shelby Gannott, TLC Assistant Director

Finding success in college isn't just about taking the right classes and studying hard; it's about having the confidence to persist through challenges and to seek help when needed. As Harry Potter says, "Working hard is important, but there is something that matters even more: believing in yourself." Yet, increasing self-confidence is no easy task. It takes intentional modification of habits and ways of thinking, and it takes time. To assist you on your journey, here is a list of things you can do as a student to boost your self-confidence:

Seek out support and guidance

Talk to your peers, advisors, tutors, and instructors about how they handled challenges in school. You might learn a helpful strategy that you can employ in your own situation. Additionally, talking through your struggles can be a healthy way to problem solve and reflect.

WORKING HARD
is important,
but there is something
that matters even more:
BELIEVING IN YOURSELF.

- Harry Potter

Get in tune with your emotions

If you struggle with stress and/or anxiety, pay attention to your triggers and how your body is reacting. Practice stress-reduction techniques like deep breathing, meditation, journaling, exercise, music, etc. to learn which strategies help you best. Then incorporate these techniques into your routine to keep your stress in check.

A mistake should be your teacher, not your attacker. A mistake is a lesson, not a loss. It is a temporary, necessary detour, not a dead end.

curiano.com

Be mindful of your attributions

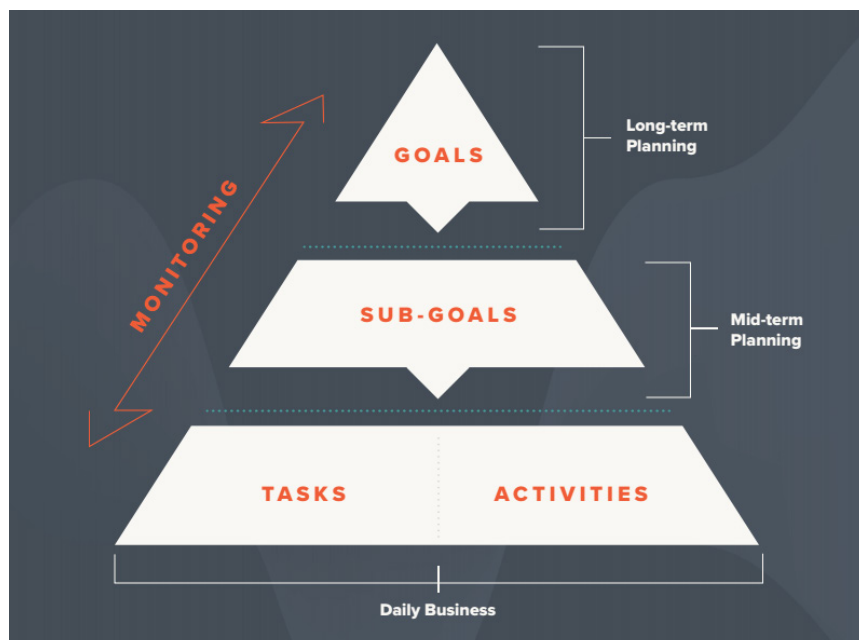
How do you react to success? How about failure? Sometimes we can unknowingly lower our self-confidence by being too hard on ourselves or by blaming others. When you experience success, think about the positive actions you took that helped you succeed, and reward yourself for a job well done! When you experience failure, think about how you might improve your actions in the future to prevent it from happening again. Try not to dwell on things you cannot change, instead focus on what is in your control.

Learn to handle mistakes positively

Making mistakes is an important part of the learning process, not something to be ashamed of. Some students avoid participating in class, working with study groups, or going to instructor office hours or tutoring because these situations can make us feel vulnerable, but in doing so they miss out on some of the most valuable learning opportunities!

Practice effective goal-setting

Don't settle for the "I want to pass this class" goal. Work on making your goals more meaningful! Goals work best when they are specific, realistic, and challenging. Organizing your goals into a hierarchy of daily business, mid-term planning, and long-term planning can help you stay focused and heading in the right direction.



Two Strategies for Better Reading Comprehension

By Daniel Templeton, TLC Supervisor

I once had an instructor who informed us on the first day of class that he knew a sure-fire cure for insomnia: the textbook for the class. After some time spent with that book, I could not disagree. I'm sure most everyone who's taken a college course that required time spent reading from textbooks can relate to this in some way. It doesn't always have to be like that, though. There are a couple of strategies you can employ that can help you become much more engaged with what you're reading and to have a much greater understanding of the material.

One of the best things you can do to help yourself maintain focus on your reading is to manage your reading time. Textbook reading is inherently more difficult than reading for fun. You'll be encountering new concepts and terminology, so you should expect to need to read more slowly and to stop more often to think about and reread portions of the text. Take some time to make a plan. Find out how many pages you need to cover and divide them into sections of no more than ten pages each, if possible. Plan on taking a break between these sections to avoid mental fatigue. Before starting into a chapter, read through headings and subheadings to give yourself a general idea of what you'll be reading about. This can help

your brain make predictions as you're reading and keep you more engaged.

Once you begin reading, you'll need to monitor your comprehension. To keep your thoughts from wandering, stop after each paragraph and write a brief summary of what that paragraph was about, and make sure to use your own words. If you're not sure how

to summarize it or even what it was about, read it again. Use any knowledge you've gained about writing to help you understand what you're reading. Ideally, textbooks should be written in a clear and logical way to make the information accessible and should follow the basic format you would need to follow when writing a paper for your English class. Each paragraph should have a main idea and details that support it. Understanding this structure

can help you find the message the author wants to pass on to you. What was the paragraph basically about (what was the topic)? Now, what about the topic was the paragraph about? This will be the main idea. To make sure you're on the right track, read it again to see if the details of the paragraph support what you think the main idea is. If they seem contradictory, go back through the process again.

After you have completed the assigned text, you can use your paragraph summaries to help you understand the main idea and concepts of the whole chapter. An added benefit is that you now have condensed the material down into its basic ideas, which will be great when it's time to review for the test!



March 20, 2019



Join the *Speckman* Tutoring & Learning Center in celebration of (leftover) Pi Day*

FREE pie, games, and prizes!!!

Time: 11:00 a.m.-1:00 p.m.

Location: Snyder Atrium (ICE first floor next to stairs)

*Pi day actually occurs on 3/14

How to Get a Letter of Recommendation from Your Instructors

By Lisa Marks, TLC Instructor

On your journey as a college student, there are many paths to greatness—scholarships, internships, selective admission programs, university transfers, and dream jobs—most of which require references or letters of recommendation when you apply for that next amazing opportunity. Here are some tips to gain the endorsements that can help you level up:

Start your quest early. Make a list of possible instructors to ask for a recommendation letter or reference well in advance of any application deadlines.

Choose your references wisely. As you decide who to ask for support, consider which faculty members know you best and can paint you in a positive light. When an instructor vouches for a student's character and academic aptitude, they are putting their professional reputation on the line for you, so you want someone with whom you've built a strong relationship. Ask yourself:

- *Does this instructor know me by name?*
- *Have I ever spoken to this instructor outside of class (during office hours, at college events, or for academic advising)?*
- *Did I earn a B or better in the course?*
- *Did I attend class regularly, actively participate and do my best work as a student?*

Know how to ask. Make a formal request of your instructor, in person during office hours if possible, or in a professionally written email sent from your OTC email account. Remind them which class(es) you took with them, what semester and year you were in their class and the grade you earned. (Including your student ID and a

all relevant information filled in), and follow through in a timely manner. Offer to meet with them if they need more information to tailor their recommendation to the opportunity you are seeking. Thank them for their time and consideration, expressing your gratitude for their guidance and support.



Know when to ask.

Your instructor likely has a lot on their plate with teaching, grading, advising, and other job duties. Be respectful of their time by making your request at least 3 weeks before you need it, preferably even

earlier. The best time to ask is near the beginning of the semester; avoid asking at midterm or end of semester. Also keep in mind that instructors may not be available in summer or between semesters, so plan ahead.

Follow up. A week or two before the deadline, you can email the instructor to thank them and ask whether they need any additional information from you to complete the recommendation by the due date. When you hear back on the status of your application, send your instructor an update. We love to celebrate your success!

photo can be helpful in refreshing their memory if you are requesting via email.)

Explain the type and purpose of the recommendation, the date you need it, and why you chose them for this request. Ask, “Do you feel you would be able to write a strong letter of recommendation on my behalf?” This will help to reassure you that your instructor will provide a positive reference, and it gives them an out if they feel they don’t know you well enough or are not comfortable vouching for you.

Let them know that if they are willing to write the letter, you will provide them with specific instructions/materials/forms (with

Want to learn how to study smarter? Come meet with one of our study skills tutors!

by Dr. Jayna Spindler, TLC Instructor

So, what is a study skills tutor? How can they help me?

As you know, you can stop by the Speckman Tutoring & Learning Center and get help with math, computers, languages, accounting, science, etc., but did you know you can get help with organization, learning and memory, notetaking, and other study skills? Take a look at a few of the skills they cover:



LEARNING & MEMORY – They can explain . . .

- how the brain learns best.
- how memory works and give you pointers on memorization techniques.

READING YOUR TEXTBOOK & TAKING NOTES – They can show you how to . . .

- find the most important information from your textbook.
- write effective notes in a style that suits you.
- highlight your textbook using a proven method that many students love.

TEST TAKING – They can give you . . .

- pointers about test taking.
- pointers for dealing with test anxiety.

SELF-MANAGEMENT – They can help you . . .

- come up with a study schedule and to-do lists for good time management.
- organize your papers into binders.
- brainstorm ideas to help you stop procrastinating.

WHERE? → in the Speckman Tutoring & Learning Center in ICE 212

HOW? → Although walk-ins are sometimes possible, it is best to schedule an appointment.

HOW DO I GET AN APPOINTMENT?

- ▷ For walk-in help, stop by the TLC to see if a study skills tutor is available at that time.
- ▷ To schedule an appointment:
 - Come to the TLC. The supervisor on duty can set up an appointment for you.
 - Call 417-447-8164 and ask for a study skills appointment.
 - Schedule yourself by going to the TLC's website. Here are the steps:
 - On OTC's website, search **Tutoring**.
 - Select: OTC Tutoring → Springfield-Speckman Tutoring & Learning Center → Tutoring Schedule → Study Skills → Click Here to Book Study Skills Appointment (blue strip) → Then follow the directions.



Coffee & Conversation

By Marie Quinn, TLC Supervisor

Among the many subjects the TLC tutors, languages have their special place. Monday through Thursday, language tutoring follows the same rules as the rest of the subject areas, where we strive to provide a relatively quiet study environment for OTC students.

However, it is on Fridays that the languages truly “come to life.” We move next door and break the rules about a quiet place to study. We are loud! We talk, watch movies, listen to songs, play games and drink coffee. While we can still help students with their language homework and test preparation, our main goal is the interaction in other languages.

Traditionally, classroom instruction provides a solid base in grammar and vocabulary, but students typically lack enough opportunities to practice the language outside of the classroom. That is the reason why we started

offering Coffee & Conversation as part of our tutoring services. Throughout the week, we tutor American Sign Language, French and Spanish, but on Fridays, we welcome other languages as well. We open our doors to community members, too, since we want our students to have a chance to converse with native speakers, more advanced students and globetrotters.

Coffee & Conversation is open from 9 a.m. to 3 p.m. every Friday during spring and fall semesters. In fall 2018, we moved to a new place; you will now find us conveniently located right next door to the TLC, in ICE 228. So, whether you want to practice another language or learn more about other cultures, do not hesitate to stop by. See you on Friday!



TLC Staff Highlight - Tyler Tracy



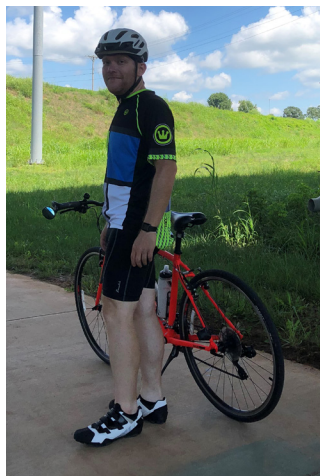
By Dr. Carolyn Snodgrass, TLC Instructor

Tyler Tracy is a math tutor at the TLC. He graduated from Parkview High School where he participated in theatre and played Tennis. Tyler is a self-described “nerd” and wants to work with

embedded computer systems once he’s done with school. He is currently working towards an Electrical Engineering degree at Missouri University of Science and Technology.

Tyler enjoys most things sci-fi. *Battlestar Galactica* is a series that he can “pick up and watch anytime.” He also enjoys cycling around Springfield streets and trails. He finds inspiration and motivation by using apps, such as Strava or Loselt,

that track activities, progress, and achievements.



Tyler’s advice for his fellow tutors and students is to “approach everything with a growth mindset. Henry Ford once said, ‘Whether you think you can or whether you think you can’t, you’re right.’” He would like to be remembered as somebody who has helped others grow, think critically, and approach life with healthy skepticism.

Where are They Now? - Dustin Johnson

By Jacob Lewellen, TLC Director

How long did you work at the TLC?

I worked at the TLC for a very long time. I loved it there. I worked there while I earned two associates degrees, and continued working there while I earned my bachelor’s. I started school at OTC in 2009.

How long has it been since you worked in the TLC?

Unfortunately, I could not work while doing my student teaching. I had to dedicate all my time to student teaching in 2016.

What was the best part of working in the TLC?

The best part of working in the TLC was the satisfaction I felt while helping people. During my work there, I discovered that I had an interest and a passion for teaching.

What is your profession?

I am a 5th and 6th grade teacher.

Where do you work?

I work at Crane school district.

In what city and state do you live?

I currently live in Springfield, Missouri.

Name 3 significant things that have changed since you worked in the TLC:

The first thing that has changed is my career choice. I’m also a much more patient person after my work there, and I learned many 1-on-1 tutoring strategies that still help me in my current occupation.

How did working in the TLC help you to get where you are today?

If I hadn’t worked at the TLC, I can safely assume that my life would be very different today.



I had changed my major many times, but I discovered the joy I get from helping people achieve their educational goals. I was told by many people while working there that I should consider teaching. I am so thankful for everything, and I credit the TLC and the wonderful people who work there with helping me find my passion. I consider myself very lucky, and I can legitimately say that it has changed my life.

Chicken Salad Pie



By Ren Adams, TLC Secretary

- 1 unbaked pie shell
- 3 cups cooked chicken, cubed
- 1 small bag slivered almonds, toasted
- 1 can sliced water chestnuts, chopped
- 1/2 cup sliced celery
- 1/2 tsp pepper
- 1/2 tsp garlic powder
- 1/2 - 3/4 cup mayo
- 2 cups shredded cheddar cheese

Mix all ingredients together except the cheese and place in unbaked pie shell. Bake at 425°F for 20-25 min. Top pie with shredded cheddar and bake an additional 5-10 min. until cheese is melted. Let pie rest for 10-15 minutes before serving.

Triple Berry Cream Pie

By Ren Adams, TLC Secretary

CRUST:

- 1 1/2 cups all-purpose flour
- 1/4 tsp salt
- 4 Tbsp cold unsalted butter, cut into pieces
- 1/4 cup vegetable shortening, chilled

FILLING:

- 6 oz. cream cheese, at room temperature
- 3/4 cup confectioners' sugar
- 1 1/2 cups heavy cream
- 1/2 teaspoon vanilla extract
- 1 (8 oz.) basket of strawberries, hulled and cut into quarters (8 oz.)
- 1 (6 oz.) basket raspberries
- 1 (4.4 oz.) basket blueberries

Step 1

Make crust: Preheat oven to 400°F. In a bowl, mix flour and salt. With a pastry blender or two knives, cut in butter and shortening until

crumbly. Sprinkle with 3 Tbsp. ice water; mix with a fork just until dough forms a ball. (Add water if needed.) Form into a disk, wrap in plastic and chill for 30 minutes. On a floured surface, roll out into an 11-inch round. Fit into a 9-inch pie pan and crimp edge. Refrigerate for 10 minutes.

Step 2

Line crust with foil and fill with pie weights. Bake for 6 minutes, remove foil and bake until lightly golden, 10 to 12 minutes. Let cool.

Step 3

Make filling: In a bowl, beat cream cheese and sugar with a mixer on high speed. Beat in cream and



vanilla, scraping down sides of bowl, until fluffy and well-mixed. In another bowl, gently mix berries.

Step 4

Spoon two-thirds of cream mixture into crust; smooth top. Spoon two-thirds of berries over cream. Mound remaining cream in center and top with remaining berries. Chill for 1 to 4 hours.



Logic Problems

MONTHLY INTERACTIVE & PRINTABLE

Puzzles
.COM

December, 2009

*Print 'n' Play Text
and Table of Results*

Holiday Pies

by Shelly Hazard



Each year during the holiday season, many of the local charity groups sponsor annual events to raise money. Each event always has a bake table for sweet treats of many varieties available for sale. The bakery goods sold are donated by many of the generous people in the town who support these charitable groups. Each year, Martha and her friends bake an extra pie during their usual holiday baking frenzy to donate to one of these annual events. They each select a different event to donate their pies to and generally each makes a different flavor too. Determine the full name of Martha and her friends, the type of pie each made, the charitable organization each donated the pie to, and the event that each group sponsored.

1. Madeline's last name wasn't First. The bake sale was sponsored by the children's hospital.
2. The pecan pie was not donated to the homeless shelter. Melony, whose last name wasn't Bay, donated her pie to the animal shelter.
3. Ms. Stewart, whose first name wasn't Martha, made the apple pie but she didn't bring it to the craft fair.
4. Mary Lewis didn't donate her pie to the bake sale. The animal shelter did not receive a pecan pie.
5. The pumpkin pie was donated to the veterans but they didn't hold a pancake breakfast.
6. Martha brought her pie to the spaghetti dinner. The rhubarb pie was brought to the craft fair.

First Name	Last Name	Pie	Charity	Event

www.puzzlersparadise.com

www.puzzles.com

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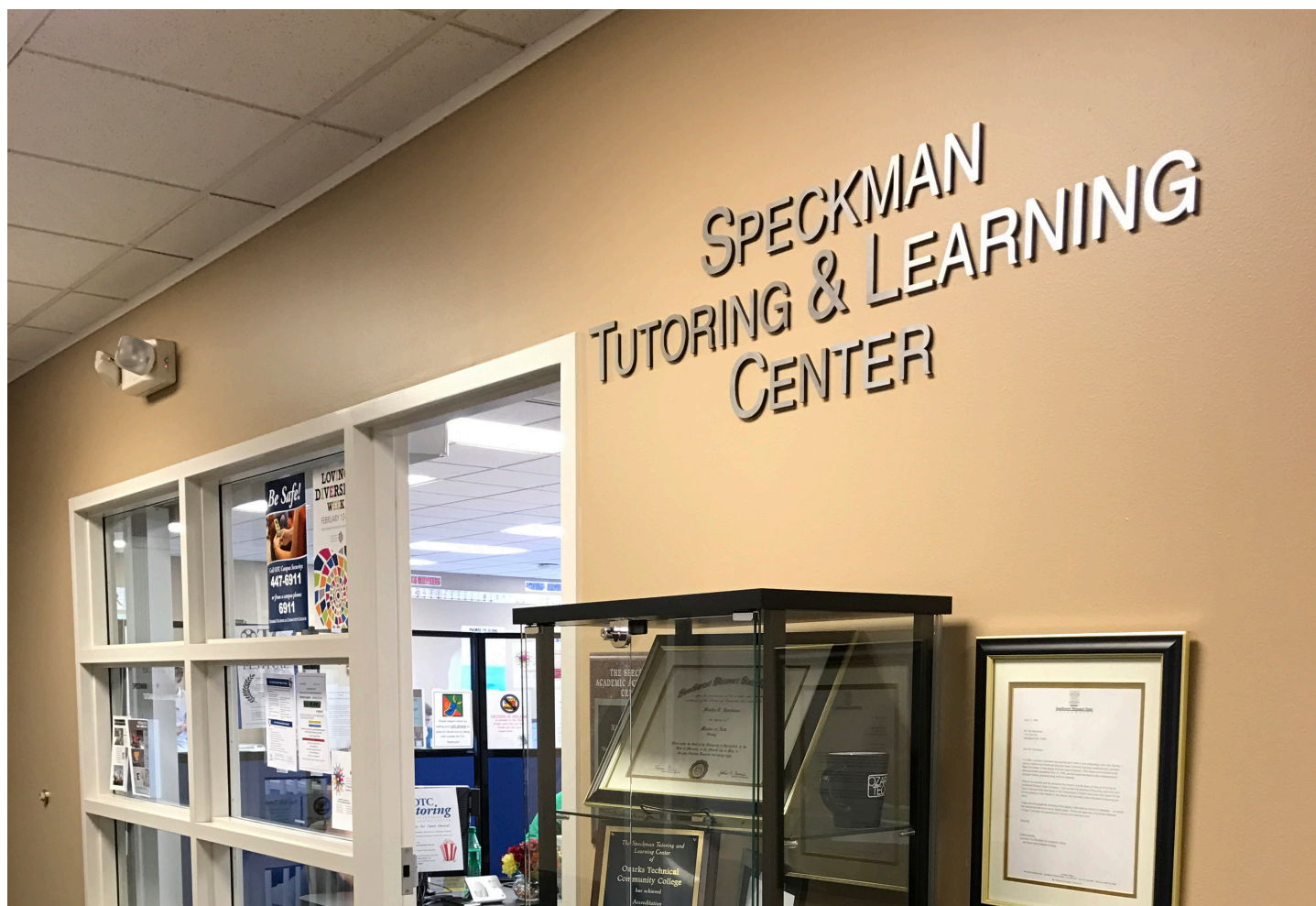
December, 2009
Print 'n' Play Grid

Holiday Pies

by Shelly Hazard



	Bay	First	Lewis	Stewart	apple	pecan	pumpkin	rhubarb	animal shelter	children's hospital	homeless shelter	veterans	bake sale	craft fair	pancake breakfast	spaghetti dinner
Madeline																
Martha																
Mary																
Melony																
bake sale																
craft fair																
pancake breakfast																
spaghetti dinner																
animal shelter																
children's hospital																
homeless shelter																
veterans																
apple																
pecan																
pumpkin																
rhubarb																



The TLC is located in the Information Commons East (ICE), Room 212, OTC's Springfield Campus
 Fall and Spring hours: Monday-Thursday 7:30 a.m. - 9 p.m., Friday 7:30 a.m. - 3:30 p.m., Saturday 10 a.m. - 2 p.m.
 Summer hours: Monday - Thursday 8 a.m. - 6 p.m., Saturday 10 a.m. - 2 p.m.
tlc@otc.edu (417) 447-8164

Carol Jones Writing Center

IC 200
 Monday-Thursday 8:30 a.m. - 6:30 p.m.
 Friday 8:30 a.m. - 2:30 p.m.
 Saturday 10:00 a.m. - 2:00 p.m.

Picking a Topic • Prewriting
 Organizing • Drafting
 Revising • Editing
 Documenting • Online Tutoring

Speckman Tutoring & Learning Center

ICE 212
 Monday - Thursday
 7:30 a.m. - 9:00 p.m.
 Friday 7:30 a.m. - 3:30 p.m.
 Saturday 10:00 a.m. - 2:00 p.m.

Math • Trigonometry
 Calculus • Statistics
 Physics • Computer Applications
 Biology • Chemistry
 Study Skills • Accounting • World
 Languages
 Online Tutoring in Math, Accounting, &
 Computer Applications

Speech Communication Center

IC 200
 Monday-Thursday 8:30 a.m. - 6:30 p.m.
 Friday 8:30 a.m. - 2:30 p.m.
 Saturday 10:00 a.m. - 2:00 p.m.

Outlining • Development
 Content • Research
 Organization • Delivery
 Rehearsal • Video Recording

There are also tutoring resources at OTC's Lebanon, Table Rock, Waynesville, and Richwood Valley campuses. Check out
<https://academics.otc.edu/tutoring/> or search keyword: tutoring in the otc.edu website.