



Dr. Mack Gipson, Jr., Tutorial and Enrichment Center
Workshop Scheduling Request: Directions

Thank you for requesting a workshop presentation from the Dr. Mack Gipson, Jr., Tutorial and Enrichment Center. All of our presentations are designed to fit into one class period and all are accompanied by useful, user-friendly handouts. All presentations can be modified, and we can develop new presentations to fit your needs. Please read the following directions to find out how to request one of our presentations. You will find a request form after these directions, followed by the current list of topics. After reviewing the list, please feel free to contact Carole Overton, Director of the Dr. Mack Gipson, Jr., Tutorial and Enrichment Center (coverton@paine.edu or 706-821-8250), to get more information or to discuss your needs prior to making a request. We look forward to collaborating with you!

1. Find the workshop presentation you would like to request from the list that starts on page 4 of this packet. Make note of the workshop number (for example, RES 1).
2. Use the Workshop Scheduling Request Form which appears as page 3 of this packet.
3. Fill in the date of your request, your name, and your contact information at the top of the form. Then fill in the Scheduling Request information, one workshop per line, to request your presentations.
 - a. In the first column of the scheduling request form, please give us **3** different options for the date of this presentation, in order of preference.
 - b. Write the workshop title and then the workshop code number from the list starting on page 3 of this *Workshop Scheduling Request: Directions* document so that we can be sure which presentation you want.
 - c. Indicate the class or group that will be the intended audience. Please include course and section designation for a class; include name of group if other than a class.
 - d. Fill in the location (building and room).
 - e. Fill in the expected number of students (to be sure we bring enough handouts).
 - f. If you want special modifications or if we will need special information in order to prepare this presentation, please describe, in the "Special Modifications" box immediately below the chart, what will be needed or what special information we need to know. If you need to discuss your ideas with Carole Overton, please write a note to that effect in the box.
 - g. All workshops are developed for presentation using electronic classroom equipment: computer, projector, screen, and occasionally access to Internet and/or VCR/DVD). Please indicate whether or not that equipment will be available and in working condition in your location so we have time to modify our presentation if necessary.
4. If you want to request more than one presentation, please repeat this process by filling out a new line on this form for each workshop presentation you are requesting. If you

want the same workshop presented to more than one class, please treat each class as a separate request.

5. If you need more than 7 presentations, please continue on another copy of the form..
6. NOTE: Requests must be submitted at least one (1) week before your earliest requested date. However, the more notice you give us, the more likely it will be that we will be able to schedule your sessions on your preferred dates.

When you are done, please submit the form to to Carole Overton, Director of the Dr. Mack Gipson, Jr., Tutorial and Enrichment Center, via hard copy or email (coverton@paine.edu).
Ms. Overton will contact you by email or phone to schedule and confirm your presentations before the end of the next business day after she receives your request. Please wait for confirmation before making plans.

Workshop Categories

The workshops listed on the following pages are sorted into categories:

Writing (Composition)

Research Papers

Oral Presentation

Computers

Study Skills

Dr. Mack Gipson, Jr., Tutorial and Enrichment Center
Workshop Scheduling Worksheet

| | | |
|-----------------------|---------------|-------------------------|
| Name: | Phone: | Date of Request: |
| Email Address: | | Office Location: |



| Proposed Dates of Workshops (3 choices in priority order) | | | Please write each presentation on its own line, even if the same workshop title is being requested for several classes. Put each class or group on a separate line. | | | | | | |
|---|-----|-----|---|---------------|--|----------|-------------------|---|----------------------|
| 1st | 2nd | 3rd | Workshop Title | Workshop Code | Class (course number and section) or Group | Location | # of Participants | Special modifications?**(describe in box at bottom of page) | Equipment Available? |
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| Workshop # | **Special Modifications or Requests |
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| Date confirmation was given: | Phone? | Email? | In person? |
|------------------------------|--------|--------|------------|



**DR. MACK GIPSON, JR., TUTORIAL AND ENRICHMENT CENTER
WORKSHOP PRESENTATIONS: WRITING**

| Category | # | Title | Description |
|--------------------------|----------|--|--|
| Writing – Composition | WRI 1 | Writing a 5- Paragraph College Essay –Using the Tic-Tac-Toe Method | Students will learn the structure of a 5-paragraph college essay and the techniques needed to ensure that they include all of the necessary elements in their essays. The workshop presents a user-friendly approach to brainstorming, grouping and organizing ideas and details; constructing a thesis statement, and moving from brainstorming to body paragraphs. Students will work through the development of a sample essay as they follow each step. |
| | WRI 2 | Introductions and Conclusions | Students will learn the importance of developing good introductions and conclusions when they write essays. A discussion of 5 types of introductions and 4 types of conclusions will be illustrated by sample paragraphs. This user-friendly presentation will help to take the anxiety out of the writing process. |
| | WRI 3 | Using Transitions | Students will learn how transitions can improve their writing. Discussion will focus on the purposes and meanings of different transitions. Sample sentences will demonstrate the benefits of using transitions in essays. Students will receive a categorized transitions chart and will complete hands-on exercises to expand their understanding of transitions. |
| | WRI 4 | Correcting Run-On Sentences and Comma Splices | Students will learn how to correct run-on sentences and comma splices by reviewing the 5 main rules (making separate sentences, using coordinating conjunctions, using subordinating conjunctions, using semicolons, and using conjunctive adverbs. Each method will be demonstrated. Students will receive a user-friendly handout explaining the rules and will complete hands-on exercises to strengthen their ability to apply the rules to their own writing. |
| | WRI 5 | Writing a Personal Statement or Autobiography | Students will explore the necessary elements of a personal statement. They will then start to develop their master list of people, places, and events that have made an impact on their lives. After organizing those influences, students will draft a short essay in response to a typical personal statement prompt. |



**DR. MACK GIPSON, JR., TUTORIAL AND ENRICHMENT CENTER
WORKSHOP PRESENTATIONS: RESEARCH**

| Category | # | Title | Description |
|-----------------|----------|--|---|
| Research Papers | RES 1 | Writing a Research paper: Steps to Success | Students will focus on the seven main steps to follow when writing a research paper, from making a schedule to revising and preparing the final copy. Specific suggestions and examples will be given in order to demonstrate the concepts. |
| | RES 2 | Using the APA Style Manual (6 th ed. – 2010) | Students will focus on the basic rules of APA style in order to prepare a paper for Paine College classes. Discussion and handouts will include information on plagiarism and how to avoid it. Sample passages will be included so that students can see how to use proper citations. NOTE: One class period does not allow enough time to cover reference formats in detail during this session, so students will learn how to look up the formats for themselves. |
| | RES 3 | APA Citation Formats | Students will survey a variety of reference formats used in APA style. Discussion and handouts will focus on the need to give a citation for any source used, whether or not it is a printed document. Students will have hands-on practice in writing proper citations. |
| | RES 4 | Using the MLA Style Handbook (7 th ed. – 2009) | Students will focus on the basic rules of MLA style in order to prepare a paper for Paine College classes. Discussion and handouts will include information on plagiarism and how to avoid it. Sample passages will be included so that students can see how to use proper citations. NOTE: One class period does not allow enough time to cover Works Cited formats in detail during this session, so students will learn how to look up the formats for themselves. |
| | RES 5 | MLA Citation Formats | Students will survey a variety of works cited formats used in MLA style. Discussion and handouts will focus on the need to give a citation for any source used, whether or not it is a printed document. Students will have hands-on practice in writing proper citations. |
| | RES 6 | Using the Turabian Manual for Writers (7 th ed. – 2007) | Students will focus on the basic rules of Turabian style in order to prepare a paper for Paine College classes. Discussion and handouts will include information on plagiarism and how to avoid it. Sample passages will be included so that students can see how to use proper citations. NOTE: One class period does not allow enough time to cover bibliography formats in detail during this session, so students will learn how to look up the formats for themselves. |



**DR. MACK GIPSON, JR., TUTORIAL AND ENRICHMENT CENTER
WORKSHOP PRESENTATIONS: RESEARCH (CONT'D.)**

| Category | # | Title | Description |
|------------------------------|----------|--|---|
| Research Papers (cont'd.) | RES 7 | Practice in Preventing Plagiarism | Students will review the 3 methods of avoiding plagiarism (summarizing, paraphrasing, and using direct quotations). After viewing a sample of each, they will practice summarizing and paraphrasing the sample passages that are provided. |
| | RES 8 | Biology Major Field Papers: Formatting Techniques | Students will learn how to apply special computer formatting techniques in order to produce papers that meet the requirements for major field papers in the Natural Sciences. Techniques will include setting the margins and page numbering for each part of the paper, applying styles, applying widow and orphan protection, setting up tables, and more. |
| | RES 9 | Senior Field Paper Strategies: APA Style | Students will look at strategies and guidelines for writing the abstract, literature review, methodology, results, discussion, and conclusion sections of the major field paper. Students will also review how to prevent plagiarism by using proper documentation and citation formats. (NOTE: This presentation can be modified to fit any discipline or research style.) |
| | RES 10 | Using Search Engines Effectively: Weaving Your Way Through the Web | Students will review criteria to help them determine whether or not an Internet site is reliable. They will focus on suggestions for effectively using search engines to locate Internet sources, including the use of advanced searches and the creation of an expanded list of key words. |
| | RES 11 | Formatting a Research Paper | Students will learn how to format their research papers in accordance with the required reference style. Students will learn how to set margins, indent long quotes and reference pages, format citations, type headings, and perform other formatting tasks. (NOTE: This presentation is available for APA, MLA, and Turabian styles and can be modified to meet the requirements of any given paper.) |
| Oral Presentation | ORA 1 | Oral Presentation: Preparation and Performance | Students will learn what elements to consider when planning and giving an oral presentation. Topics will include how to brainstorm and organize information, prepare and use visual aids, practice and prepare for a presentation, consider the effect of the delivery on the audience, end the presentation, and field questions. |



**DR. MACK GIPSON, JR., TUTORIAL AND ENRICHMENT CENTER
WORKSHOP PRESENTATIONS: COMPUTERS**

| Category | # | Title | Description |
|-----------------|----------|----------------------|---|
| Computers | CPU 1 | Using Microsoft Word | Students will learn techniques and shortcuts that will make them more efficient users of MSWord. |
| | CPU 2 | Using MS Word Tables | Students will learn how to develop a table in MSWord. They will also learn how to make formatting changes (lines, cell shading, fonts, column widths, row heights, etc.) that will enhance their tables and help them present their information more effectively. |
| | CPU 3 | Using PowerPoint | Students will learn how to develop and modify a slide show by adding/changing colors; adding animation, clip art, photos, and sound; and making other changes. Students will also learn some guidelines for making the slide show more effective and appealing. |
| | CPU 4 | Using Drawing Tools | Students will learn how to use the drawing tools features in MSWord and other Microsoft products. Students will learn how to modify a tool's shape, size, and color; how to group objects; how to combine tools to create something new; and how to be creative when drawing a picture. |
| | CPU 5 | Using MS Publisher | Students will learn how to select a publication type and modify it to get just the look they want. Students will learn how to change text, colors, graphics, and designs. |



**MACK GIPSON, JR., TUTORIAL AND ENRICHMENT CENTER
WORKSHOP PRESENTATIONS: STUDY SKILLS**

| Category | # | Title | Description |
|-----------------|----------|---|--|
| Study Skills | STU 1 | Study Habits and Test-Taking Skills Inventory | Students will complete an inventory to analyze their own study strengths and weaknesses in a number of different skill areas. Results will help students develop a plan for improving their study habits. |
| | STU 2 | Learning Styles | Students will discuss learning styles and will complete at least one learning inventory to determine their own learning styles. If time permits, students will also discuss instructors' teaching styles. |
| | STU 3 | Strategic Study Skills | Students will focus on a variety of study skills necessary for academic success such as surveying the textbook, using SQ3R, planning a study schedule, taking notes, and marking a textbook. |
| | STU 4 | Time Management | Students will discuss what time management is and why it is important. Students will learn tips for managing time during the semester and will fill out their own personal time management packet if time permits. |
| | STU 5 | Note-Taking Tips and Techniques | Students will discuss the importance of using abbreviations and symbols. Students will focus on using patterns of organization while taking notes, varying the note-taking format to fit the content of the notes, and using an organized note-taking system that includes prompt and frequent review. |
| | STU 6 | Hints for Better Test-Taking | Students will discuss several techniques to improve their test-taking skills, including general test-taking tips, clues for understanding the questions (qualifiers, negatives, etc.), strategies for taking different kinds of tests, methods for predicting test questions, and techniques for learning from errors on past exams. |
| | STU 7 | Hints for Better Test-Taking: Standardized | Students will focus on techniques to help them take standardized tests, including an analysis of the specific types of vocabulary used in test questions and answers. Students will read sample passages and answer comprehension questions based on each passage. |
| | STU 8 | Pointers for Making Friends with Math | Students will analyze their math study skills by completing a study skills inventory designed for math students and will use this analysis to determine how to improve their performance. |
| | STU 9 | More Pointers for Math: Studying and Taking Tests | Students will learn strategies and techniques for studying math and taking math tests, taking notes in math class, doing math homework, and understanding algebraic symbols and expressions. |



**TUTORIAL AND ENRICHMENT CENTER
WORKSHOP PRESENTATIONS: STUDY SKILLS (CONT'D.)**

| Category | # | Title | Description |
|---------------------------|----------|---|--|
| Study Skills (cont'd.) | STU 10 | Reading in the Content Areas: Science | Students will discuss how to get the most from their textbooks by previewing the text and surveying the chapters. Students will focus on the specific reading skills needed by science students. |
| | STU 11 | Reading in the Content Areas: History | Students will look at specific vocabulary needed for an understanding of history texts, analyze common errors made by history students, learn compensation techniques, discuss the need for changing the style of note-taking to fit the topic being covered, and review the steps of the SQ3R study method. |
| | STU 12 | Reading in the Content Areas: Business | Students will learn how to understand the focus of business courses, develop specialized reading techniques for business, discover thought patterns commonly used in business, and adapt study techniques for business courses. |
| | STU 13 | Reading in the Content Areas: Social Sciences | Students will learn why social sciences are “sciences,” develop specialized reading techniques for the social sciences, learn to identify common thought patterns, and adapt study strategies for social science courses. |