



LEARNING CENTER TUTOR APPLICATION

Center for Academic Advancement, 1st Floor Bernardine Hall 610.796.8423
2006-07 Academic Year

Please Print or Type

Part I: Personal Information

Name _____

Last

First

M.

Campus Address _____ Phone _____

Home Address _____ Phone _____

Street

Town/City

State

Zip

Cumulative Grade Point Average _____ Credits Achieved (as of last completed semester) _____

Major _____ Expected Date of Graduation _____

Please list the courses/subjects you feel qualified to tutor:

Do you have any previous tutoring experience? If yes, please explain:

Do you qualify for Federal Work Study? _____ Number of hours you would like to work per week:

Work History

List any work or other experiences you have had which you feel would be helpful in the tutor position

Position

Dates

Part II: References

Please select two professors who know your ability and ask them to fill out the enclosed recommendation forms. At least one of your references must be from a professor in the discipline in which you want to tutor. Ask him/her to return it to you in a sealed envelope and include the letter with your completed application. In the space below, list the names of the two individuals who have agreed to serve as a reference for you

Name: _____ Phone: _____ Title:

Name: _____ Phone: _____ Title: _____

Part III: Essay Questions

Please provide typed responses to the following questions. Attach responses to this page of the application. Please make sure that each additional page has your first and last name as a header or footer.

- 1) Why are you interested in becoming a Learning Center tutor?
- 2) What do you think are the major difficulties students experience in your subject area?
- 3) What qualities do you possess that would benefit you as a tutor? Please share some past experiences when you had to use these qualities.

Part IV: Scheduling

Please indicate in the space below what hours you are available to work. The Learning Center is open from 8 am to 8 pm Monday through Thursday and from 8 am to 4:30 pm on Fridays.

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Part V: Writing Tutor Applicants Only

- A. Please include with this application one copy of any essay that you have written for a class here at Alvernia College. On a separate sheet of paper, explain why you would or would not revise the essay, and if so, how.
- B. Read the enclosed essay several times. Then, on a separate sheet of paper, consider the following situation: Early next semester, a student walks into the Learning Center with this essay. What will you do? How do you begin? Rank in order of importance the areas that are most critical to an effective essay.

Terms of Application and Employment

I understand that, if hired, I will be expected to participate in all tutor training. I understand that, if hired, my job is subject to regular evaluation by the Director of Learning Advancement. Failure to comply with Learning Center standards, College policy, and job expectations as outlined in the position description or training may result in supervisory action up to and including termination.

Candidate's Signature

Date

Part V(B): Sample Student Essay*

Is it glorious to die for your country?... This question has been posed to many young people about to embark on war although the answer has usually been 'yes' in response to their country due mainly to the fact that the government instills it in the people of the country to support one's country and one way is to send young abled bodied men into the army. If you were one individual that was not in favour of fighting for your country you would surely become an outcast by the countries people. To avoid ridicule and becoming outcasted by the people living around you, you would join the army just in the thought that you were obligated to for the sole sake of your country. Such thoughts were reinforced by the government promotion of propaganda. Glorifying death is not needed to be taught and should be up to the sole individual. School systems should teach an unbiased point of view of war to enable the child to make their own decision to fight for one's country.

Within the education system it was instructed to the teachers to teach the children at a young age during the brink of war to instill that their the life of the country and for them to defend their country against the enemy. Teachers showed being in a army was representing honour and the pride of the country. Guilt was laid on the students who showed rebellion by the teacher. Many times the teacher would try to show a soldier that looks happy and content trying to represent being a soldier makes you happy and content.

Many young inexperienced soldiers were sent to training camps near the battle fields that they would soon be sent to fight, for their country and their life. The training camps were situated on similar enviroments that resembled the battle fields of where the fighting would take place. Reinforced displine to the young and ignorant men. On the Western front conditions were horrible to say the least, stench of death remained constantly in the air, bodies riddled with bullet wounds lay across the bottoms of the trenches, dismembered bodies scattered across the landscape and the sounds of agonizing and dying men echo across the battle grounds. Very limited rations offering very little in flavour was the only food available to the soldiers.

These kind of attacks usually failed maily due to the fact the odds were already stacked against the attacking party. The distances the charging men had to run to get to the enemies trench was far enough for the enemy to use it's constant shelling and it's machine gun fire to dwindle the attacking army significant enough for the attacking army to retreat. Counter attacks were quickly attempted after the attacks. The counter attacks were similiar to the actual attacks except the difference was that the counter attack involved the killing of the retreating of the enemy instead of attacking someone under the cover of the trench.

During the war all soldiers were affected either physically or phsycologically. Shell shock was an ongoing sickness affecting many soldiers in the trenches. The constant bombardment of mortar shelling became so defeaning and monotonous the sounds of shelling remained with the soldier even when there was no shelling. Such cases became so severe for some the soldier would go in fits of rage and fear at the very same instantance. Virtually all soldiers felt homesick at one time or another. The soldiers being out on the battle fronts

for a long time soon forgot the propaganda beliefs the country had instilled the soldiers, instead the soldiers just wanted to survive their tour of duty however long it would be. Death had been experienced and seen by the soldiers on the front for a long time that the themes had become relative to their daily life on the front. Coming back to their homes the soldiers had received and learned of a new perspective on war. It was that when face to face with death the political beliefs that were held were irrelevant when trying to survive in the war.

Glorification of death is ridiculous unless you were being attacked and threat of death was present that would be another story but to die for something many miles away is something that the individual must take in consideration in when making his or her decision. I personally would not risk death if friends and family were not at risk. Since our country has become less militarized since WWII the need for military personnel has not been as necessary. But as mentioned before if the country I lived was under a threat of takeover I believe I would take up arms to defend against the people who would try to attack. Other than that the psychological and physical damages soldiers endure would deter me from joining any army.

**The views and opinions expressed in the above student essay do not represent the views of Alvernia College or the Learning Center.*