



## SAYONARA, SENIORS!

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*“In today’s environment, hoarding knowledge ultimately erodes your power. If you know something very important, the way to get power is by actually sharing it.”*

—Joseph L. Badaracco, author and Harvard Business School Professor

The time for teary eyes and bittersweet “good-byes” draws near. In less than three weeks, senior students of Caldwell College will achieve the honor of being called graduates of Caldwell College. Caldwell College’s class of 2009 promises to be one of remarkable accomplishments and fulfilled expectations.

Everyone in the Academic Support Center is especially proud of the tutors that will be leaving to pursue their dreams, so we would like to recognize them for their outstanding work as mentors. I had the pleasure of interviewing these tutors about their most memorable experiences, future plans, and advice to others contemplating tutoring.

When asked about her most memorable experience, Laura Sinisgallo, a senior graduating in December, 2010, with an English and education double major, described a tutoring session in which she tutored a student for an introductory level English class. The student was proactive in the revision of his paper. Afterwards, the student repeatedly thanked

her for her help and praised her tutoring skills. Laura stated, “These kinds of experiences are what make tutoring such a rewarding and satisfying experience.”

Denish Piya, a med-tech major who will be leaving Caldwell to complete coursework for his program at Morristown Memorial Hospital, remembers his experience as a novice tutor. He was tutoring a freshman in preparation for a biology test, and after finding out the results of the test, the tutee revealed that only three people in the class received a grade of A; she was elated to be one of them.

Biology major Jheanelle Lewis has a recurring memorable experience. Her concise yet powerful declaration regarding the reward and good result of tutoring is simply, “When they get it—When they finally understand.” Fellow biology major, Laura Skemaite, agrees with this sentiment, adding, “Seeing the ‘sparkle’ of understanding the subject in a student’s eyes is the best reward to me as a tutor.”

When asked why they would advise others to tutor, all of the tutors agreed that tutoring is advantageous because it allows tutors to retain and reinforce knowledge. Computer information systems and mathematics major, Saikat Gomes insists that tutoring

is an excellent way to give back to the college community. Additionally, biology major, Jemima Louis, affirms that tutoring is a great way to meet new people, the first step in creating unbreakable bonds. Ma’Isah Bohannan, a criminal justice and psychology double major, further asserts that tutoring gives one the opportunity to “help someone with something you’re good at,” a reward in itself. Marketing major John Serpico adds that yet another advantage of being a tutor is being financially rewarded for something in which you are naturally skilled and interested.

The future looks bright for these ambitious young scholars. Laura Sinisgallo hopes to teach at an elementary school, possibly specializing in special education. Laura would also like to continue schooling simultaneously to get her Masters degree in reading specialization. Denish plans to work for a year after graduation and then attend graduate school to pursue research in molecular biology and genetics.

Jheanelle’s future plans include becoming a pediatrician and teaching medicine. Her hard work and perseverance have paid off in the ultimate way. Jheanelle has already made a ground-breaking achievement in her quest for higher levels of success. She is the first Caldwell College student and inter-

*“Seeing the ‘sparkle’ of understanding the subject in a student’s eyes is the best reward to me as a tutor.”*

—Laura Skemaite

## COMMON GRAMMATICAL ERRORS: WORD USAGE

As a veteran tutor in the Writing Center, I have seen many a frustrated student agonizing over correct word usage and wondering “Does it even matter?” It *does* matter and an improper use of one word can completely alter the meaning of a sentence. Some common grammatical errors of word usage are explained in the following paragraphs.

### Lie and Lay

The meaning of the word *lie* is “to recline” while *lay* is to “put or place something.” The forms of the two words are also causes of confusion since both contain *lay* as a form:

*Lie* – lie, laying, lay, (have) lain

*Lay* - lay, laying, laid, (have) laid

Examples: Yesterday, I *lay* (past tense of *lie*) on the couch after a long day at work.

Every day after work, I *lay* (present tense of *lay*) my keys on the table just inside the door.

When in doubt, just remember the meaning and forms of the two and ask yourself, “Do I mean to recline (*lie*)? Or am I referring to placing something somewhere (*lay*)?”

### Who and Whom

Although many writers do not differentiate between usage of



national student to be accepted into the prestigious Thomas Jefferson Medical University.

Jemima is also blazing a trail for future Caldwell College students to follow. Jemima plans to attend dental school to specialize in pediatric dentistry and has already made the first giant step toward her goal with acceptance into two prominent dental schools, namely University of Pennsylvania and Howard University. She hopes someday to own her own practice, a goal that seems inevitable to those who know her best.

### SAYONARA, SENIORS! (CONT.)

Laura Skemaite, who will soon successfully complete her biology degree a year earlier than expected, plans to work for a year in the legal department of an international research company. Subsequently, she plans to go to law school, which will allow her to practice as a patent attorney later.

In the near future, Saikat, whose motivation and determination have catapulted him to high levels of academic and extracurricular success at Caldwell College, hopes to become a teaching assistant

in graduate school. Ma'Isah plans to move to Chicago where she can apply her knowledge to forensic psychology studies. John plans to secure a job in the immediate future.

I anticipate that these goal-oriented future graduates will reach their full potential and pave the way for future Caldwell College students. The Academic Support Center staff is thankful for the good work of these tutors and wishes them exceedingly well!

—Marion Williams

### COMMON GRAMMATICAL ERRORS: WORD USAGE (CONT.)

the two, the word *who* usually takes its place as the subject of a sentence while *whom* is used as the object.

Examples: The man *who* won the prize is over there.

The receptionist *whom* I asked is sitting behind the desk.

When in doubt, substitute *who* and *whom* with pronouns to determine which to use. *Who* should be substituted with the subject pronouns he, she, we, or they, while *whom* should be substituted for him, her, us, or them.

#### That and Which

*That* is used in a sentence to refer to essential clauses or restrictive ideas while *which* is used to refer to non-essential clauses or non restrictive ideas.

Examples: I prefer movies *that* are based on true stories.

Movies, *which* can be based on true stories, are one of my favorite entertainments.

A helpful reminder is that *that* is used when describing an idea essential to the sentence, and if left out, will change the meaning of the sentence entirely. If it

will not change the idea of the sentence, use *which*.

Laying these guidelines into your writing toolbox will make you a better writer *who* can master word usage errors *that* are commonly mistaken. If you still get confused, *which* happens sometimes, please stop by the Writing Center and I assure you the tutor *whom* you ask will gladly assist you. *Lie* back and enjoy!

—Candy Chan

### KUDOS TO CORE AND WRITING INTENSIVE COURSES!

Over the past few years, I have considered several majors and read up on hundreds of professions, but nothing really seemed to capture my interest. For my first two semesters of college, I was completely unsure in what direction I wanted to steer my life. Luckily, Caldwell College is a liberal arts school with a core curriculum. As part of that core, it is required that all students take one biological science course and one physical science course, as well as two writing intensive courses.

The second semester of my freshman year, I enrolled in The Human Body (WI), which is anatomy and physiology for non-Science majors. The writing intensive component required each student to keep a journal in which material learned in each class and several writing assignments were kept. From day one, I was blown away by the complexity of the human body. Not only did I strive to grasp the course material, but I was so intrigued that I even went beyond the classroom to learn more about the different parts of the body and their function. I found myself in the library several times a week researching articles and reading books in all areas of science, especially anatomy

and physiology.

Toward the end of the semester, my professor informed me that I had done exceptionally well in the course. Although I generally do well in my classes, I was amazed at how much I enjoyed this particular class, which dealt with the body's structure, systems, and functions. Fortunately for me, my professor, Dr. Choi, was also the pre-medical advisor at the college. I distinctly remember a written comment on one of my graded papers, "Have you ever considered becoming a physician? I think you would be an excellent doctor!" She also mentioned to me that the notes in my journal were very intricate and organized. It was at this time that I began to consider the possibility of attending medical school.

That summer I did a lot of thinking. I knew that biology and chemistry interested me, but I wasn't sure if I was ready to make the commitment to medical school. At my annual checkup, I conversed with my pediatrician about medical school, careers in medicine, and his choice to study medicine. The following semester, I enrolled in "Science: Visions and Reality,"

an honors course; the topics analyzed the gap between discoveries and their practical applications. Again, I was very interested by the subject matter of the class. Because of my pediatrician's advice, the additional science class, and several meetings with the premedical advisor, I was reassured that medicine is what I want to study.

If not for the core curriculum, I wouldn't have found an area of study which I am so eager to learn. This semester is my first one as a biology/pre-med major, and I have no regrets. Biology and chemistry are subjects that I am passionate about. Medicine, just like biology or chemistry, is a science, and I am confident that it is a field of study that will meet my desire. In my future occupation, I want challenges, opportunities, and the chance to make a difference. Through a career in medicine, I am confident that I will receive all these benefits, enabling me to serve others.

—Bryan Broderick

