



In this issue:

- The Academic Support Center, a History
- Review of “Cezanne and American Modernism”
- Living My Dream and Benefiting Others Along the Way

Upcoming Academic Support Center Workshops:

- *Tuesday, November 3 at 5:45pm, ALB 106: Conquering Punctuation: Using Semicolons, Commas, Quotation Marks, and More— Prof. Ruth Barney*
- *Wednesday, Dec. 2, at Noon and 5:45 pm, ALB101: Finishing Strong: Wrapping up the Semester, Preparing for Exams, Managing Your Time, Learning Test Taking Skills— Abbe Benowitz and Roxanne Knott-Kuczborski*

ACADEMIC SUPPORT CENTER, CALDWELL COLLEGE

The Academic Support Center, a History

By Karlsun Allen

The Academic Support Center was not always a part of Caldwell College. The Center, which until about six years ago was called the “Learning Center,” was created in the mid-1970’s, well over thirty years after the College was founded.

I was able to speak with Assistant Dean for Academic Affairs, Harriet Schenk, about some of the history of the Academic Support Center.

She started out as a part-time tutor in the Learning Center in 1982, and later became the Director of the Center, before taking on her current position.

According to Schenk, the main reason the College created the Learning Center was to allow students to achieve the academic level to which they aspire by helping them develop the skills and abilities they need to do so.

Originally, the Learning Center involved about ten tutors and a few vaguely specified tutoring subjects, including reading, math, and religion. All the tutors were expected to be able to multitask and tutor on several subjects. It was comprised of only one room—the one that currently houses the offices of Nancee Roth, Tutoring Coordinator, and Sister Michel Rogers, professional tutor.

(Cont. on page 2)

Review of “Cézanne and American Modernism”

By Laura Schreiber

Recently, I had the pleasure of visiting the Montclair Art Museum (MAM). I always enjoy visiting the museum, but these trips were especially unique because of the new “Cézanne and American Modernism” exhibit that I was privileged to experience. According to the MAM’s website, “the show will focus upon 75-80 paintings, works on paper and photographs by a diverse group of leading American Modernists—among them Max Weber, Marsden Hartley, Charles

Demuth, Morgan Russell, Man Ray and Arshile Gorky—to show how Americans from across the United States responded to Cézanne’s themes, process, and style.”

I was impressed by how many artists Cézanne influenced. The exhibit displayed many of his own paintings, along with the paintings of artists that emulated Cézanne. It is amazing to think that he had no idea how influential he was while he was painting; he often was extremely critical of his

own work. He makes effective use of colors in his paintings, especially in the still-life pieces. His portraits are also exquisite. Cézanne finds so many colors in things as simple as eyes or lips.

The exhibit is also interesting because there are journal entries, portfolios, and related books, alongside the paintings. I felt as if I was truly experiencing the work of Cézanne on various levels.

The exhibit is open until January 3, 2010, and I strongly encourage all to go view it. It truly is too good to be missed.

Living My Dream and Benefiting Others Along the Way

By Alexandria Pascucci

My name is Alexandria Pascucci; I am nineteen years old and a sophomore at Caldwell College. My major is Psychology, and I have two minors, one in Theology and one in Biology.

In the spring of 2008, I came to Caldwell College as a senior in high school to take part in Project Excel, a program offering high school juniors or seniors the opportunity to take one college course a semester.

Being home-schooled all of my life because I was a competitive ice skater for twelve years, I took two courses, one in the spring and one in the summer, and did well in both. The experience of these two courses was

fascinating, and I was eager to begin my freshman year at Caldwell.

Today, I am involved with various clubs at Caldwell, including St. Jude's Up 'til Dawn, Psychology Club, Campus Ministry, and Italian Club. I served as a 2009 Freshmen Orientation Leader and was recently appointed to the Curriculum Committee. I am very proud to say that with the help of some other students, I am in the process of forming a club at the College to educate students on how to benefit animals and work for their well-being.

I am very involved with my church, where I serve as an altar server, a Eucharistic minister, a lector, and a religious

education teacher to a first grade class

In my first year at Caldwell, my professors told me that I was a good writer and that I should apply to work in the Writing Center. I immediately jumped at the opportunity because I love writing, and the idea of passing on what I have learned in order to help my fellow students seemed wonderful to me.

I am now a writing tutor in the Writing Center. I have always loved writing, and I have written various poems as well as prose. While tutoring, I want to do everything I can to benefit the students who come in and ultimately help them so they can succeed in their work.

When I tutor, I do not rush to make corrections on the papers; instead, I look for the good points that students

make in their papers and help them expand upon them to make sure their points are clearly understood. Once I have completed this review of content with the student, I focus on the grammar within the paper.

Sometimes, distinguishing the type of wording that should be used in the paper is challenging; however, I work with the student to make the corrections.

I have many aspirations that I wish to achieve. I plan on one day receiving my Ph.D. and becoming a child psychologist. I know I can achieve this goal, and all I have to do is have faith in myself and have the will never to give up. I am living the dream I have had ever since I was a little girl. Indeed, I feel blessed!

The Academic Support Center, a History [cont.]

The first director of the Learning Center was Anita Ulesky. Ulesky directed the Center for about ten years and later became the Vice President of Academic Affairs at Sussex County Community College.

Schenk said that the Center has always had a very positive relationship with the students and especially with the professors at the college. The faculty often refers students as tutors as well as for tutoring.

The Center has grown substantially since its beginning. Under its current Director, Carole Demas, who has been

with the Center since 2001, it has grown to encompass four additional rooms—ALB 105, 106, 107, and 108—formerly classrooms, which make up the greater portion of the first floor of Raymond Hall, and employs well over forty peer tutors and four professional tutors.

The Writing Center, in room 105, was incorporated as part of the Academic Support Center about twelve years ago and has since been a great success and one of the most frequented resources offered by the Academic Support Center. It is currently managed by Dr. Sandra Duguid,

Assistant Director, who has been with the Center since 2003.

Another important resource of the Academic Support Center is Disability Services, which has been directed by Abbe Benowitz for the past five years. This service has been offered since the late 90's but in the fall of 2008, a full room was devoted to the office, making it that much more effective.

There always have been a number of skill development classes and workshops offered by the Academic Support Center. The Center's offerings



developed over time to include a pre-freshman summer program and English for Non-Native Speakers (formerly known as English as a Second Language). An American Language and Culture Program also currently is offered by the Center.

The Academic Support Center coordinates the placement testing of the incoming freshmen.

The Academic Support Center has seen many changes since its inception. Now the hope is that it will continue to serve well an even greater number of students.