

The Center for Learning and Teaching

BOWDOIN COLLEGE has a group of programs developed to support learning and teaching throughout the curriculum. The three programs and the ESOL (English Speakers of Other Languages) advisor are housed in Kanbar Hall and work cooperatively to enhance Bowdoin's curricular resources and to strengthen students' academic experience. The Baldwin Program for Academic Development, the Quantitative Reasoning Program, the Writing Project, and ESOL support are described below.

The Baldwin Program for Academic Development

The Baldwin Program for Academic Development opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the program offers resources to help students attain their academic goals and faculty to enhance student learning.

Based on an individualized and holistic approach to learning, the program offers activities and services such as peer tutoring, study groups, and study skills workshops, as well as individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually-tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

Quantitative Reasoning Program

The Quantitative Reasoning Program was established in 1996 to assist with the integration of quantitative reasoning throughout the curriculum and to encourage students to develop competence and confidence in using quantitative information. The program was established in recognition of the increasing demand to understand and use quantitative information in college-level work, in employment situations, and for effective citizenship.

The Quantitative Reasoning Program assists students in a variety of ways. Entering students are tested to assess their proficiency with quantitative material. Utilizing the test results and other indicators, the Director of Quantitative Reasoning and faculty advisors counsel students regarding appropriate courses to fulfill their Mathematical, Computational, or Statistical Reasoning distribution requirement. In addition, students are encouraged to take courses across the curriculum that enhance their quantitative skills. The Quantitative Reasoning Program supplements many of the quantitative courses by providing small study groups led by trained peer tutors. Upon the request of instructors, workshops on special topics are also provided by the Quantitative Reasoning Program. One-on-one tutoring is available on a limited basis.

The Writing Project

The Writing Project is a peer tutoring program based on the premise that students are uniquely qualified to serve as intelligent, empathetic readers of one another's writing. As collaborators rather than authorities, peer tutors facilitate the writing process for fellow students by providing helpful feedback while encouraging writers to retain an active and

authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the draft and the assistant's comments. Students in any course may also reserve conferences with a writing assistant in the Writing Workshop open each week from Sunday through Thursday.

Students interested in becoming writing assistants apply before spring break. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connor, director of the Writing Project, or visit the Writing Project Web site.

ESOL

Students who are multilingual or who have non-native English speaking parents may work individually with the ESOL advisor. Students may seek help with understanding assignments and readings and attend to grammar, outlining, revising, and scholarly writing conventions. Specific attention to pronunciation and oral presentation skills is also offered. Any student wishing to make an appointment with the ESOL advisor is welcome.