

**Tutor Guidelines 2015-16**

***Our Mission***

To provide student writers opportunities for individualized feedback in a supportive environment in order to encourage inquiry, revision, and overall growth as writers.

***Tutor Expectations***

1. Tutor Responsibility
   * Tutors adhere to the commitment of tutoring every third Seminar 2.
   * Tutors attend scheduled Writing Center meetings / trainings.
   * Tutors are on time and engaged for the duration of their tutoring.
   * Tutors are proactive in communicating with the Writing Center Directors in the event of an absence / conflict.
   * Tutors fill out a Scheduling Conflict Form (available on our website) in the event of an absence / conflict.
   * Tutors are responsible for filling out tutoring documentation during and at the end of each session.
2. Tutor Ethics

* Ensure that the student’s work is his / her own, not yours.
* Keep in mind that you are not a teacher / editor; you are a tutor. You should never speculate about a grade or a certain result. Always refer the student to his / her teacher for these questions.
* Remain confidential outside of the tutoring session. Do not discuss the student or the student’s writing with anyone else.
* Demonstrate respect toward assignments, teachers, and classes. Even if the student makes negative remarks, do not engage in this.
* Show professionalism toward the Writing Center, other tutors, and the directors by not discussing the Writing Center or other tutors’ strengths / weaknesses outside of trainings.
* Be open about any potential conflicts of interest. Tutoring close friends or even people in the same class / with the same teacher can result in unethical tutoring.

***A Checklist for Tutors***

1. I greeted the student and introduced myself.
2. I looked at the student’s cover sheet and the assignment, and then I verified both the assignment and the areas he / she wanted to work on to set an agenda accordingly.
3. Throughout the session, I both encouraged the student about areas of strength and questioned the student about areas of concern.
4. I verified that the student did not have any confusion or additional questions, I gave the student a copy of the Tutor Log, and I wrapped up the session by encouraging the student to visit the Writing Center again.
5. Throughout the session, I was professional, respectful, and took a “hands-off” approach to ensure that the student’s work was his / her own.

**Tutor Information and Acknowledgement Form**

**Class Schedule**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Hour** | **Class** | **Teacher** | **Room #** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **Seminar 1** |  |  |  |
| **Seminar 2** |  |  |  |

***I understand that if I fail to meet these expectations, my tutoring eligibility will be reviewed by the Writing Center Directors and / or the Tutor Leadership Team.***

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*Student Tutor Signature Date*

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*Tutor Signature Date*