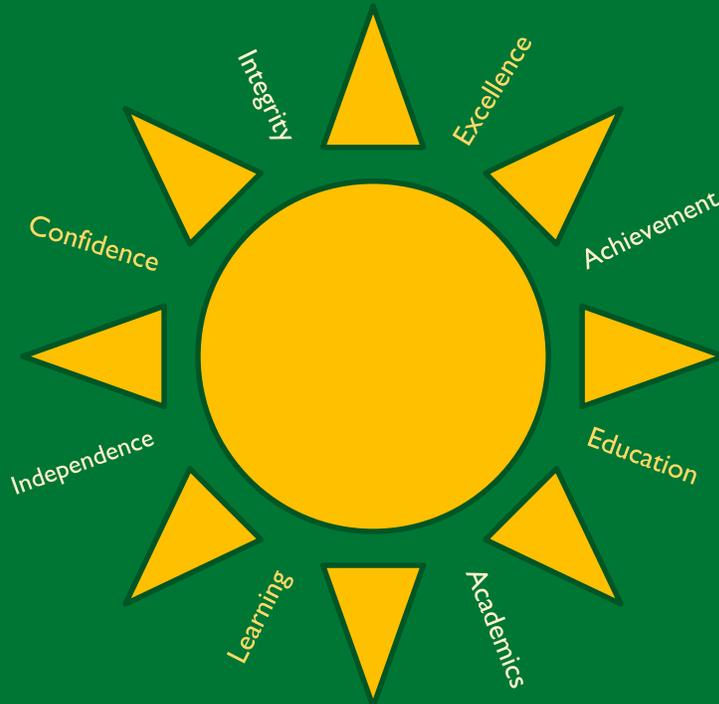


SUNY Oswego
Office of Learning Services

Guide for Tutors and Tutees



Assembled and Edited by:

Gary Bolduc & Steve Smith

This Guide Belongs To

Name: _____

Major(s)/Minor(s):

How will I use this manual?

I will most likely need tutoring help in the following courses/areas: _____

Office of Learning Services would like to thank Dan Nicolai for his generous contributions to the first edition of this guide.

“A student who receives constructive criticism usually returns to the Writing Center feeling more confident.”

–Jennifer Ofodile



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Assembled and Edited by Gary Bolduc & Steve Smith

Second Edition: Spring 2017

Welcome!

In part, this tutoring guide is a SUNY Oswego community endeavor. Tutors and instructors from across the disciplines contributed suggestions to promote active learning strategies for tutoring sessions. The Office of Learning Services' staff compiled and organized the contents so tutors, tutees, instructors, administrators, and professionals will have a useful resource that defines and supports our tutorial services. This guide is intended to extend advice to students for the betterment of their education. So please continue reading...

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Table of Contents

Tutor Acknowledgements.....	4
Faculty Acknowledgements.....	5-6
OLS Mission, Goal, Ethics/Confidentiality.....	7
Tutor Qualifications.....	8
Tutoring Center Expectations, Preparation, and Policies.....	9
Tutoring Center Attendance Policy for Tutees.....	10
Writing Center Expectations, Preparation, and Policies.....	11
Study Tips and Strategies from Tutors.....	12-13
Study Tips and Strategies from Instructors.....	14-15
Tutoring Center Tutee Self-Assessment.....	16-17
Writing Center Tutee Self-Assessment.....	17-19
FAQs for Tutors.....	20
Tutoring Center FAQs for Tutees.....	21
Writing Center FAQs for Tutees.....	22
Faculty FAQs.....	23
SUNY Oswego and Miscellaneous Links to Resources.....	25
Conclusion.....	25

“I always try to bring a little humor into a session and make students feel at ease, especially when they seem particularly stressed.”

–Haley Filippone

“Sometimes you just need to sit down and tell a tutee that you understand what they’re going through and that they will make it through this.”

–Katelyn Wainman

Tutor Acknowledgements

The Office of Learning Services wishes to thank these former and present tutors for their contributions to the guide:

Amanda Adami ('13)
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Alison Cramer ('14)
Laura Critelli ('15)
Heather Crook ('13)
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Rosiell Difo ('15)
Joshua Drake ('14)
Joshua Ellis ('14)
John Enkosky ('13)
Luis Escoboza ('15)
Alyssa Estus ('14)
Haley Filippone ('17)
Vincent Fleszar ('13)
Kaitrin Freeman ('14)
Kathleen Fulton ('13)
Anais Galvez ('18)
Alyssa Gauthier ('13)
Matt Gibbs ('13)
Erin Green ('18)
Chad Halson ('18)
Paola Heras ('15)
Aimee Hirsch ('13)
Hanh Huynh ('13)
Laurie Jackson ('14)
Laura Kahn ('14)
Andrew Kaplan ('13)
Jamie Kaplan ('14)

Samantha Kirby ('14)
Tom Kline ('14)
Kelsey Labbé ('14)
Kaitlyn Lefevé ('13)
Angel Levy ('13)
Ariana Limandri ('13)
Aaron Matthews ('15)
Heather McGovern ('13)
Allyson Millard ('18)
Kimberly Mina ('13)
Yoshihiro Miura ('12)
Octavia Morrison ('14)
Sierra Nash ('13)
Dan Nicolai ('13)
Jennifer Ofodile ('18)
Faith Page ('14)
Alicia Parrot ('14)
Sarah Pasquarelli ('17)
Tai Pate ('13)
Ian Pauchard ('14)
Joe Pike ('13)
Amanda Radalinsky ('14)
Christina Ramdeo ('18)
Rebecca Rappold ('13)
Kristina Rovison ('18)
Barbara Anne Scheibel ('15)
Austin Scro ('17)
Joseph Smith ('13)
Matt Smith ('15)
Mike Stahlman ('13)
Charles Stulck ('14)
Megan Therrien ('14)
Nicole Tombolesi ('15)
Hannah Valentino ('15)
Allen Vandelinde ('13)
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Rachel Weimar ('14)
Abby West ('18)
Britnie West ('13)
Maria Williams ('15)
Erica Wilson ('15)
Eyub Yegen ('14)
Jacquelyn Young ('12)
Leah Zembiec ('15)
Caitlyn Zimmerman ('17)

*“Tutoring means
patience, it means
understanding, and it
means commitment.”*

—Anais Galvez

*“Becoming a tutor has proven
that I have what it takes to
push myself and become a
leader.”*

—Marquel Bedrossian

Faculty Acknowledgements

Furthermore, the Office of Learning Services extends an enormous thanks to the instructors who took the time to meet with our tutors and share their tutoring tips and strategies for academic success:

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Alicia King
Marie Lakie
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Douglas Lea
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Linda LeFevre
Tracy Lewis
Linda Loomis

Biological Sciences
Chemistry
Mathematics
Communication Studies
Mathematics
Modern Languages & Literatures
History
Modern Languages & Literatures
History
English & Creative Writing
Physics
Mathematics
Biological Sciences
English & Creative Writing
Chemistry
English
Modern Languages & Literatures
Mathematics
English & Creative Sciences
Psychology
Computer Science
Mathematics
Modern Languages & Literatures
English & Creative Writing
English & Creative Writing
English & Creative Writing
Mathematics
Accounting Finance & Law
Economics
Mathematics
Physics
Mathematics
Economics
Sociology
Student Academic Success Specialist
English & Creative Writing
Modern Languages & Literatures
Modern Languages & Literatures
Computer Science
English & Creative Writing
Mathematics
Modern Languages & Literatures
English & Creative Writing

“This semester during walk-ins [tutoring] I have seen students become more excited about chemistry.”

–Brienne Comstock

“I have had the opportunity to help my peers feel more confident in math.”

–Erin Green



Faculty Acknowledgements continued

Gonzalo Aguiar Malosetti	Modern Languages & Literatures
Zohra Manseur	Mathematics
Doreen Mazzye	Curriculum & Instruction
Devon Moore	English & Creative Writing
Robert Moore	English & Creative Writing and Honors
Christopher Mosbo	Mathematics
Michael Murphy	English & Creative Writing
Patrick Murphy	English & Creative Writing
Ampalavanar Nanthakumar	Mathematics
Robert O'Connor	English & Creative Writing
Allison Peer	Student Academic Success Specialist
Douglas Pippin	Anthropology
Hema Rao	Accounting Finance & Law
Casey Raymond	Chemistry
Jacqueline Reihman	Psychology
Beatriz Salcedo-Strumpf	Modern Languages & Literatures
Jeffery Schneider	Chemistry
Lily Soltani-Amadi	Mathematics
Katherine Spector	Mathematics
Lawrence Spizman	Economics
Allen Stagl	Modern Languages & Literatures
Scott Steiger	Earth Science
Kubrom Teka	Mathematics
Terry Tiballi	Mathematics
Casey Towne	Mathematics
Preety Tripathi	Mathematics
Stephanie Wideman	Communication Studies
Elizabeth Wilcox	Mathematics
John Zielinski	Physics

“It is my responsibility to remain sensitive and accommodating to students, no matter their individual learning style or writing level.”

–Kristina Rovison

“I see myself as a student mentor for my tutees.”

–Abby West

“I predict that I will set even more goals and experience even more surprises before my time at the Writing Center is done.”

–Sarah Pasquarelli

“Overall [tutoring] has made me a better independent learner, which has drastically increased my confidence as a student and future professional.”

–Austin Scro



OLS Mission, Goal, Ethics/Confidentiality

Mission: The mission of the Office of Learning Services is to provide supplemental tutoring in a comfortable and caring environment. We work to promote intellectual integrity, honesty, independence, and confidence by helping students to develop academic skills and methods. It is our hope that students will use these skills as they advance through their academic, professional, and personal endeavors.

Goal: The goal of the Office of Learning Services is to work with students, faculty, staff, and administrators to understand, develop, and improve academic support to supplement class learning while promoting student independence, active learning, and motivation.

Ethics/Confidentiality:

All students are entitled to the privacy of their academic records as identified in Family Educational Rights and Privacy Act (FERPA), also known as the Buckley amendment. This privacy extends to tutoring and other academic services provided on campus. Simply stated, tutors are not to disclose information about their interactions with their tutees or other students receiving services from the Office of Learning Services.

OLS reserves the right to discontinue employment of any tutor for failure to adhere to the OLS contractual agreement, and/or violations off the “Codes of Student Rights, Responsibilities and Conduct” as identified in the SUNY Oswego *Student Handbook*. Violations of the Code include, but are not limited to, misrepresentation of scheduled work hours, cheating, dishonesty, and other negative behaviors associated with academic integrity, and/or disclosure of tutee information to third parties. OLS will adhere to due process policies as described in the *Student Handbook*.

“My tutees are extremely influential, as they have opened my eyes to differences in learning styles and the struggles that students face on campus.”

–Chad Halson

“I also learned a lot about myself and my abilities.”

–Kelsy Labbe



Tutor Qualifications

All tutors have met the following requirements:

Tutoring Center:

- * Earned a 2.75 or higher GPA;
- * Achieved a grade of B+ or higher in the courses they tutor;
- * Submitted an essay that addresses why they want to become a tutor;
- * Submitted two (2) faculty recommendations from the instructor(s) for the course(s) they tutor;
- * Attended tutor training as scheduled;
- * Successfully completed GST 308 course during first semester of employment.
Click [here](#) for GST 308 details.

Writing Center:

- * Earned a 2.75 or higher GPA;
- * Submitted an essay that addresses why they want to become a tutor;
- * Submitted two (2) sample papers that demonstrate their writing proficiencies;
- * Submitted two (2) faculty recommendations regarding their writing abilities;
- * Attended tutor training as scheduled;
- * Successfully completed GST 308 course during first semester of employment.
Click [here](#) for GST 308 details.

“One particular tutoring experience that was positive was when one of my tutees brought in a test that showed great improvement from her last one. This was encouraging to me because I could see that between tutoring and her hard work, she was meeting her academic goals.”

–Laura Critelli

“I had many returning students and I knew I helped all of them to the best of my ability and with a smile on my face.”

–Jaimie Kaplan



Tutoring Center Expectations, Preparation, and Policies

Academic Expectations

- Tutees are encouraged to meet with their instructors to discuss assignments and content prior to a tutoring visit.
- Tutors will **not** do homework for tutees.
- Tutoring is supplemental to instruction. Tutors are **not** instructors. It does **not** take the place of attending classes.
- Comply with the College Intellectual Integrity Policies with respect to plagiarism, cheating, and other examples as stated in the *Student Handbook*. If tutees have questions, they should talk to an OLS staff member.

Tutoring Session Preparation

- Tutees must bring their notes, texts, handouts, and other relevant materials.
- Tutees must come to tutoring sessions prepared by reading and reviewing assigned chapters, articles, handouts, notes, and other relevant materials.

Tutoring Center Policies

- When tutees come in for tutoring, they are responsible to log in and out of TutorTrac on a designated computer.
- Appointment tutoring sessions are one hour.
- Tutees are not allowed to make consecutive appointments with the same tutor on the same day.
- Tutees, tutors, and support staff are expected to be courteous and respectful at all times.
- Cell phones will **only** be turned on for tutoring purposes.
- Tutors cannot sign for proof of Tutoring Center attendance. See a staff member in the Office of Learning Services, 173 Marano Campus Center.
- Food is **not** permitted in tutoring areas. Beverages are okay.
- The Center computers are to be used **only** for signing in and out of TutorTrac.
- Tutors have the right to end a session if these policies are not followed.

Tutoring Center Attendance Policy for Tutees

Attendance and punctuality are important. While the OLS staff is aware that circumstances occur that may interfere with tutees' ability to attend their appointments, consistent absences negatively impact the quality of services OLS provides. Please review the "tutee attendance" policy below carefully.

***Repeated cancellations may result in the loss of tutoring services.**

1. Tutees should cancel their scheduled appointments **at least three (3) hours** before the scheduled time
2. Tutees should contact the OLS office (315.312.2571) and provide their name, student ID #, the tutor's name, course, and time of the appointment

***Repeated "no-shows" may result in the loss of tutoring services.**

1. Failure to notify OLS at least three (3) hours in advance of the scheduled session will result in a "no show."
2. Tutees who fail to appear at their scheduled tutoring session will receive a "No Show."

****Repeated cancellations and/or "no-shows" will result in a "lock-out" and tutees will not be able to schedule any tutoring sessions until such time that they schedule an appointment to meet with the OLS Director.**

"I learned a lot about myself as a person and as a student. In fact, my experience as a tutor has led me to discover that I genuinely enjoy teaching others. As a result, I may even consider teaching as a profession in the future."

–Ian Pauchard

"[Tutoring] is work which doesn't feel like work."

–Larissa Assam

"Tutoring has taught me that it is more than just a job – it is also a learning experience."

–Allyson Millard



Writing Center Expectations, Preparation, and Policies

Academic Expectations

- Tutees are encouraged to meet with their instructors to discuss assignments and content prior to a tutoring visit.
- Comply with the College Intellectual Integrity Policies with respect to plagiarism, cheating, and other examples stated in the *Student Handbook*. If tutees have questions, they should talk to an OLS staff member.
- Discipline Specific Librarians can assist tutees with research. See a tutor or go to the library's main desk for information.
- Tutors are not obligated to provide assistance with content.
- Tutors cannot sign for proof of Writing Center attendance. See a staff member in the Office of Learning Services, 173 Marano Campus Center.
- The Writing Center tutors will **not** write the paper for tutees.

Tutoring Session Preparation

- Papers must be printed prior to session and double-spaced. Tutors will not read papers on a laptop.
- Papers should not be due the day of the session.

Writing Center Policies

- Tutees should put their name and day/time on the sign-in sheet and acknowledge their presence with a tutor or desk attendant. Take a seat in the Writing Center and wait for the next available tutor.
- The maximum length of a walk-in session is one hour.
- Tutees, tutors, and support staff are expected to be courteous and respectful at all times.
- Cell phones must be turned off and put away.
- There is no group writing tutoring.
- Tutors will **not** assist with a paper that has been written by a group. Tutors, however, will help with individual portions of a group paper.
- The Writing Center computers are for tutor use only.
- Tutors have the right to end a session if these policies are not followed.
- Food is **not** permitted in the Writing Center. Beverages are okay.



Study Tips and Strategies from Tutors

Note-Taking:

- Regularly attend class for up-to-date notes.
- Take notes in class to stay focused.
- Use highlighters to capture main ideas.
- Keep note-taking style consistent from class to class.
- Make review sheets highlighting the main ideas.
- Quiz yourself on notes throughout the semester.
- Put information in your own words (even slang or profanity!).
- Use the Cornell note-taking method. (http://lsc.cornell.edu/LSC_Resources/cornellsystem.pdf)
- Draw visual representations (e.g. shapes, diagrams, doodles).

“[Tutoring] vastly improves your understanding of a subject when you have to teach it.”

–Britnie West

Learning Strategies:

- Ask professors for help.
- Ask questions in class, during office hours, or via e-mail.
- Utilize mnemonic devices such as rhymes and acronyms.
- Watch YouTube videos for step by step procedures.
- Record lecture and listen later.
- Devise timelines to remember important dates.
- Use concept mapping and tree diagrams for study.
- Use index cards.
- Make outlines.
- Create riddles to help retain information.
- Try to make associations with the subjects.
- Study with someone from the same class; you can bounce ideas off each other.
- Connect the material to your life.

“This past semester as a Writing Center tutor has changed my thoughts on education and the importance of peer tutoring.”

–Alicia Britton

Self-Management and Organization:

- Plan out your time for studying and writing papers.
- Maintain a positive attitude.
- Don't procrastinate.
- Set goals and plan out how to achieve them.
- Prioritize your work and social life.
- Eat well and get at least 6 hours of sleep each day.
- Study in 45 minute intervals with 15 minute breaks.
- Use a planner to write down assignments and important dates.
- Use your phone to create reminders/alarms.
- Make “To Do” lists.
- Complete assignments early.
- Finish assignments before the weekend.
- Ask questions about projects and assignments ASAP.
- Visit the library and find supplemental information.
- Do the most challenging and least favorite assignments first.
- Regularly complete homework and practice problems.

“The ‘thank yous’ I get at the end of the semester make tutoring so internally rewarding.”

–Dan Nicolai

Study Tips and Strategies from Tutors

- Use your weekends to keep up or get ahead on schoolwork.
- Maintain consistent communication with your professors.
- Actively and consistently participate in study groups.
- After studying independently, share and compare what you have learned with your study group.
- Get involved in academic organizations.
- Sleep after you study to absorb material and then review it the next day.
- Start doing your homework the day you get it while it's still fresh in your mind.
- Bring syllabi and texts to tutorial sessions.
- Visit instructors during office hours.
- Take advantage of extra credit opportunities.
- Make sure your work/study space is clean, neat, and organized.
- Regularly work with a tutor.

Reading Tips and Strategies:

- Read your textbook.
- Quiz yourself after reading texts.
- Write your own study guide.
- Do problems from the text.
- While reading texts, highlight only important info.
- Read aloud.
- Use color coding.
- Flag important pages in the text.
- Read chapters before material is taught.
- Create chapter outlines.
- Use credible online resources.
- Learn and use new words each day.
- Write marginal notes as you read.

"I think to be a tutor takes a special type of person who can relate well with a multitude of other personalities, who understands the different ways in which people learn, and who truly enjoys helping others to understand a difficult concept."

–Heather Crook

Test-taking:

- Download a flashcard app on your phone.
- Create flashcards for main topics and essential facts, bring them with you, review them in between classes and during your free time.
- Make topic outlines when preparing for tests or quizzes, especially for finals and midterms.
- Go through practice problems and check off the topic when you feel comfortable with the material, and ask the professor to go over unchecked topics.
- Make your own practice quizzes.
- Go over old tests and quizzes.
- Review materials daily.
- Create study guides.
- Review and study any handouts prior to tests.
- Begin a test with confidence, and DON'T PANIC!

"The positive experiences this semester have all occurred during the walk-in tutoring sessions I conduct. I think it is great that students will come to tutoring late at night from 7-9 and really want the help."

–Amanda Adami



Study Tips and Strategies from Instructors

The following are suggestions from instructors to enhance learning and positively impact the quality of the tutor/tutee relationship. These tips and strategies provide ideas for the tutor/tutee to develop additional materials to gain a better understanding of the subject matter. It should be noted that instructors are not tutors, and tutors are not instructors, but their roles complement one another when helping students succeed.

Note-taking:

- Develop visual aids to help make connections with concepts.
- To make ongoing connections with course information, develop a weekly review sheet of class lectures.
- Keep consistent notes and organize them well.
- Color code your notes. It helps with retention of information.
- Rewriting notes in a second notebook helps to organize messy notes.
- Writing personal and relatable examples in notes helps apply the subject matter to your life. This aids retention of information.
- Take notes in a way that promotes active thinking, through condensing and reflecting on the course material. To see an example, watch a *YouTube* video on the Cornell Note-Taking Method.

Learning Strategies:

- Become familiar with how to process and retain information. YouTube has a series of videos entitled *How to Get the Most Out of Studying* designed to educate students about optimizing learning.
- Participate in class. Instructors know that students will remain alert and will learn from one another during class discussions.
- If studying a foreign language, speak in that language as much as possible. Conversation is one of the best ways to apply a foreign language.
- If textbooks have questions, respond to those questions. This is especially helpful for math and science problems.
- Avoid cramming. Quiz yourself on course material throughout the semester.
- Review information from each class, but not immediately after class. A little bit of forgetting before revisiting the material is actually a good thing.
- Instead of highlighting and rereading your text and notes, break the material into chunks and quiz yourself on each chunk after reading it. This will promote greater retention of the material the first time.
- Rephrase the main ideas into your own words after reading. Relate main ideas to what you already know.
- Use practice questions as a “self test” to determine which concepts or types of problems need further study/practice.



Study Tips and Strategies from Instructors

Organization:

- Go over the course syllabus. Highlight important dates and course priorities.
- Know the exam dates so you can review material prior to exams.
- It is helpful to have a copy of the textbook. If you don't have the textbook, check if the library has a copy on reserve. The textbook may be online as well.
- Be aware of review sessions so that you can properly prepare for exams.
- Stay current with what you are doing in class. This will help to recognize any problem-trends as you advance in your classes.
- Try the Pomodoro Method for time management: work in 25-minute intervals with 5-minute breaks. Use movement breaks to keep the oxygen flowing to your brain.

Writing Tutors:

- Discuss the writing assignment with your instructor.
- Discuss the writing assignment with your tutor. See if you can explain the assignment in your own words to the tutor.
- Be aware of any rubrics instructors use for grading papers.
- Get engaged in your writing assignments. This can be done by making personal connections with your assignments.
- Read your paper aloud so you can listen to the words as they move from sentence to sentence. If you lose your pace or have a difficult time reading, you will know if something needs to be fixed.

Instructor Correspondence:

- Maintain communication with your instructors. Talking with them is a great way to find out more about your department, discuss career options, or develop a relationship for future recommendations.
- Meet with instructors during office hours, especially if you are confused about something. Instructors want to answer your questions about the class.
- Whenever possible, instructors can review practice problems you have created or found.
- If instructors provide you with past quizzes, tests, or homework assignments, you can use them to study the material.
- Tutors are also welcome to talk to instructors about tips and resources to enhance the tutoring experience.

“A few of my tutees came to me or sent me a message telling me how well they did on their tests and thanking me. It felt great to know that I was helping them and that they appreciated the work that the tutors do for people.”

–Sierra Nash



Tutoring Center Tutee Self-Assessment

In preparation for your tutoring sessions, please reflect on the questions below. Take some time to discuss your responses with the tutors so that you can design study sessions that help you meet your goals.

1. What do I hope to receive from tutoring *other than* a better grade?

2. What methods do I use to study? (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Note cards | <input type="checkbox"/> Rhymes |
| <input type="checkbox"/> Rewrite notes | <input type="checkbox"/> Acronyms |
| <input type="checkbox"/> Highlighting | <input type="checkbox"/> Practice problems |
| <input type="checkbox"/> Reread notes | <input type="checkbox"/> Group study |
| <input type="checkbox"/> Reread text | <input type="checkbox"/> Silly associations |
| <input type="checkbox"/> Mnemonic devices | <input type="checkbox"/> Annotating/marketing the text |
| <input type="checkbox"/> Other(s): _____ | |

Here is an example of how I use one of the above study methods:

3. What are my academic strengths?

4. What academic skills would I like to improve?

“Another skill that I developed was to learn new programs that students use in their classroom such as Minitab, ALEKS, and MyMathLab.”

–Christina Ramdeo



5. How much time do I spend studying for each class? (e.g. homework, tutoring, group meetings, review sessions)

6. What are my expectations of the tutors?

7. Tutoring information:

Name of the tutor:	Name of the tutor:	Name of the tutor:
Course:	Course:	Course:
Time and location of tutoring session:	Time and location of tutoring session:	Time and location of tutoring session:
Tutor's Email:	Tutor's Email:	Tutor's Email:

Notes:

“My tutees leave each session feeling more confident about their grasp of the material, and I feel great knowing that I helped that happen.”

–Jacquelyn Young

3. What are my present writing strengths?

4. What writing skills do I wish to improve?

5. How much quality time do I typically spend planning and writing a paper? Explain.

Do I need to have a better plan for completing writing assignments? Explain.

6. What are my expectations of a writing tutor?

NOTES:

“I thoroughly enjoyed my first semester as a linguistics tutor and I really wish I had become a part of this much earlier in my college career.”

“There were times when my tutees taught me a thing or two.”

–Kaitrin Freeman

–John Enkosky

FAQs for Tutors

Do I have to take GST 308?

All new tutors are required to take GST 308, a two-credit course. If you are a returning tutor, you do not need to repeat the course. Here are the course objectives:

1. To provide supplemental academic support by engaging tutees in developing study techniques and strategies.
2. To strengthen the relationship between tutor, faculty community, and OLS staff in providing timely services to students.
3. To advance the tutor's knowledge of the college's goals to improve students' retention and persistence toward graduation.

How many hours a week can I tutor?

Tutors must tutor a minimum of 4 hours per week. Maximum hours vary according to the number of tutoring requests and tutor availability.

How much are tutors paid?

Undergraduate tutors are paid \$13 per hour of tutoring.

Should I have taken the courses I wish to tutor?

For the Tutoring Center, we do require that you have previously taken the class you wish to tutor, unless you have OLS staff approval. This does not apply to writing tutors.

Can I make arrangements to meet tutees in my residence hall room or off campus?

No. Tutoring is only permitted in approved locations.

What if my tutees want help outside of paid tutoring sessions?

You will only be paid for tutoring during approved hours. Any tutoring assistance outside of approved paid hours is not associated with OLS tutorial services.

What do I do if I have an issue or a conflict with a tutee?

If there is a conflict, immediately report the issue to the OLS director or one of the OLS staff so it can be resolved. The OLS staff has everyone's interests in mind, and confidentiality will be kept.

Can I tutor in more than one discipline or center?

Yes. Tutors are welcome to tutor in more than one discipline/center as long as they are qualified and approved by the OLS staff.

What do I do if I am unable to report for work?

If you are unable to show up for work, notify the OLS front desk by calling 315-312-2571 or emailing (ols@oswego.edu) as soon as possible. Also contact the appropriate supervisor in your center.

Should I try to meet with the instructors of courses I tutor?

It is *highly recommended* that tutors establish a discourse with their associated faculty. Meeting faculty is a great opportunity to learn about the policies of different instructors, discuss the general needs of students, and obtain supplemental resources to help your tutoring.

"I really enjoy helping other students do well in a subject that I love so much."

–Samantha Kirby



Tutoring Center FAQs for Tutees

What is walk-in tutoring?

No appointment is necessary. A tutor will be ready to assist you when you come in. It is our intention that this environment will encourage group learning and cooperation for tutees and tutors alike. You may attend as many walk-in sessions as you please!

What is appointment-based tutoring?

Appointment-based tutoring is where students can schedule one-on-one appointments with a tutor on [TutorTrac](https://oswego.tutortrac.com/) (<https://oswego.tutortrac.com/>).

Will a tutor teach me the material I need to get a good grade?

No. Tutoring is NOT a substitution for class attendance, participation, or your professor's office hours. Students must be attending class to receive tutoring.

How should I prepare for a tutoring session?

You should bring your class textbook(s), syllabus, class notes, assignments, past quizzes or exams, and any other resources that will help the tutor. It is also important to know your assignment prior to your tutoring session. Attempt the homework assignment before the tutoring session and bring what you have done with you. Formulate specific questions about the help you need prior to the session.

Can I contact my tutors for help when they are not scheduled to work?

Do not contact tutors for help outside scheduled sessions.

Will tutors complete my homework for me?

No. Under no circumstance should students ever ask or expect a tutor to complete any work for them in accordance to SUNY Oswego Policy on Intellectual Integrity.

How can I contact my tutor in case I cannot attend an appointment session?

Always contact OLS by calling 315-312-2571 and e-mail (ols@oswego.edu) as soon as possible. In addition, if you have already met your tutor and exchanged contact information, you must notify your tutor immediately.

Does tutoring guarantee a good grade?

Tutors are here to assist you, but the responsibility is yours to do what is necessary to perform well in a course.

Will OLS contact my instructor if I receive tutoring?

No. Tutoring is voluntary and confidential. However, you can share tutoring information with your instructors.

“Being a tutor takes balance and dedication that test one’s own abilities.”

–Amanda Radalinsky



Writing Center FAQs for Tutees

What is walk-in tutoring?

No appointment is necessary. Depending on availability, a tutor will be ready to assist you when you come in.

If I don't have a draft, can a writing tutor help me get started with a paper?

Yes. Bring the instructor's writing assignment directions. Bring questions about the assignment with you. Tutors will help you interpret the assignment and get started organizing your thoughts.

What should I bring to a session with a writing tutor?

Bring a hard copy of your draft and any preliminary writing steps. Tutors will not assist if your paper is on an electronic device such as a laptop. Be sure to bring the instructor's assignment and any other relevant course materials. Be prepared to discuss the topic and identify challenges so the tutor will understand the paper's direction.

Can I drop off a paper or email a paper to a tutor?

No. The Writing Center is not an editing service. To get the best out of a tutorial session, a face-to-face dialogue between the tutor and you is essential: An effective paper begins and ends with effective dialogue.

How often can I meet with a writing tutor?

You can attend walk-in tutoring as often as needed.

Does the Writing Center contact my instructor after I meet with a writing tutor?

No. Writing tutoring is voluntary. Tutors cannot provide instructors with your tutoring information without your approval.

"I had a great experience as a writing tutor. It wasn't that bad balancing out homework, swimming, and tutoring. I have made many new friends on the Writing Center staff and got to know some tutees very well."

–Lauren Jackson

Faculty FAQs

A student contacted me asking for a recommendation. What should I do?

1. Visit our application at <https://www.oswego.edu/ols-apps/>.
2. Log-in using your LakerNet ID and password.
3. Select the tab titled “Recommendation.”
4. Please fill out all the required (*) fields.
5. Click “Save” to submit the recommendation.

A student did well in my class. How do I recommend the student to become a tutor?

1. Contact the student suggesting that he or she apply.
2. Share this link with the student: <https://www.oswego.edu/ols-apps/>. The student should log-in using his or her LakerNet ID and password, and then go to the tab titled “Tutor Application.”
3. If the student completes the application and requests a recommendation, follow the above instructions.

What courses are offered for tutoring assistance?

Courses offered for tutoring are listed on the [Tutoring Center](#) webpage. If your course does not appear, please contact the OLS staff at 315-312-2571. Course selections are based on tutor availability and course demand.

What if I have a student who struggles with writing?

Writing assistance is provided by the [Writing Center](#). Writing tutors are available to assist students throughout the entire writing process, helping them to understand the nature of the assignment, the stylistic aspects of the assignment and discipline, as well as assist them with basic sentence-level skills.

When is my course tutored?

The walk-in tutoring schedule can be found on the [schedule page](#). Scheduled appointments are held at various times.

Can I reference OLS in my syllabus?

YES! We would greatly appreciate your assistance to spread awareness of tutoring services on campus. In your syllabi please insert the OLS website <https://www.oswego.edu/ols/>. Visitors can click on the Writing Center link or Tutoring Center link for further information about the tutorial services.

Will OLS notify me if my students attend tutoring?

No. Because of confidentiality, OLS staff and tutors do not provide tutoring attendance verification directly to faculty. However, students can obtain a copy of their official timesheet upon request. Students need to contact the OLS director.

“Working as a [writing] tutor has definitely increased my confidence...”

–Barbara Scheibel



SUNY Oswego and Miscellaneous Links to Resources

OLS Homepage:

www.oswego.edu/academics/support/ols

Penfield Library:

www.oswego.edu/library

“Tutees look up to tutors for advice in class and out of class because a tutor is seen as a successful student.”

–Samuel Carwile

Intellectual Integrity:

www.oswego.edu/integrity

Counseling Services:

http://www.oswego.edu/student/services/counseling_services.html

STAR-NY online writing tutoring:

www.cortland.edu/asap/online/STAR-NY_signin.asp

Purdue Online Writing Lab:

<https://owl.english.purdue.edu/owl/>

Khan Academy:

<https://www.khanacademy.org/>

“My frequent tutees were less afraid to make a mistake and/or less afraid to ask ‘why’ a certain math concept was the way it was.”

–Caitlyn Zimmerman

PBS NOVA:

<http://www.pbs.org/wgbh/nova/>

College of Liberal Arts and Sciences:

<http://www.oswego.edu/liberal-arts-and-sciences/>

School of Business:

<https://www.oswego.edu/business/>

School of Communication, Media and the

Arts: <https://www.oswego.edu/communication-media-and-the-arts/>

School of Education:

<https://www.oswego.edu/education/>



Conclusion

The OLS staff hopes that this guide will be a useful tool and resource for tutors, tutees, instructors, administrators, and professionals. Thank you very much for supporting our tutorial services.

Use the space below to write down any questions you have about our tutorial services and feel free to contact us:

Contact Us

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ols@oswego.edu

