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Dear CWAA Student Employees:

Welcome to the Center for Writing and Academic Achievement (CWAA). You have been recommended by faculty to serve as a tutor to your peers, which is a great honor that comes with considerable responsibility. You have accepted an important and challenging duty, as your role involves both the command of an academic subject area and strong interpersonal skills. You can encourage students to reach their academic potential, and your positive interaction with students can make a critical difference in their educational achievements. We are so happy to have you as member of our wonderful team!

The purpose of this handbook is twofold. First, it is to provide you with information specific to the CWAA programs at Stonehill College. Second, it is a resource that may benefit you as you build and improve your tutoring methods. This information is designed to help you achieve the best results possible, as you become both efficient and effective in your role.

Thank you for your hard work and dedication to the CWAA – we wouldn’t be here without you!

All the best,

CWAA Staff

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**Center for Writing and Academic Achievement**

**Location:** MacPhaidin Library, room 314  
**Phone:** 508-565-5014  
**Email:** CWAA-Services@stonehill.edu  
**Website:** www.stonehill.edu/CWAA

**CWAA Staff:**  
Devon Sprague, Director (dsprague@stonehill.edu)  
Susan Wall, Coordinator (swall@stonehill.edu)

**Senior Tutors:**  
Olivia Peterson, Writing, (opeterson@students.stonehill.edu)  
Joe Conti, Subject Tutoring, (jconti@students.stonehill.edu)  
Cassie Daisy, Subject Tutoring, (cdaisy@students.stonehill.edu)

**CWAA Programs:** Teaching Assistant Program, Peer Tutor Program (Writing and Subject), Academic Peer Mentors, Writing Fellows, Math Lab, SpoCo and Atrium Tutoring
New Peer Tutor Hiring

1. If this is your first on-campus job, you will need to complete the following forms:
   - W-4 Form
   - M-4 Form
   - Direct Deposit Form
   - I-9 Form - If you have a U.S. Passport it will be the only document you need to provide for this form. If not, a driver’s license or another photo ID and an original social security card or birth certificate must be brought in person to the Payroll Office – photocopies are not acceptable.

All forms can be obtained by going to myHill/myServices. Once all forms have been completed, please return them in person to the Payroll Office, Merkert-Tracy #163.

2. Apply online for the appropriate CWAA Tutor position through http://jobs.stonehill.edu.
3. Click on “Student Jobs”.
4. Enter “Subject Tutor”, “Writing Consultant” or “Writing Fellow” in the Search field and click Search.
5. Click on the job link to open up the job description. Then click “Apply to this Job”.
6. If you haven’t done this before, you will need to create an account. (Please note that this system does NOT synch with your Stonehill credentials, so make note of your username and password.) Otherwise, log in.
7. Complete the job application completely and accurately and then click “Next”.
8. Read the Certification and check the box to agree to the statement, then enter your initials and click “Submit this Application”.
9. Once you’ve been hired by the CWAA, you will receive an email confirmation. Legally, you are not allowed to work until you receive an email confirmation that you’ve been hired.

*Note: If you have worked for the CWAA in the past year for the same position as now, you do not need to register with Student Employment, and you do not need to reapply for the position.

Peer Tutor Eligibility
To be eligible to peer tutor, students must meet the following requirements: Cumulative GPA of 3.0, and good academic and social standing as outlined by Stonehill College’s Community Standards.

If a Peer Tutor’s community standard violations have changed after their hire, an additional review of continued eligibility to peer tutor will be assessed by CWAA staff.
Late Timesheets

According to Stonehill College’s work-study policies, timesheets must be filled in with the exact hours worked each day and must be submitted by the deadline, with no exceptions. Students may not work more than 15 hours per week, and cannot hold more than three different jobs during the academic year.

At the Center for Writing and Academic Achievement, we ask that students’ myHill timesheets be submitted by midnight on Thursday of the week they are due. Each pay period is two weeks, from the Sunday of week one to the Saturday of week two. If are scheduled to work Friday or Saturday, include these hours on your regular timesheet when you submit it Thursday; they are not technically late hours/timesheets.

All hours worked in that two-week period should be included on the timesheet and we expect all timesheets to match TutorTrac records exactly. If your records do not match, we will return your timesheet to you for correction, thereby delaying your paycheck.

Since the Payroll department discourages late timesheets, it is imperative that you submit your timesheet for each pay period ON TIME. However, if by happenstance you are unable to meet the deadline, you can enter your hours on the Late Time Card line. This would only be done if you missed the deadline to submit your timesheet. You must add a comment for late hours. Be sure to include the exact dates worked and number of hours on each of those dates in the notes section.

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<th>Total Hours</th>
<th>Total Units</th>
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Resources

As a Peer Tutor, it is imperative that you possess the skills and strategies needed to succeed in your role. But what if you don’t know the answer to a student’s question? For writing or subject tutoring questions about content – that’s okay! Remember, you are peer tutors, and you are not expected to be experts. The expectation is for you to guide other students in their own learning. But if the question is related to support services or another campus office, this page of links will help you be more resourceful and helpful for students. Bookmark TutorTrac and the CWAA website in your browser for quick access.

**CWAA website and Center Schedule**

**TutorTrac**

**Instructional TutorTrac Videos**

**Peer Tutor Profile**

**Center Resource Cabinet**

Don’t forget about the Resource Cabinet in the Center. This cabinet is intended for tutor usage, so please use it! Find the folder with your subject, and start adding resources such as: one-page “how-to” documents, hand-outs from past classes for additional practice problems, and anything else that might be useful to you, as the tutor. Please keep all materials in the Center after use.

**Peer Tutor Observations**

All Peer Tutors are considered staff members of the CWAA; therefore, your performance is evaluated, formally or informally, and that performance evaluation becomes the basis for future references. Observations are not intended to be scary or intimidating – please recognize that we are here to help you become better tutors and stronger leaders.

In addition to observations throughout the semester, a student satisfaction survey will be sent out periodically to gauge the helpfulness and effectiveness of tutors and tutoring resources.

You have been hired to tutor your fellow students in specific subjects to help them become better learners. Take your job seriously. You may need to include this job in your resume or use it as a basis for a reference.
Professional Code of Conduct and FERPA Confidentiality Agreement

All Peer Tutors and TAs employed by the CWAA must read and agree to adhere to the following Professional and Academic Code of Conduct and Confidentiality Agreement.

**Code of Conduct**

- Student employees must keep strict confidentiality regarding any interaction with faculty and students while performing the duties of a CWAA student employee.
- Peer Tutors and TAs are representatives of the CWAA and must keep all deadlines and conduct themselves in a professional manner, including dress, language, and behavior.
- Peer Tutors and TAs must encourage independent learning and never do the work for the tutee.
- Peer Tutors and TAs must report any inappropriate behavior to the Director of the CWAA.
- All student employees must record their hours on their myHill timesheet and in TutorTrac accurately and honestly.

**Confidentiality Statement**

I, (print name)_________________________________________ understand that students who are employed by the CWAA may be exposed to confidential information about other students. This information may be verbal or written regarding grades, class performance, and disabilities. Legally, such information must **never** be divulged to other students or faculty. Discussion or comments inside or outside the classroom or tutoring center concerning such information will not be tolerated. To do so is a serious violation of the **FERPA** (Federal Educational Right to Privacy Act) Right to Privacy.

My signature below indicates that I acknowledge the College’s FERPA policy and agree to its mandate. I will not disclose any information acquired while working for the CWAA, nor will I use my position to seek information that is not required for my duties.

I understand that violation of these policies will lead to my immediate job termination and possible disciplinary action by the College.

Student’s signature ____________________________ Date ____________

*To further review Stonehill College’s FERPA Policy and the federal mandate please follow this link:*

[http://www.stonehill.edu/offices-services/registrar/ferpa](http://www.stonehill.edu/offices-services/registrar/ferpa)
Requirements and Expectations

As a tutor, you are part of our professional team, and we expect that you will follow professional guidelines. The following terms and conditions are required for serving as a Peer Tutor at Stonehill College:

Requirements at the beginning of the semester:

☐ Faculty recommendation (Subject Tutors – not required for Writing Consultants/Fellows)
☐ Successful completion of course(s) in which you are tutoring
☐ Cumulative GPA of 3.0 or higher (all CWAA employees)
☐ Pass CWAA staff review of status with the Office of Community Standards
☐ FERPA Confidentiality Agreement (all CWAA employees)
☐ Peer Tutor Profile (electronic – complete each semester)
☐ Peer Tutor Orientation and Survey

Requirements throughout the semester:

1. Complete myHill timesheet every two weeks - due THURSDAY by midnight
2. TutorTrac records completed every two weeks - must be consistent with your myHill timesheet
3. Submit accurate session notes after each tutoring appointment
4. Regular attendance at bi-weekly professional development meetings
5. Tutor in the CWAAA or other public space in the library, Atrium, Math Lab or SpoCo
6. Dress professionally, wear your nametag, and display subject signage when tutoring
7. Check your email daily for important messages from the CWAA
8. Maintain a 3.0 GPA and be in good standing on campus
9. Respond to CWAA surveys at mid-semester and end-of-semester
10. Keep strict confidentiality
11. Complete self-evaluation/survey at end of semester
In-Center Expectations

1. If you are scheduled to open or close the Center, pick up or return the keys to the Library Circulation Desk. You will need your Hillcard.

2. Always wear your name tag, put up your subject signage, and welcome students walking in.

3. Always log in and out for work through the Kiosk. **Include detailed NOTES for each session.**

4. Straighten chairs, put away books, throw away trash, and wipe off the tables at the end of every shift. Please be mindful of those tutoring after you.

5. Think about what resources would be helpful for students in your subject area, and be sure to have copies made for the Resource Cabinet within the Center.

6. Extra paper and office supplies are located in the supply closet. There are two computers which print to the following printer: ML313Lab-P1, located in the Computer Lab next door.

7. Help yourself and your tutees to coffee, tea and snacks.

8. When the College is closed, the CWAA is closed. However, if the library is open, the CWAA should be open as well.

   *During a snow day, please check your email for a message from the Director or Coordinator. The library may open in the afternoon or evening of a snow day. Tutoring should resume when the library reopens following class cancellations due to weather.*

Out-of-Center Expectations

1. All tutoring takes place in the library, Atrium, Math Lab (Duffy 118), or Sports Complex

2. Wear your name tag, which can be found in the Center.

3. Log in and out of TutorTrac using the Center Kiosk or your own laptop by using the Log Student feature at the top of the main page. *You must be on HillSpot to access TutorTrac.*

4. Remember that you are a professional representing the CWAA.
TutorTrac

All Peer Tutors are required to account for the hours they submit on the myHill timesheet by ensuring that the timesheet hours exactly match the TutorTrac work visits for that pay period. TutorTrac is the online system the CWAA uses to track all tutoring visits, in-center or outside of the center. This is a powerful system that accurately reports session information, such as total hours and students, as well as general demographic information about our users.

It is necessary that all tutors maintain accurate and timely work visit records in TutorTrac. The CWAA is accountable for the funding we receive each year and must report on how it is used to assist students. **It is essential that we have complete and accurate records in TutorTrac in order to keep the program funded.** However, TutorTrac can only generate reports based on the information submitted by tutors and tutees. The accuracy of our reports depends entirely on tutor compliance with our TutorTrac system. Please make sure to always write a note at the end of your sessions and to login and out correctly. If you have any questions about TutorTrac, you can always ask another tutor, a Senior Tutor, or the Coordinator or Director.

Tutors who are not compliant with this important part of the job will be in jeopardy of losing their position. We will send a reminder to you if your TutorTrac records do not match your timesheet. If you have any questions or problems, please let us know and we will be happy to help you.

Access TutorTrac by going to [http://tutortrac.stonehill.edu](http://tutortrac.stonehill.edu)

Please see the TutorTrac Guide for complete instructions.
Role of a Peer Tutor

The primary role of the tutor is to offer assistance with academic skills, subjects, and courses by helping the tutee “learn how to learn” on his or her own. You are a facilitator, a coach, and you are empowering students to help themselves. Tutors do not give answers, but help the tutees learn to find answers for themselves. Peer Tutors, of course, do answer some questions directly, but in doing so they model the appropriate thinking and language behavior for the particular subject. You are a resource for other students, someone who can assist tutees with developing problem-solving and decision-making skills, and finding alternative resources. You also assist students who seek help with improving their self-confidence, which is a key factor in increased academic performance.

Peer Tutors should have proficiency and demonstrated knowledge in the subjects they tutor. Students who come for tutoring are struggling with a problem they cannot solve. The role of the tutor is not to do the homework problems, but to assist students to understand concepts and processes in order that they can then leave the Center and complete homework on their own.

Tutors should guide the students through the process of learning to find their own answers. Peer Tutors, as “model students”, help tutees become “master students.” Tutors also help provide an open environment in which learning can take place. Tutors determine the level at which a student is struggling: Does this student understand the basic concepts? Does this student understand the vocabulary of the subject? Peer Tutors recognize that they have to work on a student’s level of understanding in order to help the student reach the tutor’s level of understanding. If the student needs to understand basic concepts before going further, the tutor will spend time on the basics.

Learning problems often come from not being able to relate the immediate problem to prior knowledge. That process requires the learner to organize information into meaningful patterns. Tutors understand that learning is a process of comprehension, application, analysis, synthesis, and evaluation.

Part of the reason that peer tutoring is so successful is because students can often relate better to each other than to their instructors. Additionally, students are more likely to ask their peers for help rather than their instructor. Tutees tend to trust their tutors.

Ethics

1. Never comment on a tutee’s grade. Try to avoid making any comments about grading policies and instructors, unless you have something positive and encouraging to say.
2. Do not offer false hope or empty flattery – be honest with your tutees while building their self-confidence.
3. Have the courage to admit your own weaknesses and seek assistance where appropriate.
4. Maintain confidentiality in the tutoring relationship.
5. Do not do the work for the student, but help them learn strategies for finding the answer.
6. Ensure that your tutee(s) has a clear understanding of your role in supplementing the class, not substituting for it.
7. Try not to speculate on grades (e.g., “You’ll definitely get an A in this course...”).
Successful Tutoring Sessions
All successful tutoring sessions start and end with a CONFIDENT and PATIENT tutor. Think of yourself as the trunk of a tree, and your tutees as the branches. As the tree trunk, you provide the structure and stability needed for the branches to grow. To keep your roots healthy, you must be resourceful. To keep your bark from drying up and falling off, you must be open to new strategies that help you tutor more effectively. To keep your trunk strong, you must continue to learn and develop so that your tutees can feed off your knowledge to progress on their own. Sick of the tree metaphor? Then let’s look at BEST PRACTICES for 1-on-1 sessions and group sessions.

General Best Practices
You are a resource for students and they see you as a leader, so always act professionally and respect all questions and responses. Challenge yourself and your tutees by waiting quietly for tutees to volunteer a well-developed answer, allowing high-level thinking to take place. It may feel uncomfortable to sit quietly for so long, but in order for the tutee to gain a deep understanding, they must work through the material by themselves. Refer tutees to resources (textbook, notes, handouts, etc.) when they’re stuck.

There are some basic “Dos and Don’ts” of tutoring that should be followed. Incorporating these elements into your sessions helps in a variety of ways. It allows you to provide helpful, practical information, while taking into consideration the needs of the tutee, your own skills and knowledge and the constraints of the CWAA and its services and resources.

Our “Dos and Don’ts” reflect the characteristics of the CWAA and the College, incorporating our mission and philosophy. They fall into nine general categories:

1. Job readiness
2. Professionalism, courtesy and basic ethics
3. Preparing for the tutoring session
4. Role modeling
5. Verbal and nonverbal communication
6. Adhering to CWAA and Stonehill College policies and procedures
7. Facilitating student-centered, active learning
8. Demonstrating empathy rather than sympathy
9. Effective session management
## Tutoring Dos and Don’ts

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<tr>
<th>Please do this...</th>
<th>But try not to do this...</th>
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</thead>
<tbody>
<tr>
<td>Be punctual and responsible for your shift if circumstances prevent you from working.</td>
<td>Don’t continue the session if the tutee appears disengaged, tired, or overwhelmed.</td>
</tr>
<tr>
<td>Encourage students to learn independently by asking guiding questions and allowing time for answers.</td>
<td>Don’t do all the talking, and definitely don’t do the work for the tutee.</td>
</tr>
<tr>
<td>Check in with tutees to verify their understanding and adjust your approach as needed.</td>
<td>Don’t discuss personal issues with the tutee; stay focused on the subject at hand.</td>
</tr>
<tr>
<td>Summarize at the end of the session, and provide resources for tutees’ continued retention. Ask if the session was helpful.</td>
<td>Don’t be afraid to say that you don’t know the answer! Show the tutee how to go about finding the answer.</td>
</tr>
<tr>
<td>Help the tutee determine next steps for continuing progress before the next session. Enter detailed Visit Notes in TutorTrac.</td>
<td>Don’t meet with tutees in Residence Halls or anywhere other than the library.</td>
</tr>
<tr>
<td>Act professionally and maintain confidentiality.</td>
<td>Don’t accept tutoring requests from ANY source other than our office, refer the student to CWAA website and our existing schedule.</td>
</tr>
<tr>
<td>Contact us with ANY questions or concerns.</td>
<td>Don’t feel obligated to accept every tutoring assignment. Don’t stretch yourself too thin.</td>
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**1-on-1 Subject Tutoring**

Most 1-on-1 tutoring sessions last about one hour. Is that enough time to truly help a student with their questions and concerns? Absolutely! Follow these best practices to ensure success.

1. **Greet the tutee with a smile! Identify the tutee's needs. ~2 minutes**
2. **Set an agenda for the session by breaking up the work into smaller parts. ~3 minutes**
3. **Follow your agenda to stay on task; summarize and repeat often! ~10-45 minutes**
4. **Plan next session, but also encourage tutee to visit TA Review Sessions. **
5. **Always ask the tutee to "teach back" to you or to summarize concepts to you. ~5-10 minutes**
6. **Acknowledge their progress and provide suggestions for retention. ~2 minutes**

Review Sessions.
Writing Consultants
CWAA Writing Consultants are also referred to as Peer Tutors, but the consultants have one extra requirement: they must first pass WRI369 to become a Peer Writing Consultant. However, they still must attend biweekly trainings and use TutorTrac for appointments, scheduling and logging work hours.

I. Introductions
Always wear your name tag and greet students when they come into the Center, even if you are in the middle of an appointment. Remember, this might be the first time the student has visited the CWAA and they could be apprehensive about tutoring. Be welcoming and introduce yourself.

II. The First Session
Ask if the student has visited before. If it is her or his first time, explain your role as a Writing Consultant and be clear about how consultations work and the type of assistance you can provide.
It helps put students at ease if you take a few moments to introduce yourselves and chat about generalities before jumping into the task at hand.

III. To start the appointment
Start with the tutee’s questions concerning the course or assignment.
Ask questions about the assignment and writing process:
- What assignment are you working on?
- How much work have you already put into the paper?
- Which parts of the paper are you concerned about?
Make a plan for the appointment. Be realistic. How much can you cover during the allotted time? Decide together what the focus of the session should be.

IV. During the appointment
Ask questions that will guide the student through the writing process. Present information differently based on the learning styles, such as visually (a chart), or auditory (discuss concepts out loud). You may need to model appropriate strategies, but then step back and let the tutee try it on his or her own.
Ask for the student’s input:
- What remains unclear?
- Are you being helpful?
- What would be more helpful?

V. To end the appointment
Have the tutee summarize the information you reviewed.
Ask them what their next steps are for revising and editing their paper.
Writing Consultation Appointment Cycle

1. **Student drops in to the CWAA during writing drop-in hours**
2. **Preparation:** bring notes, assignment, a copy of your rough draft, textbook
3. **Visit the CWAA for 30 minute or one-hour writing appointment**
4. **Student reads their paper out loud while consultant listens and takes notes**
5. **Consultant works with student on higher-order concerns first, like thesis and organization**
6. **Consultant addresses later-order concerns like grammar and punctuation**
Strategies for Writing Consultants

**Plagiarism:** When plagiarism occurs, it is oftentimes unintentional and due to lack of knowledge about proper citations and procedures. In these instances, give the student information about different methods of citation, along with examples of ways to paraphrase, in order to fix the problem. However, if a student deliberately plagiarizes, it is important that you report him or her to the director.

**Citations:** If a student requests help with a citation method you are not familiar with, make sure to consult the citation guides created by the reference librarians. The Purdue Owl is not the best resource. Also, if you are still unsure after researching, recommend that the student ask a reference librarian for help. You can walk the student downstairs, call the reference desk at 508-565-1103, or use the Text a Librarian function on the website.

**Early Due Dates:** When a student brings in a paper due the next day, or even in a few hours, it is important to adjust your tutoring style. Talk with the student candidly about how much time they have to spend on revisions. Still address major structural issues, but organize the session with these time constraints in mind in order to avoid overwhelming the student. Also, suggest that they make an appointment earlier next time.

**Passive Students:** It is important that students take an active role in their own learning. When dealing with a student who tries to get you to do most of the work, try employing certain techniques, such as refusing to hold the pen or asking questions to engage them in the session.

**Monopolizing Time:** Do not let sessions run more than an hour or so. Appointments longer than this are too draining for both the tutor and student and are usually less productive. As a tutor, it is your job to give the session a definitive beginning, middle, and end. If the student seems unwilling to leave, use direct cues, such as asking “did the session help you?” or by standing up, to signal that the session is over. If you reach the end of a session and feel like the student still has a lot of work that needs to be done, it may be helpful to give them three things to work on and suggest making another appointment.

**Discussing Faculty:** Students oftentimes let out their frustrations by complaining to tutors about professors. It is important to make the student feel comfortable in the Center, but avoid agreeing with the student just to make them feel better. Do not talk negatively about a member of the faculty or criticize their grading; instead suggest that the student discuss the grade with the professor.

**ESL (English Second Language) Students:** Although it might seem necessary to devote most of a session involving an ELL to grammatical issues, this is not always the best course of action. Even if a paper seems to have many grammatical errors, it is still important to discuss more critical structural problems before addressing them. A grammatically perfect, but structurally flawed essay is not desirable. When you do discuss grammar, don’t be intimidated if the ELL knows the proper terms for English conventions. Just explain the concept in terms that make sense to you and consult a handbook when necessary.¹

---

Thank you for joining the staff in the CWAA as a Peer Tutor. We hope you will find this experience rewarding. Please do not hesitate to share your questions, concerns, and feedback with the Director, Coordinator, or Senior Tutors.