



Educational Support Services

Moore College of Art & Design

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PEER TUTORING HANDBOOK



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Fall 2008

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Who works as a peer tutor?

Peer tutors are:

- Recommended by faculty
- In good academic standing, especially in their majors, with a grade point average of 2.6 or above
- Interested in working with fellow students
- Dependable and responsible
- Usually sophomores or juniors
- Preferably work-study eligible

Online Writing Center websites:

The Writing Center at the University of North Carolina at Chapel Hill

www.unc.edu/depts/wcweb/handouts

The Writing Center at Temple University

www.temple.edu/writingctr

The Online Writing Lab at Purdue University

owl.english.purdue.edu/owl

The International Writing Center Association website (this site contains information specific to peer tutoring)

writingcenters.org/pttoc/htm

How Peer Tutoring Works

Educational Support Services (ESS) maintains a list of tutors and coordinates the peer tutoring program.

Peer tutors are hired on a semester-to-semester basis. At the start of each semester, peer tutors sign an Agreement to Tutoring Policies (and a work-study contract, if applicable) that is good for one semester only. Peer tutors are evaluated at the end of each semester.

Students request a peer tutor through the Tutorial Coordinator in ESS.

The Tutorial Coordinator will give the student the peer tutor's contact information and will alert the peer tutor that a student may contact her.

The student should contact the peer tutor to arrange a meeting time and place. It is up to the *student*, not the peer tutor, to initiate contact.

Any problems or issues should be brought to the attention of the Tutorial Coordinator immediately.

Tutoring Practices

Ethics of Peer Tutoring

It is the peer tutor's responsibility to:

- Facilitate a student's learning; to teach her skills that she will be able to apply—on her own—to other situations.
- Maintain openness and honesty with tutees.
- Keep confidential the content of tutoring sessions and any opinions or personal information you may learn about the student.
- Respect students' differences and seek understanding.
- Be positive, helpful and encouraging.
- Point out areas that could be strengthened. Offer suggestions and explanations for improvement, drawing on your own experience in preparing for exams, reading texts, doing research, writing papers, or completing projects.
- To maintain the integrity of your tutee's work and voice by refraining from imposing your own ideas, words and creations. To discourage all forms of plagiarism.

Resources

A Few Good Books and Other Guides for Peer Tutors

Peer tutors who work with students on writing assignments should have on hand a good dictionary and a Chicago Manual style guide. A good source of information on Chicago Manual style can be found in Chapter 36 of the Simon & Schuster *Handbook for Writers*, seventh edition. You can also visit the official Chicago Manual of Style website at www.chicagomanualofstyle.org/tools.html

Sylvan Barnet's *A Short Guide to Writing About Art*, sixth edition, can be a great help when working on art history assignments.

The *Allyn and Bacon Guide to Peer Tutoring* is a good sourcebook for peer tutors and includes personal accounts of tutoring sessions and suggestions for tutoring techniques.

Pay Rates

Peer tutor pay rates are based on the federal work-study pay rate, regardless of whether the peer tutor is work-study eligible. The pay rate is \$7.50 per hour.

Peer tutors who are work-study eligible must submit a work-study contract to the Financial Aid Office before working as a tutor. Students who do not follow this procedure will not be paid.

Peer tutors will be evaluated on their dependability, tutee evaluations, grade point average, follow through with tutoring requests, and timeliness when corresponding with and submitting paperwork to ESS.

There is no guarantee that you will receive full payment if you do not follow the policies stated in this handbook (see Policies).

Strategies & Techniques for Effective Tutoring

- Determine what the student hopes to accomplish during a session and discuss realistic goals for the meeting. Budget your time (i.e., 30 minutes to discuss study skills, 30 minutes to review notes).
- Have the student read the assignment aloud as you read along with her. Make sure she understands what the instructor expects of her.
- For papers, ask the student to read them aloud as you read along with her. Stop and point out areas to return to and discuss. Ask the student to make notations. Resist the urge to correct mistakes yourself.
- Address higher-order concerns (i.e. thesis or focus) before later-order concerns (i.e. punctuation or typos). Review the whole paper with the student, or at least the major areas of concern.
- Choose three main areas for the student to work on, or group the paper's main problems into three categories.
- Use resources to guide your meetings. Refer to revision checklists or other resources provided by ESS.

Policies

The guidelines below are designed to create a tutoring environment that fosters a true spirit of tutoring—that is, one in which peer tutors help facilitate learning for students, but do not do the work for them. These guidelines also protect the peer tutor by preventing tutor burnout.

There is no guarantee that you will be paid if you do not adhere to the following guidelines:

- You are not to exceed six (6) hours of tutoring per tutee, per month.
- If you are work-study eligible, you must submit a work-study contract prior to working as a peer tutor.
- You must complete and submit paperwork in a timely fashion:

If you are work-study eligible: You are responsible for submitting your work-study timesheet to ESS by the deadline designated by the Financial Aid Office. At this time, you must also submit to ESS a Session Form for each tutee.

If you are not work-study eligible: By the last Friday of the month, you must submit a non-work study timesheet. At this time, you must also submit to ESS a Session Form for each tutee.

- If you feel that your tutee needs more help than you can provide (i.e., sessions run longer than 1-1.5 hours, the student seems to make no progress, the workload is overwhelming) contact the Tutorial Coordinator immediately for assistance.
- In an extenuating circumstance (such as a one-time project or exam), you may request to work with a student longer than the maximum hours permitted per month, per tutee (6 hours).
- The Session Form and the non-work study timesheet can be found in the Tutorial Coordinator's office. Work-study contracts are available in the Financial Aid Office.

