

Writing Tutor "Best Practices Checklist"

An Effective Writing Tutor

- _____ Establishes rapport with the writer
- _____ Asks what the writer would like to focus on. Negotiates an agenda or focus for the session, establishing priorities (What would you like to focus on for this session?) **Does not give unfocused sentence by sentence "correct-as-you-go" feedback**
- _____ Discusses and analyzes the assignment with the writer
- _____ Works from global to local, or macro to micro issues unless there is a good reason not to do so, which the tutor discusses overtly with the writer (examples: due in one hour, second session with global covered, a reading shows the global in place, ESL need to work on sentence-level to negotiate meaning) **Does not give unfocused "correct-as-you-go" sentence by sentence feedback**
- _____ Keeps session student-led, making sure the writer owns the draft (example: draft remains positioned in middle or closer to the writer and student works with a pencil in hand/tutor does not)
- _____ Observes body language for signs of student involvement and empowerment
- _____ Makes positive comments about the draft, emphasizing what is working, but without predicting a grade or absolute success
- _____ Discusses professor's or peers' comments on the draft (if there are any and if tutor can read them), **avoiding criticism of the professor**, focusing instead on interpreting the message
- _____ Asks open-ended questions
- _____ Names techniques or tools as tutor models them (ex. WIRMI, gist, clustering, listing, double-entry notebook, etc.) so student is "learning to fish"
- _____ If a Writing Tutor does make checkmarks or dots on the draft, he/she explains that these marks might serve to point out what is working well, as well as places where the tutor has a question, sees a place for more development, or notices an error pattern to discuss
- _____ Uses Hacker or other handbooks when appropriate to show a writer how to use a resource
- _____ Works at the computer when appropriate to revise draft or use web resources
- _____ Encourages writer to go to the professor when it is clear the student needs more information that the tutor cannot provide
- _____ Seeks assistance from other tutors or the Director when appropriate, remembering that alone we may not have all the answers, but as a team we do

In Closing

- _____ Closes the session with a review of what was accomplished (negotiating what is written on the Blue Sheet when it is required), reminding the writer what tools they have acquired and what there is still left for the writer to work on
- _____ At the end of session, asks writer if he/she would like to meet at the same time each week

At First Session:

- _____ explains to writer how to change or cancel a session (go to WOnline schedule and click on appointment, then Cancel this Appointment at bottom of the box); if the cancellation is 60 minutes or less until the appointment, call 962-3663.

Administration

- _____ For face-to-face tutoring, completes **Yellow Attendance Form (this form stays in the Writing Center)**
- _____ For SOT-Writing, completes **Lime Attendance Form (this form can go with you but be returned for payroll)**
- _____ Holds all sessions in the Writing Center unless other options are discussed with the Director
- _____ Arranges for backup when Writing Tutor cannot make a session by emailing the Writing Tutor group list, and if last minute, calls the Learning Center at 962-3663. (See Tutor Guide for more detail.)

Professional Development

- _____ Seeks writing assistance from other tutors because we believe in what we do
- _____ Reviews this "Best Practices Checklist" frequently to improve technique
- _____ Attends Staff Meetings regularly and participates in workshops when offered
- _____ **Ignores all guidelines above when appropriate**