Benefits of Tutoring

Students who are interested in working as tutors often assume that tutoring is similar to the peer editing that they did in their writing classes or have done for their friends. However, tutoring involves much more than that because tutors “work with people, not papers.” That is, the tutor’s goal is to enable others to take charge of their own writing, not to edit for others. The skills involved in tutoring take substantial time, study, and practice to develop.

First, tutors are professionals-in-training, and must take tutor training by enrolling in a 3-credit-hour course prior to their first semester or by enrolling in a 1-credit-hour individual investigation during their first two semesters of tutoring, with the option of continuing. Advancement in the Writing Commons is dependent in part on continuing professional development.

Second, tutors acquire many of the professional skills needed for a career after graduation.

- Interpersonal skills
  - One-to-one interaction between employee and client.
  - Listening, facilitation, conflict-management, and negotiation skills.
  - Collaboration with other tutors, university staff, and faculty.
  - Teaching and public speaking skills.

- Management skills
  - Daily operation of the Writing Commons.
  - Long-term involvement in a program development.
  - Public relations, outreach, and marketing experience.

- Self-discipline
  - Working with minimal supervision.
  - Developing traits of resourcefulness and initiative.
  - Developing optimal communication skills for professional environments.

Third, tutors are a part of the Writing Program in the English Department at Kent State University. Tutoring is an integral part of the Introduction to College Writing and College Writing I and II courses in the English Department as well as a vital service offered to all other students including those in the Writing Program and in all other disciplines. Seeking feedback from others is an essential part of the writing process. Tutors fulfill an important role in the development of all KSU students’ writing skills and contribute to the persistence and success of all students at the university.

Finally, tutors learn that in the process of working with other students, their own writing improves dramatically.
COVER SHEET: APPLICATION TO BE A WRITING TUTOR

- Upload a completed application in RTF or PDF format to the Career Services website for the job listed as “Peer Tutor” under “Find Jobs and Internships.” http://www.kent.edu/career/index.cfm

  - Upload a current resume, a personal statement about why you want to be a Tutor, and two writing samples to the Career Services website, for the job listed as “Peer Tutor.” http://www.kent.edu/career/index.cfm
  
  - Please ensure that both writing samples are free of grades or professors’ responses, and that at least one sample includes outside research and an MLA Works Cited or APA References list.

- Have at least one professor who knows you well email a brief recommendation letter (or fill in the recommendation form below) to recommend you. Recommendations should be sent to Writing Commons Director Jeanne R. Smith (jrsmith3@kent.edu), Department of English, 113 Satterfield Hall, Kent State University, Kent OH, 44242. Letters should indicate in what capacity and for how long the professor has known you, and why he or she thinks you’d make a good Writing Commons Tutor.

- Applications are not complete unless your writing samples, resume, personal statement, and recommendation(s) are received in addition to this application form. Incomplete files will not be considered.

For more information about becoming a tutor, please see our website: www.kent.edu/writingcommons

Name: ____________________________ Banner ID: __________________________

Current Phone: __________________ Current email address: __________________________

Permanent Address: ____________________________________________

  Be sure to include city, state & zip

Local Address: __________________________________________

Your Current Class Standing (circle one): Freshman / Sophomore / Junior / Senior / Graduate Student

Your Major(s): __________________________ Your Minor(s): __________________________

Current GPA: ________________ (At least a 3.0 cumulative GPA is preferred).

Please indicate your agreement with the following statements by signing below:

- I understand that if hired to be a Tutor, I am obligated to attend a pre-semester in-service meeting the week before classes begin, a mid-semester and end-of-semester professional development seminar, and weekly staff meetings.

- I understand that by applying, I must register for the 3-credit-hour tutor training program, ENG 39895, “Tutoring and Writing.”

- I understand that if I am hired without successfully completing ENG 39895, I will be required to enroll in the 1-credit-course, ENG 41096, “Writing Center Theory and Practice,” during my first two semesters of employment.

- I give the Writing Commons permission to verify my GPA & class standing as listed on this application.

Signature ______________________________________ Date __________________
**Tutor Application**

Name: ________________________________________________________________

Email: ___________________________________ Banner ID: ________________

Emergency Contact: ____________________________________________________

How did you learn of this tutor position? __________________________________

Do you have College Work Study? __________ CWS is not required for this position.
If so, for how much $ __________________

Grade in College Writing I (ENG 11011 or ENG 10001/10002) _____ Instructor________________________

Grade in College Writing II (ENG 21011) _____ Instructor________________________

What documentation formats have you used in your writing? (circle all that apply):
   MLA   APA   CBE   Chicago   Other ________   None

What computer applications do you use?

   E-mail   Word   PowerPoint   Access   Excel   Internet Browser   Publisher   FrontPage   Others: ________________________________

Will you be graduate assisting / student teaching? (circle one): Y         N. If yes, which semester(s)? ________________

Will you be studying abroad? (circle one): Y         N. If yes, which semester(s)? ________________________

Do you plan to work at another job while working as a writing consultant? (circle one): Y         N

If yes, about how many hours per week will you work at your other job? __________________________

Considering other commitments such as internships, jobs, leadership in organizations, religious groups, sports, etc., what range of hours per week would you be able to work for the Writing Commons? (You are required to work at least 8 hours per your first semester.)________

List your most recent employer: ______________________________________________

List the dates of this employment: ____________________________________________

If you are still employed, list the hours that you work. ____________________________

If not, explain why you left. __________________________________________________

Give the name/phone number of a person who knows of your work performance. ________________________________

__________________________________________________________________________

Have you ever been convicted of a felony or misdemeanor other than for traffic violations? (Circle one.) Y / N
Outside of KSU’s College Writing sequence, what writing-intensive courses have you taken?

How often do you seek feedback for your writing?

What kinds of feedback do you request from readers on your own writing?

From whom do you seek feedback to your own writing?

Please describe any previous teaching, tutoring, or other instructional experience:
**Personal Statement**

Please explain why you want to become a tutor, and tell us what skills, talents, experiences, and abilities you believe make you a good fit for a tutoring position.
Faculty Recommendation Form
Faculty Name: _____________________________ Faculty Email: ____________________________
Faculty Phone Number __________________________
Student’s Name______________________________

Faculty Signature: _______________________________________________ Date: __________

Please complete this form and return it to Writing Commons Director Jeanne R. Smith,
Department of English 113 Satterfield Hall, Kent State University, Kent, OH 44242

How long have you known this student and in what capacity? ___________________________
_____________________________________________________________________________

1. How would you rate this student in terms of patience with a diverse group of students?

1 2 3 4 5
Poor Average Excellent

Comments:

2. How would you rate this student’s communication skills?

1 2 3 4 5
Poor Average Excellent

Comments:

3. How would you rate this student’s reliability? (You might consider the student’s attendance,
assignment completion, meeting course requirements.)

1 2 3 4 5
Poor Average Excellent

Comments:

4. How would you rate this student’s research, writing, and revising skills?

1 2 3 4 5
Poor Average Excellent

Comments:

5. How highly would you recommend this student overall?

1 2 3 4 5
Poor Average Excellent

Comments:
Faculty Recommendation Form
Faculty Name: _____________________________ Faculty Email: __________________________
Faculty Phone Number __________________________
Student’s Name ____________________________

Faculty Signature: ___________________________ Date: ________

Please complete this form and return it to Writing Commons Director Jeanne R. Smith,
Department of English 113 Satterfield Hall, Kent State University, Kent, OH 44242

How long have you known this student and in what capacity? __________________________

1. How would you rate this student in terms of patience with a diverse group of students?

1  2  3  4  5
Poor Average Excellent

Comments:

2. How would you rate this student’s communication skills?

1  2  3  4  5
Poor Average Excellent

Comments:

3. How would you rate this student’s reliability? (You might consider the student’s attendance,
assignment completion, meeting course requirements.)

1  2  3  4  5
Poor Average Excellent

Comments:

4. How would you rate this student’s research, writing, and revising skills?

1  2  3  4  5
Poor Average Excellent

Comments:

5. On a scale of 1-10, with 1 being low and 10 high, how highly would you recommend this student overall?

1  2  3  4  5
Poor Average Excellent

Comments: