SUNY Oswego
Office of Learning Services

Guide for Tutors and Tutees

Assembled and Edited by:
Steve Smith & Dan Nicolai
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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Tutor Acknowledgements

The Office of Learning Services wishes to thank the following tutors for their contributions to the guide:

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Desiree Alcala ('14)    Tom Kline ('14)
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Anthony Decausemaker ('14) Ian Pauchard ('14)
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John Enkosky ('13)     Joseph Smith ('13)
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Alyssa Estus ('14)     Mike Stahlman ('13)
Vincent Fleszar ('13)  Charles Stulck ('14)
Kaitrin Freeman ('14)  Megan Therrien ('14)
Kathleen Fulton ('13)  Nicole Tombolesi ('15)
Alyssa Gauthier ('13)  Hannah Valentino ('15)
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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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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 FERPA (Federal Education Rights to Privacy Act, 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.
Tutor Qualifications

All tutors meet the following requirements:

Learning Center and Math & Science 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 faculty recommendations from the instructor(s) for the course(s) they tutor.

Writing Center:

* Earned a 2.75 or higher GPA;
* Submitted of 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.

“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
Tutee Responsibilities

1. It is critical that you go to class, and talk to your professor about problems that you may be having. Tutoring is meant to provide supplemental instruction, not take the place of your class.

2. Come prepared with textbook, syllabus, class notes, and questions for your tutor.

3. Be active in your learning. Tutors are not lecturers. Come with questions and a positive attitude!

4. Check the message board (located in the tutoring center) OR check the Office of Learning Services Facebook page for updates.

5. Please come to your scheduled tutoring session on time. If you have to cancel an appointment, please contact your tutor.

6. Writing Center tutees should cancel scheduled appointments two or more hours prior to the appointment time.

7. Contact an OLS staff member if you have any questions or concerns.

“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
Tutor Responsibilities

- Provide learning strategies to supplement course material.
- Collaborate with faculty about course content.
- Be knowledgeable and informed about the subject matter you tutor.
- Provide tools, methods and resources for tutees to utilize.
- Set a good example by being punctual.
- Be a confident and strong communicator with your tutees and instructors.
- Be a positive role model and exert qualities you would like others to follow.
- Remain nonjudgmental when working with tutees.
- Maintain confidentiality about the tutees you assist and respect their privacy.

“[Tutoring] is work which doesn’t feel like work.”

Larissa Assam

“Being a writing tutor requires patience, understanding, and the ability to be caring and sympathetic. People skills are huge—and it’s not for everyone.”

Alyssa Estus
Study Tips and Strategies from Tutors

Note-Taking:
- Regularly attend class for up-to-date notes
- Take notes in class to stay focused
- Reread notes and rewrite them if necessary
- **Use highlighters**
- Keep note-taking style consistent from class to class
- Make review sheets highlighting the main ideas
- Quiz yourself on notes
- Briefly read over your notes everyday
- 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)

Learning Styles:
- Utilize mnemonic devices, 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
- Ask for help from professors
- Create riddles to help retain information
- Ask questions in class, over email, or during office hours
- Try to make associations with the subjects
- Study with someone from the same class; you can bounce ideas off each other
- Question the subject matter; don’t take it at face-value
- Connect the material to your life

Self-Management and Organization:
- Plan out your time for studying and writing papers
- Retain 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
- Study in 45 minute intervals with 15 minute breaks
- Use an agenda 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

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

Britnie West

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

Dan Nicolai
• Ask questions about projects/assignments ASAP
• Visit the library and find supplemental information
• Do the most challenging and least favorite assignments first
• Regularly complete homework and/or practice problems
• Use your weekends to keep up or get ahead on schoolwork
• Maintain good communications 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 text and reread it if necessary
• Quiz yourself after reading texts
• Write your own study guide
• Do problems from the text
• While reading texts, highlight important info
• Read aloud
• Use color coding
• Flag important pages in the text
• Read chapters before material is taught
• Create chapter outlines
• Use online resources
• Learn and use new words each day
• Write marginal notes as you read

Test-taking:
• Download a flashcard app on your phone
• Create flashcards for main topics/essential facts, bring them with you, review 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. Ask the professor to go over unchecked topics
• Make your own practice quizzes
• Go over old tests/quizzes
• Review every night
• Create study guides
• Review and study any handouts prior to tests
• Begin a test with confidence, DON’T PANIC
• Tackle the multiple choice before the essay, or vice versa

“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

“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 tutoring late at night from 7-9 and really want the help.”

Amanda Adami
Study Tips and Strategies from Instructors

The following are recommendations and hints 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 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.

### Learning Styles:
- 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.

### Organization:
- Go over the course syllabus. Highlight important dates, course priorities, and ensure that you know where to find the document on ANGEL.
- 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.

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

John Enkosky

“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.”

Kaitrin Freeman
• Stay current with what you are doing in class. This will help to recognize any problem-trends as you advance in your classes.

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
Why Are Some Students Successful?

**Well Performing Students...**
- Go to class!
- Sit where the professor can see them and participate.
- Get their assignments done on-time, over a period of time.
- Work on large assignments a piece at a time.
- Have methods for studying that work for them.
- Enter tests with confidence.
- Reward themselves after working.
- Accept responsibility for their work and actions.
- Seek help when they’re struggling.
- Are proactive; after fixing a bad situation, they work to prevent it from happening in the future.

**Struggling Students...**
- Find excuses not to go to class.
- Don’t actively listen or take notes during class.
- Procrastinate until all their work piles up.
- Pull all-nighters to complete large assignments.
- May not know the best study method that works for them.
- Enter tests with doubts.
- Reward themselves before working.
- Blame professors and others for bad grades.
- Are timid about seeking help.
- Are reactive; they fix bad situations but take no action to prevent them from happening again.

“As a physics tutor I tend to have a lot of tutees who can’t seem to apply it to their lives. So whenever someone I tutor can come up with an example that relates to their lives, I find it really rewarding.”

*Katie Christiana*
Tutee Self-Assessment Study Guide

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. How do I feel I learn best? (circle one)
   - Thinking: logical, scientific, evidence-based, research, ask “What?”
   - Doing: step-by-step, examples, models, hands-on, ask “How?”
   - Feeling: personal connection, sharing, discussion, ask “Who?” or “Why?”
   - Innovating: outside-the-box, artful, intuitive, flexible, ask “What if?”

3. What methods do I use to study? (check all that apply)
   - Note cards
   - Rewrite notes
   - Highlighting
   - Reread notes
   - Reread text
   - Mnemonic devices
   - Other: _____________________________________________________

4. What are my academic strengths?

5. What academic skills would I like to improve?
6. How much time do I spend studying for each class? (Including class attendance, tutoring, group meetings, etc…) 

7. What are my expectations of the tutors?

8. Tutor information:

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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
Writing Tutee Self-Assessment Guide

In preparation for your writing tutoring session, please reflect on the questions below. Discuss your responses with your tutor so he or she can best support your future writing tutoring sessions.

1. What do I hope to achieve from writing tutoring other than a better grade on a paper?

2. How do I feel I learn best? (circle one)
   - Thinking: logical, scientific, evidence-based, research, ask “What?”
   - Doing: step-by-step, examples, models, hands-on, ask “How?”
   - Feeling: personal connection, sharing, discussion, ask “Who?” or “Why?”
   - Innovating: outside-the-box, artful, intuitive, flexible, ask “What if?”

3. What processes/steps do I often use from the beginning to the end of a writing assignment? (check all that apply)
   - Carefully read the writing assignment directions
   - Mark and highlight important segments of the writing assignment and frequently
   - Write summary notes and questions
   - Brainstorming
   - Freewriting
   - Rough outlining
   - Formal outlining
   - Write a 1st draft
   - Write and revise a 2nd draft
   - Write and revise more than three drafts
   - Devise a thesis sentence
   - Write the introduction first
   - Write the body first
   - Revise sentences for grammar
   - Revise sentences for mechanics
   - Revise sentences for punctuation
   - Discuss the paper with the teacher
   - Discuss the paper with a tutor
   - Discuss the paper with a classmate, friend, and/or family member
   - Let the paper “cool off” for at least one full day prior to revising
   - Use software tools such as grammar checkers, spell checkers, autoformatting,
   - bibliography generators
   - I consistently complete writing assignments early to allow plenty of time for revision
   - Other: ____________________
4. What are my present writing strengths?

5. What writing skills do I wish to improve?


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

7. What are my expectations of a writing tutor?

**NOTES:**
FAQs for Tutors

Do I have to take GST 398?
All new tutors are required to take GST 398. If you are a returning tutor, you do not need to repeat the course. GST 398 is a one-credit course consisting of a few short writing assignments aimed at improving your abilities as a tutor. Its objectives are:
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 in providing timely services to students.
3. To advance the tutor's knowledge of the college's strategic goals to improve retention and persistence of students attending Oswego.

How many hours a week can I tutor?
Tutors must tutor a minimum of 4 hours/week. Additional hours vary according to the number of tutoring requests and tutor availability.

How much are tutors paid?
Undergraduate tutors are paid $10 per hour of tutoring.

Should I have taken the courses I wish to tutor?
For the Learning and Mathematics and Natural Science Centers, we do require that you have previously taken the class you wish to tutor, unless you have OLS staff approval. Writing tutors are required to submit writing samples from their courses.

Can I make arrangements to meet tutees in my residence hall room or off campus?
No. Tutoring appointments must be held at the location listed.

Am I obligated to help my tutees outside of paid tutoring sessions?
No. Tutors are not obligated to provide assistance outside of walk-in or scheduled sessions.

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 specialists so it can get sorted out appropriately. 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 (i.e. GPA of 2.75 or higher, a grade of B+ or higher in the class, appropriate recommendations).

What do I do if I am unable to report for work?
If you 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. Calls are preferred.

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, especially faculty they themselves have never had. It is a great opportunity to learn about the policies of different instructors, discuss students’ needs (with confidence), and obtain supplemental resources to further aid your tutoring.

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

Samantha Kirby

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

Kelsy Labbe
FAQs for Tutees

What is walk-in tutoring?
Walk-in tutoring is the OLS’s format for the majority of our Learning Center and Math Center tutoring. Classes will be grouped into tutoring ‘blocks’ which will have a regular time and location each week. The blocks will last two hours. Students who wish to attend walk-in tutoring should register at https://www.oswego.edu/ols-apps/ then attend the class block in which they require assistance. Tutors will be on-site, ready and willing to assist students as they 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 an appointment with a tutor. It is primarily offered for courses in which there is no walk-in tutoring. Appointment-based sessions are held on a one-on-one basis OR in small groups (maximum of four students).

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?
Tutees should bring their class textbook, class notes, assignments, quizzes or exams, and any other resources that will help the tutor help them. 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. Be prepared to ask specific questions about the things you need help with, or anything that you and your professors have talked about during office hours.

Can I contact my tutor for help anytime?
Do not contact tutors outside of sessions. Tutors are not obligated to assist students beyond 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 get in contact with my tutor in case of an emergency (e.g. unable to attend the session)?
If on an appointment basis, tutors and tutees should exchange contact information in the first session! This can save time and confusion regarding subsequent appointments or cancellations.

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.

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

Amanda Radalinsky
Writing Center FAQs for Tutees

What should I bring to a session with a writing tutor?
Bring a hard copy of your draft and any preliminary writing steps. Be sure to bring the instructor’s assignment and any other 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. We are 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.

Is it in my best interest to plan ahead and make an appointment with a writing tutor?
Yes. Plan ahead and schedule a tutorial session in advance. We do provide walk-in tutoring if a tutor does not have a scheduled appointment. Tutorial appointments fill quickly; therefore, you should make appointments whenever possible to guarantee sessions. Furthermore, since the process for writing assignments is often demanding, we encourage you to plan on meeting with a tutor a few times.

How often can I meet with a writing tutor?
You can schedule a maximum of two (2) thirty-minute appointments each day with the same tutor. However, you can make subsequent appointments if you meet with a different tutor.

Can a writing tutor help me get started with a paper?
Yes. Bring the instructor’s writing assignment directions to the tutorial session. Tutors will help you interpret the assignment and get started organizing your thoughts.

What do I do if I need to cancel a writing tutor appointment?
To cancel an appointment, call the front desk (315-312-2571). You should cancel an appointment two or more hours in advance.

Does the Writing Center contact my instructor after I meet with a writing tutor?
No. Writing tutoring is voluntary, and tutors are not required to correspond with instructors.

“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?
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. Email the student suggesting that they should apply at the Office of Learning Services.
2. Include this link to our application in the email: https://www.oswego.edu/ols-apps/. Students should log-in using their LakerNet ID and password, then go to the tab titled “Tutor Application.”
3. If the student accepts, follow the above instructions to submit a recommendation for the student.

What courses are offered for tutoring assistance?
Courses offered for tutoring are listed on the Learning Center and Mathematics and Science Center webpages. If your course does not appear, please contact the OLS director 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 teach them how to produce well-written English.

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 are more than happy to assist as many students as needed, and we would appreciate any efforts to spread awareness of tutoring services on campus. Students requiring assistance should register at https://www.oswego.edu/ols-apps/ and submit a “Tutoring Services Request.”

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

Barbara Scheibel
**Links and Resources**

**SUNY Oswego**
OLS Homepage: [www.oswego.edu/academics/support/ols](http://www.oswego.edu/academics/support/ols)
Penfield Library: [www.oswego.edu/library](http://www.oswego.edu/library)
Research Databases: [http://libraryguides.oswego.edu/subject](http://libraryguides.oswego.edu/subject)
Intellectual Integrity: [www.oswego.edu/integrity](http://www.oswego.edu/integrity)
Counseling Services: [http://www.oswego.edu/student/services/counseling_services.html](http://www.oswego.edu/student/services/counseling_services.html)

**Modern Languages**
Leo Multi-language dictionary: [http://www.leo.org/index_en.html](http://www.leo.org/index_en.html)
Canoo German Dictionary: [www.canoo.net](http://www.canoo.net)
Jisho Japanese Dictionary: [www.jisho.org](http://www.jisho.org)
Listenable IPA: [http://web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm](http://web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm)

**Mathematics and Science**
Wolfram Alpha: [www.wolframalpha.com](http://www.wolframalpha.com)
Interactive Periodic Table: [http://www.webelements.com/](http://www.webelements.com/)
Java Tutorials: [http://docs.oracle.com/javase/tutorial/java/TOC.html](http://docs.oracle.com/javase/tutorial/java/TOC.html)
Coding Puzzles and Exercises: [http://codingbat.com/](http://codingbat.com/)

**Writing**
STAR-NY online writing tutoring: [www.cortland.edu/asap/online/STAR-NY_signin.asp](http://www.cortland.edu/asap/online/STAR-NY_signin.asp)
Rules for Writers companion site: [bcs.bedfordstmartins.com/rules7e/#t_669460](http://bcs.bedfordstmartins.com/rules7e/#t_669460)
Purdue Online Writing Lab: [owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)
Citation Machine: [citationmachine.net](http://citationmachine.net)
Bibliography Assistance: [www.bibme.org](http://www.bibme.org)
Grammar Girl: [www.quickanddirtytips.com/grammar-girl](http://www.quickanddirtytips.com/grammar-girl)

**Business**
Investopedia: [www.investopedia.com](http://www.investopedia.com)
Wall Street Journal: [http://online.wsj.com/home-page](http://online.wsj.com/home-page)

**Miscellaneous Links**
Chegg: [www.chegg.com](http://www.chegg.com)
Khan cross-discipline exercises: [www.khanacademy.org](http://www.khanacademy.org)
Rhetorical Fallacies: [http://www.informationisbeautiful.net/visualizations/rhetorical-fallacies/](http://www.informationisbeautiful.net/visualizations/rhetorical-fallacies/)
Conclusion and Staff Directory

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. Any questions, concerns or comments can be relayed to the OLS staff below:

**Director**
Catherine Santos

**Administrative/Clerical**
Libby Sperduti - KBS II

Yulan Feng – Administrative Assistant
Sadig Gulaghayev – Technology Support Professional

**Mathematics and Natural Sciences Center**
Pat Pacitti – Math Specialist

Winfield Ihlow – Math Specialist

**Learning Center**
To be announced

**Writing Center**
Steve Smith – Writing Specialist

**Contact Us**

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