



RULES OF ENGAGEMENT - University of Wyoming

1) Live Tutoring: One-on-One

- a) Student will be placed into a private room with a tutor
- b) Tutor will engage one student at a time, participating in one session at a time
- c) During the content tutoring:
 - i) Student may seek any kind of help (e.g. assistance with homework/assignments, review concepts from questions missed on quizzes/exams, ask the tutor to help them study)
 - ii) Student must attempt to show his/her work thus far
 - iii) Tutor will use the Socratic approach to engage student during the session
 - iv) Tutor will not “give out” answers but will confirm the process
- d) Sessions have no time limit
- e) Sessions use audio and/or video upon student’s request

2) Asynchronous Tutoring: Q&A

- a) Students may seek any kind of help (e.g. assistance with homework/assignments, review concepts from questions missed on quizzes/exams, and/or ask the tutor to help them study)
- b) Student must attempt to show his/her work thus far
- c) In their response to the student’s request for help, the tutor:
 - i) Will ask questions or make recommendations about what the student should consider or try next
 - ii) Will not “give out” answers
 - iii) May work through a similar but different problem if the student didn’t attempt to show their work
- d) Tutor response has no time limit

3) Asynchronous Tutoring: Paper Center

- a) Student may submit written work from across the curriculum for tutor review
- b) In their review of the student’s paper, the tutor:
 - i) Will not edit or “fix” the student’s paper
 - ii) Will comment on both Higher and Lower Order concerns. If the student resubmits the paper or a portion of it for review, the tutor should only address the student’s specific questions.
 - iii) Will superimpose comments on the student’s paper or ask questions that help the student think about what they might change in their next draft
 - iv) Will use standard proofreading stamps on the paper (e.g. “insert comma”)
 - v) Remark on the first occurrence of a repeating issue and instruct the student to look for similar issues in the remainder of their paper
 - vi) Will try to recognize improvements made from the student’s previous draft(s)

c) At the end of their response to the student, the tutor will provide a review summary

d) Tutor response has no time limit

In paper review:

- Most serious sentence level errors can include
 - fragments: incomplete sentences
 - run-ons: two sentences joined incorrectly
 - problems with subject-verb agreement: when subjects and verbs don't match
 - verb form errors

- Less serious, but noticeable sentence level errors can include
 - pronoun-antecedent agreement
 - use of the active voice
 - proper use of punctuation, including, but not limited to, commas, semicolons, colons, dashes, and quotation marks (including dialogue)
 - Capitalization errors
 - Missing words
 - Spelling
 - Noun errors

Writing a paragraph - creating coherence with a topic sentence and supporting, evidence sentences, informal versus formal writing. The tutor may indicate in the margins that there are other, less serious errors, but recommends they focus on understanding and fixing the more serious errors.