### C:\Documents and Settings\User\Desktop\NetTutor Logo - my version.JPG

### Rules of Engagement

### between NetTutor® and



**Paper Review**

|  |  |
| --- | --- |
| **Due Date:** ASAP but by February 1st | **Today’s Date:**  |
| **Courses** | **Instructor’s Name** |  |
| e.g., ENG 101  |  |  |
|  |  |  |
| **Definition of session** | One session is receiving help from a tutor either in a live interaction or via a question submitted asynchronously |
| Return this form, your "Live Tutoring and Q&A Center" form, if applicable, along with your attachments to egarofalo@link-systems.com  |

##### FACULTY CHECKLIST

1. With the options detailed later in this document, would you like us to adopt a review based on:
* Option 1 – Standard Higher Order Concerns (HOC) Yes 🞏 No 🞏
* Option 2 – Only Lower Order Concerns (LOC) Yes 🞏 No 🞏
* Option 3 – both Higher and Lower Order Concerns (HOC and LOC) Yes 🞏 No 🞏
1. Would you like the name of the reviewer to appear in the Summary? Yes 🞏 No 🞏

Do you want students to submit a second draft of the same paper if changes were made by the student? Students will indicate “Second Draft” on the submission form in the Description or Goals (Note: there is no button or selection box for the student to indicate that this is a second draft.)

1.

Yes 🞏 No 🞏

1. Should reviewers add campus links or other messages to the Summary?

 (Please add them in the textbox below.) Yes 🞏 No 🞏

1. Is the syllabus attached to this email reply? Yes 🞏 No 🞏
2. Is the additional course material file(s) attached to this email reply? Yes 🞏 No 🞏
3. Additional rules you would like to have observed for your course?

(Please add them in the textbox below.) Yes 🞏 No 🞏

1. I am submitting both this form and the "Live Tutoring and Q&A Center" form.  Yes 🞏 No 🞏

**FACULTY DIRECTIONS TO TUTORS (Please do not paste your syllabus in this box)**

If you would like the tutors to engage with students in a way that differs from the engagement described on the next page of this document, please include that information in the box below.

|  |
| --- |
| **Example:** Please review HOC the first two weeks of classes, and LOC weeks 3 and 4.  |

**EXPLANATION OF SERVICES**

##### Paper Submission and Review Summary

Students can submit papers\* asynchronously to the NetTutor® Paper Center 24 hours a day, 7 days a week. They can signal two main goals and any additional information on the NetTutor Paper Submission Form that informs and guides the tutor to a more tailored and appropriate response.

Paper Center tutors will review and return papers via the same interface. They will provide feedback by writing comments within the paper and by providing a review summary. Their response will be expressed in contextual mark-up that is over-imposed on the original text. In the review summary they will encourage students in their writing efforts by recognizing 1) the strengths of the piece, and 2) by making helpful suggestions that focus on the individual needs of each student.

Students will receive email notification when their papers have been reviewed. The reviewed papers will be held online, and students will access NetTutor to retrieve them.

Tutors will not “fix” any grammar issue for a student; rather, they will provide a brief explanation so that writers may fix them on their own. They will tell the writer that their feedback isn't attempting to fix or mark up everything in the paper.

In *no* case will the tutor rewrite a paper, paragraph, or sentence, although an alternative form of expression may be suggested as an example of improvement the student may be able to make.

To the degree possible, improvements made by students in a resubmitted paper will be recognized and reviewed with additional feedback. Students will indicate in the submission form or within the paper that it is a Second Draft.

Depending on the school’s decision to engage NetTutor for Live Tutoring, students can also enter a live board to ask a tutor for any explanation of the markings on their papers or issues related to writing in English. Students can take screenshots of the paper to drag and drop onto the canvas so that tutors can see the issues to which the student is referring.

\**Please note that papers must be submitted in PDF format and double-spaced to give tutors room for their comments.*

**Option 1:** The review summary contains clear, concise, and supportive comments, **the majority of which will focus on higher-order concerns**, such as thesis, content, and organization.

**In Marking-up the Paper: Structural Level (Higher Order Concerns)**

Tutors will use visual and textual commentary to indicate deficits, and to offer, as precisely as possible, the kind of assistance the student requests in Standard English writing structure. In this way, the tutor may take note of the presence or absence of the following desired attributes of student writing:

* the paper has a logical, coherent structure, including
* a pattern of organization that is appropriate to the assignment
* the presence and appropriate placement of a thesis statement
* a satisfying and appropriate conclusion
* each paragraph is focused, unified, and fully developed, showing
* consistent development and support of the thesis throughout the essay
* a consistent point of view
* the inclusion of adequate, concrete detail and specific examples where appropriate to express ideas concretely
* appropriate and fluid transition from one paragraph to the next
* word usage and language reflects
* an effort to use correct spelling
* proper diction
* deliberate avoidance of slang or other informal or inappropriate language
* the absence of offensive language, including sexist, racist, and biased language
* the paper makes use of standard APA formatting, including
* consistent and correct formatting of references
* consistent citation of references
* reasonable type size and margins

**Option 2:** The review summary contains clear, concise, and supportive comments, **the majority of which will focus on lower-order concerns**, such as grammar and mechanics, spelling, and transitions.

**In Marking-up the Paper: Sentence Level (Lower Order Concerns)**

Tutors will minimally employ paper mark-up symbols. For example, 

Indicates a comma splice:



The link below explains the symbol, the term, and the issue:

<http://www.link-systems.com/sdkhtml/SDK/paperproof/manual/buttons.html>

Where students frequently make the same error over and over (for example, wordiness), the tutor will choose one sentence to illustrate the problem, and in a corresponding comment, will let the student know that the issue occurs in a number of other places. Students then know that *only the first instance of the error was flagged*, and that it is up to them to spot and correct subsequent issues on their own.

Tutors will use their judgment as expert readers to mark up a given sentence. The goal is to not overwhelm a student, rather, to direct the student’s attention to the things that are the most serious, that occur most frequently in the submission, and/or that can be easily fixed.

* 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 tense: using verbs to express different times
* 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

**Option 3:** The review summary contains clear, concise, and supportive comments that will highlight **both** **Higher and Lower Order Concerns**, such as thesis, content, organization, grammar and mechanics, spelling, and transitions.

**GETTING THE MOST OUT OF NETTUTOR®**

NetTutor assists in promoting usage as a full-time supplement to classroom instruction, contributes its expertise in encouraging student utilization of the service, and provides contacts\* that faculty may consult regarding pedagogy, service, and the implementation of these Rules of Engagement.

Based upon experience, faculty can optimize NetTutor usage by:

* Publicizing the availability of online tutoring through classroom announcements.
* Including a description of NetTutor access in the course syllabus.
* Sharing with students that NetTutor tutors help with processes and do not necessarily give answers. Students can become frustrated if the latter is their expectation.
* Emailing all students with descriptions of the access procedure and the benefits of working with the trained tutors at NetTutor.
* Arranging for direct assistance in connecting students to NetTutor.
* Offering a minimal amount of extra credit for logging in to NetTutor at least once.
* Contacting NetTutor for additional material to distribute to students and inform them about using the service.

\*Customer Service: Please contact your Regional Sales Manager

\*NetTutor Director of Tutoring Services: 813-674-0660 x 212 egarofalo@link-systems.com

**Notice: This is a formal agreement between faculty, administrators, and NetTutor. The document is utilized by NetTutor tutors to identify how they interact with your students; hence, it is not meant for student or public consumption. Posting this document on your website should have protocol restrictions in place.**

**NetTutor will do everything possible to accommodate the requested changes to customize the ROE; however, it does not guarantee that the changes will be implemented in all instances.**