**Working with a Tutor to Support Academic Writing**

Tutors can help with a range of concerns, including research, planning, writing and revising academic writing. Tutors can help you to identify your key ideas, develop tools and strategies for the writing process and try out new approaches. In the past, students have said that RCSD tutors have helped them to develop efficient writing routines. Students have also said RCSD tutors helped them practice and apply new approaches to all aspects of academic writing.

Tutors support the learning process, but they do not edit or proofread student work. That means tutors are not responsible for identifying and correcting every error in students' writing. They also do not evaluate students' papers the way professors or teaching assistants do. In other words, tutors do not weigh in about the merit of the work (e.g. by assigning a grade or by predicting  grade). Below are some activities that fall within the scope of a tutor's role.

| A tutor can… | A tutor cannot…. |
|---|---|
| Help a student determine the nature of their assignment by asking good questions about the type of paper, the number of words, the grading criteria that will apply, etc. | Tell a student what kind of paper they should write.<br><br>Tell a student what kind of grade they will receive. |
| Help the student identify and prepare for the steps and stages in the writing process, including research, planning, writing, revising, and editing. | Plan the student's paper or argument.<br><br>Read and summarize research for the student. |
| Observe the student's writing process, and make suggestions about the student's current approach to the writing process. | Tell the student what to write.<br><br>Correct the student's writing while they write. |
| Introduce strategies for identifying and reducing errors in writing. Help the student to practice finding and correcting their own errors. | Edit or proofread the student's papers for spelling, grammar, punctuation and other mistakes. |
| Help the student evaluate the quality of their arguments and their writing by asking good questions and encouraging the student to take the lead. | Tell the student how they could make their paper better. |

**Remember that a writing assignment is a reflection of the student's learning and original contributions. Keep in mind that academic integrity means a writing assignment should reflect the author's own words, ideas and decisions about how and what to write. For an overview of the UVic Policy on Academic Integrity, visit: http://web.uvic.ca/calendar2013/FACS/UnIn/UARe/PoAcI.html

**RESOURCES**
Below are some online tools and strategies that you may or may not find helpful. You can use these with your tutor or you can use them independently.

## PLANNING AND RESEARCH
UVic's Research Help Pages provide videos, subject guides and handouts for a range of interdisciplinary research concerns:
http://library.uvic.ca/research/index.html

This handout by the UVic Writing Centre describes strategies for writing and planning clear, concise paragraphs:
http://ltc.uvic.ca/servicesprograms/documents/TWCWritingStrongParagraphs.pdf

This handout by University of North Carolina at Chapel Hill describes some reading and research strategies for identifying and gathering material to use in a paper or term project:
http://writingcenter.unc.edu/handouts/

## WRITING
This page by the Purdue Online Writing Lab provides a short, concise treatment of how to craft a thesis in different types of papers (e.g. analytical, expository, argumentative):
http://owl.english.purdue.edu/owl/resource/545/01/

Looking for examples of how good writers advance different kinds of statements? Try the abridged templates from *They Say, I Say* by Graff & Birkenstein (2010), prepared by the UVic Writing Centre:
http://ltc.uvic.ca/servicesprograms/documents/Howtowriteacademically_AdaptedfromTheySay.pdf

## REVISING AND EDITING
This handout by the Purdue Online Writing Lab provides a strategy for revising or reviewing work that you have already written:
http://owl.english.purdue.edu/owl/resource/689/01/

The UVic Writing Centre provides a helpful checklist for revising and editing activities:
http://ltc.uvic.ca/servicesprograms/documents/TWCWritingPyramid.pdf

This YouTube video gives an overview of the Kurzweil 3000 writing toolbar, including the spell check and text-to-speech functions for reviewing written work:
http://www.youtube.com/watch?v=mp4Y-h9rOIE

Also, Kurzweil 3000 is available on campus in the Adaptive Technology Rooms in the McPherson Library (Rooms 113e and 113f):
http://library.uvic.ca/clientservices/sn.html

## ACADEMIC INTEGRITY
The UVic Policy on Academic Integrity:
http://web.uvic.ca/calendar2013/FACS/UnIn/UARe/PoAcI.html

The UVic Library pages on plagiarism and academic integrity give definitions of plagiarism, links to university policy, and examples of the writing activities that constitute good practices and breaches of academic integrity.
http://library.uvic.ca/instruction/cite/plagiarism.html

The Learning and Teaching Centre offers some resources, including definitions and FAQs:
http://ltc.uvic.ca/initiatives/integrity/student.php

The Avoiding Plagiarism handout is available through the UVic Library at this address:
http://library.uvic.ca/instruction/cite/documents/avoiding_plagiarism.pdf

**Learning Assistance Programs, University of Victoria Resource Centre for Students with a Disability, 2013.**