

# BAKER CENTER FOR LEARNING

## Tutor Application

Semester applying to work: \_\_\_ Spring, \_\_\_ Summer, \_\_\_ Fall \_\_\_\_\_ (year)

Name: \_\_\_\_\_

TC3 ID: \_\_\_\_\_

Address: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Would you like us to contact you by text message? Yes      No

Are you a U.S. citizen? Yes      No

TC3 Email: \_\_\_\_\_

If "No," what type of visa do you hold? \_\_\_\_\_

Other Email: \_\_\_\_\_

Eligible for workstudy? (through financial aid) Yes      No

Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

# of semesters completed at TC3 \_\_\_\_\_

# of credits taking this semester \_\_\_\_\_

Have you ever been convicted of a criminal offense or are there criminal charges pending? Yes      No

If yes, please explain fully on reverse side or separate sheet.

Which subject are you interested in tutoring?

Accounting      Math      Tech. Support      Writing      Other \_\_\_\_\_

Please list prior relevant college courses, grades and instructors.

	Course	Grade	Where Taken	When	Instructor
1.					
2.					
3.					
4.					

Please list prior work experience.

	Place of Employment	Dates Worked	Position	Supervisor	Phone
1.					
2.					
3.					

**\*NOTE: You must attach a printout of your class schedule and your unofficial transcripts to this application.**

\*Submit this test together with your application forms.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## WRITING TUTOR ASSESSMENT TEST

I. **Identify** and **correct** the errors or weaknesses of the following sentences (e.g., lack of sentence balance and parallelism, inconsistent or vague pronoun usage, dangling modifiers, punctuation, etc.). If you think the sentence is correct, simply write "correct" in the space provided.

- a. While you're downtown, please pick up the dry cleaning, return the library books, and the car needs washing too.
- b. Me and her have a very good relationship.
- c. We do not want to stay home during our vacation, but a trip is not something we can afford.
- d. The coach exclaimed, "we have to win this game."
- e. Wanting relief from her headaches, Carla asked her doctor if acupuncture could really do you any good.
- f. When she was a little girl she wanted to be a ballerina.
- g. The book's author, which is about the current state of education in America, came to our college.
- h. The secret is between you and I.
- i. As the elderly woman climbed the long staircase, she breathed hard and was grabbing the railing tightly.
- j. Joe almost dropped out of high school, for he felt they emphasized discipline too much.
- k. Our house has a broken garage door, shutters that are peeling, a torn fence, and a crumbling chimney.
- l. My grades are very good this semester, my social life rates only a C.

- m. In the 1980's was an exciting time.
- n. Maria's mother is a hairdresser, but she is not interested in it.
- o. My aunt Emily is visiting us tomorrow.

II. **Analyze** and **identify** the errors and weaknesses in this draft of a paragraph for a thesis-driven paper. Feel free to make notes on the writing sample.

Some students are not really sure they want to be in school and lack the desire to do the work. When exams came up, or when a course requires a difficult project or turn paper, these students will not do the required studying or research, eventually, they may drop out because your grades are so poor you are about to flunk out anyway. such students sometimes came back to school later with a completely different attitude about school. They then got good jobs and raised happy families. This gives hope. Other students drop out for financial reasons. They are overwhelmed by the pressure of paying tuition, buying textbooks, and possibly having to support themselves. These students can often be helped by the school because financial aid is available, some schools offer work-study programs. Finally, students drop out because they have personal problems.

1. Overall, what are the major problem areas of this paragraph?
  
  
  
  
  
  
  
  
  
  
2. What patterns of repeating errors are found in it?
  
  
  
  
  
  
  
  
  
  
3. Imagine yourself in an actual tutoring session. Sarah, an English 99 student, asks for your help with the paragraph above. She explains that her assignment is to write a paragraph which she will expand and develop into a thesis-driven essay later on in the semester. She tells you that she just needs you to proofread the paragraph for grammatical errors. How will you help Sarah? Please describe your step-by-step process.

ROLE AND EXPECTATIONS OF  
BAKER COMMONS STUDENT WORKERS

The role of a student tutor or technology support person is to assist the student in learning information and skills necessary for effective academic performance. The tutor or technology support person should act as a facilitator of the learning process, at all times attempting to keep the student actively involved with the goal of helping the student to become an independent learner.

As a tutor or technology support person, you will:

1. Be on time for your shifts. Students depend on you to be available at advertised times. If you must be late or absent, try to find a replacement or at the least, contact the Commons secretary in advance.
2. Participate in training to learn about policies and procedures, strategies, and to share experiences and suggestions with other workers. In addition, sign the **training contract** (sample on back).
3. Demonstrate knowledge in your content area, as well as a willingness to learn new information throughout the semester.
4. Serve as a role model for other students and represent the Baker Commons respectfully.
5. Dress appropriately for the work place.
6. Follow the procedures established for your particular job assignment.
7. Check with a supervisor, when not working with students, to determine how you can assist the Baker Commons in some other way.
8. Seek out Baker Commons professional staff members, when appropriate, to discuss problems and issues related to academic support.
9. Refer students, when appropriate, to Baker Commons' professionals or other College services.
10. Maintain good attendance in all of your classes with a "B" average in courses related to your tutoring, a "C" average in all others.
11. Come prepared to work, **not socialize**, in order to maintain a positive and respectful attitude, and to provide a supportive environment for learning.
12. Keep abreast of all news and important information about trainings and other Baker Commons happenings.

The information I have provided on this application is accurate. I have read and understand the role and the expectations of Baker Center employee. I understand that I must be in good academic standing to work in the Commons and I hereby give permission to the Baker Commons professional staff to access my academic records and/or to talk with faculty members to confirm my continuing eligibility for employment.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

I fully understand and accept the above responsibilities as a student tutor/technology support person at the Baker Commons.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**We believe that it is important to help you become the best employee possible; to do that we have set certain training expectations. If you are unable to make a full commitment to this job and the associated training, you should NOT pursue employment at the Baker Commons.**

**If you become an employee of the Baker Commons, you will be required to sign the contract shown below.**

### **BCL Training Contract**

- \_\_\_\_\_ I will participate in the four hour training at the start of the semester or complete the make-ups.
- \_\_\_\_\_ I will finish all the online modules and/or make-ups by their due dates, and re-post to at least 2 fellow employees in each post/discussion area. I will also reply to at least one post per shift (on average) and read all posts. This employment requirement is just as important as my showing up for scheduled shifts.
- \_\_\_\_\_ I understand that if I have training still to do, I may not work on my homework. If I MUST do schoolwork, I will speak to one of the professionals about going off duty.
- \_\_\_\_\_ I understand that becoming a better worker (tutor, receptionist, rover) is a continuous learning experience, and that I should desire to gain as much training and experience as possible. I will never think that I have learned enough.
- \_\_\_\_\_ As a tutor or a rover, I will attend the hour long mentor group sessions which will be held 4 – 5 times per semester and will be part of my scheduled hours of employment.
- \_\_\_\_\_ I will discuss any scheduling issues with my mentor, as soon as the problem arises. This is especially true if the work load is affecting my school work.
- \_\_\_\_\_ I will complete a self-reflective evaluation (twice per semester) and discuss it with my mentor.
- \_\_\_\_\_ I will keep abreast of all news and important information about trainings and other Baker Commons happenings. (These will be posted through email, on Angel, in break rooms, etc.)
- \_\_\_\_\_ I understand that this job is serious and I agree to uphold its high responsibilities.
- \_\_\_\_\_ I understand that failing to uphold the terms of this contract may be cause for my employment to be terminated.