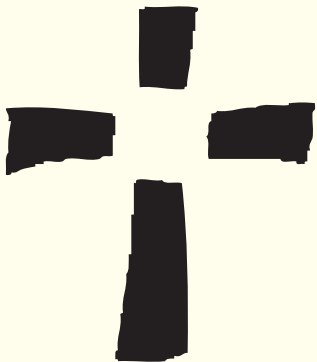




A Tutoring Handbook

a guide for tutoring at Cristo Rey Jesuit High School



Cristo Rey
Jesuit High School



Loyola University
Maryland



Center for Community
Service + Justice

Mission Statement

This handbook emerged from a service-learning project in the Fall 2011 WR325 Rhetoric of Professional Writing class. In partnership with the Center for Community Service and Justice, we created the handbook with the aim to foster a healthy and mutually beneficial relationship between the CCSJ tutors and Cristo Rey Jesuit High School students.

The materials included in this handbook will facilitate consistent tutoring in writing and also aid in developing skills needed to succeed in social and professional situations.



Table of Contents

Directions to Cristo Rey	3
Getting to Know Cristo Rey	4
Inside the Tutoring Session	8
The Essay	12
Appendices	19

Directions to Cristo Rey

Address: 420 S Chester St. Baltimore, MD

Start out going south on N Charles St
toward W Cold Spring Ln.

Turn slight left onto St Paul St.

Turn left onto E 25th St.

Turn slight right onto N Wolfe St.

Turn left onto Bank St.

Turn right onto S Chester St.

420 S. Chester Street is on the left.

*Remember
to sign in
to CCSJ in
HU142
before
departing
for Cristo
Rey.*

*Make sure to leave at least 20-30
minutes before tutoring time*



Getting to Know Cristo Rey Jesuit High School

"Cristo Rey Jesuit exists to transform lives."

The Cristo Rey Environment

Cristo Rey Jesuit High School (CRJ) is a Catholic, co-educational, college preparatory school located in Baltimore that caters to students from low-income families. Cristo Rey follows strict academic curriculum and professional training schedules that pave the way for a high acceptance rate of Cristo Rey graduates into college.



The CRJ experience differs from other charter high schools because of CRJ's commitment to help young people succeed by preparing them for the demanding workforce of today's changing world. In partnership with corporations in Baltimore, CRJ students work five days each month to earn their education and create lasting relationships with local business leaders. Their motto,

"Where learning gets to work," is truly reflected in what they do on a daily basis.

The school is built on the Jesuit value of young men and women for others. CRJ welcomes families of all different races, religions, and socio-economic backgrounds.

*95% of CRJ
graduates go
to college*

**Information taken from CRJ website



CCSJ & Cristo Rey Relationship

*"We are here to
awaken from our illu-
sion of separateness."
Thich Nhat Hanh*

CRJ and Loyola students rely on each other's participation, cooperation and open-mindedness in order to learn and grow together. This relationship exhibits several core Jesuit ideals that serve as the academic foundation for both schools.

Deeds not Words

The tutees look forward to the tutoring sessions and it is the tutor's responsibility to arrive on time every week so as not to disappoint them. Additionally, it is the student's responsibility to be seated on time in their assigned classroom and ready to begin their session so that the tutor can utilize the time to serve their academic needs.

Cura Personalis

Tutors are encouraged to ask the students about their day and listen to their personal stories. To reciprocate, the tutors are advised to tell the students about their own experiences in college as well as goals for the future, in order to inspire them to reach their goals of graduating and going onto a higher level of learning. Through this relationship, tutors are encouraging the development of the "whole person" and not simply academics.

Serving Instead of Helping

When tutors serve, they not only focus on their own strengths but the strengths of both groups involved in the partnership. Serving entails a system of mutual dependency where both groups listen and learn together in order to gain better understanding and respect for one another. Helping is a one-time-only approach where one is viewed as superior, whereas serving creates a long lasting, shared partnership.



Author Testimonies

"What makes Cristo Rey so impressive are the students who come from less fortunate backgrounds and are given a great opportunity for success in high school as well as for in the future. The students care about their work and want to do well, which is frustrating at times because a lot of them lack the prior education to do high school work." Ron

"I had never tutored before and I was nervous that I would not know the answers to the students' questions. My fears were quickly dispelled, however. The students I worked with were hard workers and a pleasure to be around. We were able to talk about things other than school work, which helped to facilitate a friendship. I would definitely do it again." Sara

"My experience has been fulfilling at CRJ. I have definitely created a relationship with my tutee, Christina. The overall community feeling at CRJ is positive, and it is nice to go somewhere like that." Emalee

"Tutoring at CRJ has been an eye-opening and pleasant experience. I had always thought of tutoring as being one-sided, but my time at CRJ has taught me that I have plenty to learn from these students. Their motivation, perseverance, and positive-outlook can serve as an example for taking on challenges of my own." Maria

"Overall I am grateful that we had the opportunity to work with the students at CRJ. I had never formally tutored writing before, but I found that as long as you bring a positive attitude to the tutoring session and make it clear that you are willing to work together with the tutee, s/he will actually become enthusiastic about their paper and excited to learn from you how to improve their writing." Jenn



Inside the Tutoring Session

Expectations

There is no predicting what type of personality the tutee may have or what s/he is like. However, it is important to remember that they may be struggling in school,



and some may be more enthusiastic than others about raising grades. You can expect your tutee to be discouraged at times, and at other times be ready and willing to work. The important thing is that you adapt to these

changing attitudes and continue to push and challenge your tutee.

You can also expect to be working with children from all different types of backgrounds and home lives. CRJ is a high school for economically challenged students, and their personal problems might have an impact on focus or motivation.

Be open-minded

Be respectful

Dress appropriately

Don't be late



Meeting the Tutee

Introduce yourself to the student. Your tutee is most likely working on a subject in which s/he is struggling, so it is important to **maintain an upbeat and positive attitude** so that s/he is willing to work. Ask your tutee what grade s/he is in, and possibly about his/her life or schoolwork. Doing this will **establish a more immediate personal relationship**, which will be crucial for success in the long run.

Be engaged: Creating relationships is as important as helping students with their homework

Sit side by side with your tutee, but keep all materials in front of the student. Have a pen and scrap paper with you. Also, keep any resources available close by.

It is important to **encourage to your tutee**, who who may be feeling discouraged, or apathetic towards the work.

Pay attention to time. It is a good idea to end the session on a positive note or with the tutee having a sense of having accomplished something.

Set a deadline at the beginning of the session to determine what you plan on getting done. Also, in certain situations in which you know you will not finish everything, conduct the session in a way that teaches the tutee so that s/he may apply what was learned when s/he works on the rest of the assignment.



Responding to Possible Situations

Distracted

If a student becomes preoccupied with their friends during a tutoring session, suggest moving seats so that the student can focus on the assignment. If a student becomes preoccupied with something on the computer, suggest doing the assignment by hand instead.

Behaving Inappropriately

If a student is disrespectful in any way, try reminding him/her that this is a professional relationship, and that she should show the same respect she might show a teacher. Do not reciprocate any sort of hostility, but simply remove yourself from the situation as quickly as possible and report the behavior to the attending teacher.

If your student is...

Emotional

If a student divulges distressing personal information, try to stay impartial and simply receive the information. Afterwards, try to comfort the student with positive reinforcement without being didactic. If you feel uncomfortable, excuse yourself and talk to the attending teacher available.

Agitated

If a student becomes frustrated with an assignment, suggest working on another assignment for a few minutes. This will allow the student to return to the previous assignment with a fresh outlook. If the student does not have another assignment, take a five minute break or ask the attending teacher for help.

Unresponsive

If a student seems disinterested or removed from the session, try engaging the student with some general questions about his/her day. Try to connect with the student by drawing parallels between your day and theirs.



The Essay

The majority of assignments that students receive from teachers are in essay format.

Outline of an Essay

Introduction

What is this essay about?

Thesis

What will I prove in this essay?

Main Idea 1:

Main Idea 2:

Main Idea 3:

Tell what you're going to tell them

Body

How will I support each main idea?

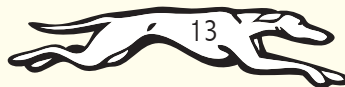
Transition
Topic Sentence
Paraphrased Example
Directly Quoted Example
Sentence explaining how data connects/supports to thesis

Tell them

Conclusion

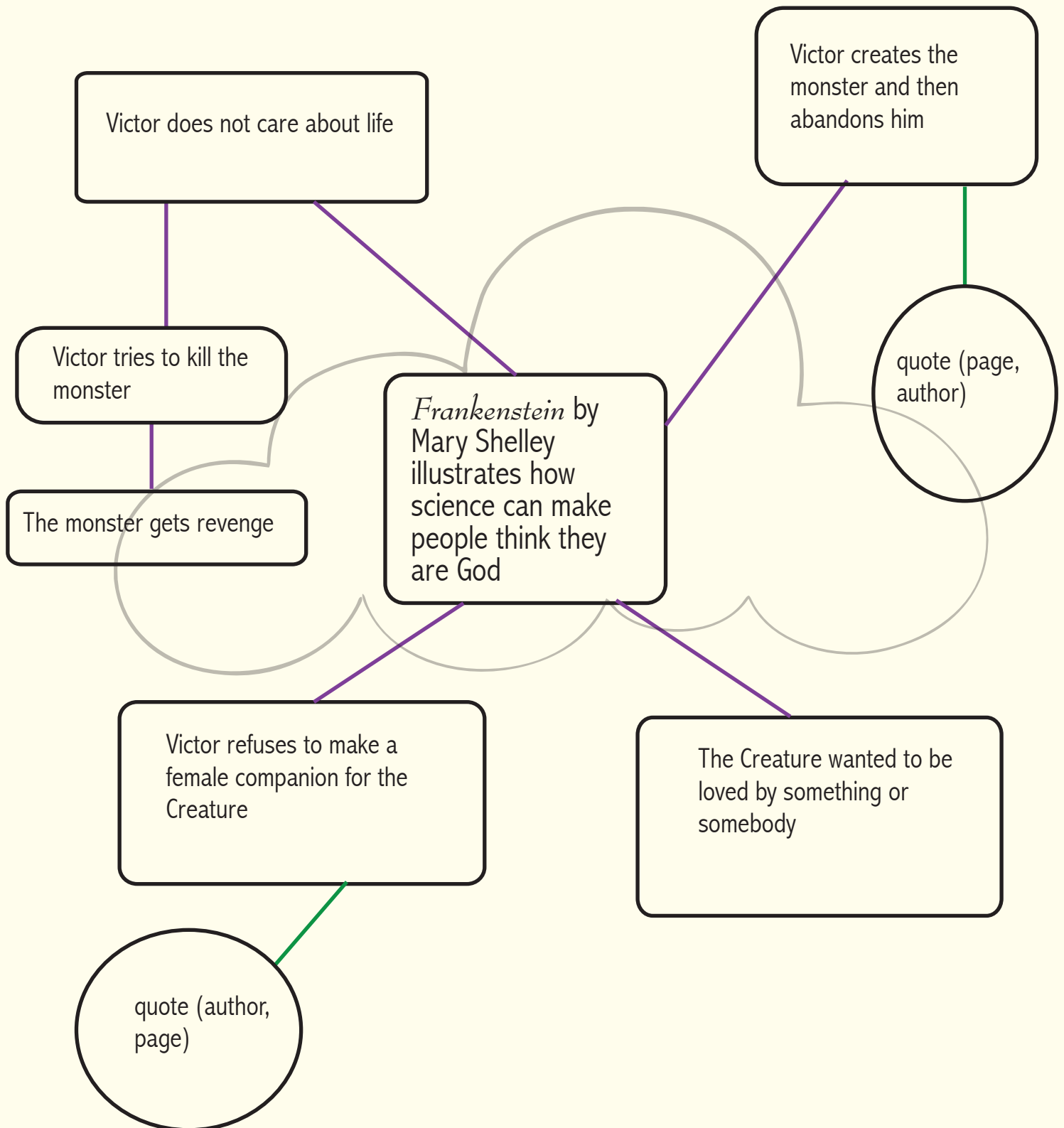
How do I restate my essay?

Tell them what you told them



Brainstorming

an example of an idea map



Using Quotes

Similar to college application essays, CRI students are expected to back up claims made in their writing with evidence from primary texts. By using appropriate excerpts from the text, students can support their arguments. The trick is figuring out how to do that. This becomes especially difficult when the tutor has not read the primary text being used by the student. Below are some tips for picking quotes:

✿ Ask the student if s/he can recall a section in the book where a particular theme is present. Read over that section with the student and try to pull out a particular line or two that seems relevant.

✿ Ask the student if s/he has any potential quotations in mind. Go over the excerpts and try to guide the student to picking the best one.

Make sure each quote cited is relevant to the student's thesis/topic sentence. Have them explain it to you in order to make sure they understand the relevance of the quote. If they cannot, then chances are it should not be in the paper.

✿ Ask the student to present her thesis and connect the quote. Make sure the quote and the thesis make sense together.

✿ Ask the student to pick a quote by the character they are talking about. Often students will pick quotes that do not support their claim.

Citing Sources

Here is a simple guideline on how to cite from novels, the most common source for CRJ writing assignments. Your tutee may not know how to completely and successfully cite in the text as well as on a works cited page.

The proper form of in-text citation is as follows:

“quote” (author page #).

“But what I came to learn was that if opportunity doesn’t knock, you must build a door”
(Considine 187).

The proper way to cite in an MLA Works Cited page is as follows:

Author Last, Author First. Author's Last Name, First Name. *Title of the Book*. Place of Publication: Publisher, Year. Medium of Publication.

Considine, Jerry. *Lunch Dates With Elizabeth*. New York: Penguin, 1988. Print.



Tips for Success

✿ Ask the tutee for the essay prompt so that you can make sure they are following the correct format as assigned by the teacher

✿ Ask the tutee to tell you their thesis in their own words. This will prevent the student from reading it off the paper, making sure they fully understand the point they are arguing

✿ On a separate sheet of paper, record the changes to the essay that you and the tutee made together and take notes on what you worked on. This way, the student can look back and see what they accomplished and what they need to work on

✿ You are not an editor. Remember to keep the tutoring process a partnership



Writing the Essay

the following worksheet can help you teach your tutee about proper sentence structure

Connecting Words

Join the two sentences together using and, but, for, or, nor, so, yet. Don't forget the comma before using the connecting word!

1. She enjoys going for a run on the track. She is training for a marathon.

2. He went to the grocery store. He bought bread.

3. Ella could buy a basketball. Ella could buy a new shirt.

Rewrite the following run-on sentences using a connecting word.

1. I didn't do my homework I got a failing grade.

2. The book I read was about Jacob he went to school in Maine with his sister.

3. I never like to go to my cousins house she does not talk to anyone.



Appendices

The Authors

The Cristo Rey-Hounds

Sara Cesky, '12

Maria Dontas, '12

Ron Haraka, '12

Emalee Rodriguez, '12

Jennifer Shelton, '13

