

## THE STUDENT SUCCESS SYSTEM Peer Tutor Application Form 2020-2021

**Academic Support Unit:** Place an "X" next to the academic support unit and tutoring classification.

The Writing Center (TWC) \_\_\_\_\_ Learning Enhancement Center (LEC) \_\_\_\_\_ ANJIZ Resource Lab \_\_\_\_\_

Peer Tutor (Paid) \_\_\_\_\_ Internship (Training – non-paid) \_\_\_\_\_ Volunteer (Experience – non paid) \_\_\_\_\_

### Applicant's Information:

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

Student ID: \_\_\_\_\_

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

E-mail Address: \_\_\_\_\_

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

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

### Academic Information:

\_\_\_ (1<sup>st</sup> year)      \_\_\_ (2<sup>nd</sup> year)      \_\_\_ (3<sup>rd</sup> year)      \_\_\_ (4<sup>th</sup> year)      \_\_\_ (Graduated Student)

\_\_\_ CAS      \_\_\_ CEMIS      \_\_\_ CPN      \_\_\_ CEA

Study Major (if declared): \_\_\_\_\_

TOEFL Score: \_\_\_\_\_ IELTS Score: \_\_\_\_\_ G.P.A.: \_\_\_\_\_

**Peer Tutoring Commitment:** Select one (1) of the following.

40 Hours Commitment (*Volunteer*):      Yes \_\_\_\_\_      No \_\_\_\_\_

60 Hours Commitment (*Undergraduate Student*):      Yes \_\_\_\_\_      No \_\_\_\_\_

120 Hours Commitment (*Internship/Graduate Student*):      Yes \_\_\_\_\_      No \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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TO BE COMPLETED BY THE ADMINISTRATION OF THE STUDENT SUCCESS SYSTEM ONLY:

Date of Availability: \_\_\_\_\_ Date of Recommendation: \_\_\_\_\_

SSS Director's Signature Approval: \_\_\_\_\_

Mr. Derek Michael Noel O'Connell

SSS Director's Stamp:

# SSS Academic Peer Tutorial Support

(Student Copy -pages 2 ~ 4)

The Student Success System seeks to hire competent and hard-working students who possess a high level of language and academic proficiency related to their area of studies to serve as peer tutors to effectively assist UoN students with their academic improvements and overall success.

## Peer Tutor Responsibilities:

- To provide academic support and assistance to students for improving academic their academic performance.
- To be able to communicate effectively with students in either Arabic, English, French, or German.
- To be supportive and understanding of students' needs as a peer mentor.
- To be able to embrace the use of technology effectively as a teaching tool and for research.
- To be able to uphold the policies and procedures of the UoN and SSS.
- To be committed to improving their language proficiency, writing skills, and academic performance.
- To participate in the continuous training program once a week.
- To be able to offer assistance with full-time SSS staff for planned learning programs and initiatives.

## Peer Tutor Working Schedule:

*Peer Tutors are required to fulfill their working obligations in regards to the following:*

1. Committed to working at the SSS for a minimum of one (1) entire semester.
2. Committed to working a maximum of 15 hours per week for undergraduate studies peer tutors.
3. Committed to working a maximum of 30 hours per week for trainees.
4. Committed to working a maximum of 10 hours per week for volunteers.
5. Committed to working a maximum of 30 hours per week for graduate studies peer tutors
6. Committed to attending regularly scheduled training workshops for peer tutorial staff.
7. Committed to planning and preparing practical tutorials daily.

Type of Peer Mentorship	Paid	Hours per Month
1. Undergraduate Peer Tutor	Yes	60
2. Graduate Peer Tutor	Yes	120
3. Internship Peer Tutor	No	24~120
4. Volunteer Peer Tutor	No	40

## Hiring & Renewal Requirements Checklist:

Peer Tutor Hiring Criteria	Check if Completed
1. Obtained a minimum GPA equal to or greater than 3.0.	<input type="radio"/>
2. Obtained a copy of your transcript from R&R indicating your GPA.	<input type="radio"/>
3. Achieved a TOEFL score above 480 points or IELTS above 5.5 points.	<input type="radio"/>
4. Obtained a copy of your TOEFL or IELTS score.	<input type="radio"/>
5. Completed a minimum of 60 credited hours of learning at the UoN.	<input type="radio"/>
6. You are an enrolled student in a degree program at the UoN.	<input type="radio"/>
7. Printed a copy of your essay for the Director of SSS.	<input type="radio"/>
8. Submitted your application and relevant documents above to SSS administration.	<input type="radio"/>
9. Requested a confirmed appointment for an interview with the Director of SSS.	<input type="radio"/>
10. Prepared and ready for oral interview.	<input type="radio"/>
Peer Tutoring Renewal of Services	
A. Hiring Duration	<ul style="list-style-type: none"> <li>• One (1) Semester minimum</li> </ul>
B. Renewal on Semester Basis	<ul style="list-style-type: none"> <li>• Maintain GPA above 3.0</li> <li>• Review of performance</li> <li>• Observation and evaluation of tutorials</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance and peer tutorial records</li> <li>• SSS administration and student feedback</li> </ul>
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**Written Academic Essay Choices and Requirements:** *(Pick one (1) and complete on your own, without help or assistance to the best of your abilities.*

Essay Topic Choices	Length	Criteria
1. Practical academic support is dependent upon successful and confident academic students being able to assist other learners in need of improvement. Why do you want to work for the Student Success System as an academic peer tutor?	Minimum 300 words <i>(one page and a half)</i> ~ Maximum of 1000 words <i>(five pages)</i>	<ul style="list-style-type: none"> <li>• Pick an essay topic</li> <li>• Write the essay 100% on your own</li> <li>• Review and edit your essay for mistakes and improvement</li> <li>• Submit to SSS administration with your application before your interview</li> </ul>
2. Education and learning go hand-in-hand. Explain why this statement is accurate and how you have benefited from your educational experiences at the University of Nizwa?		
3. A common Omani cultural value and an Islamic pillar for society are to provide charity or assistance to those in need. Explain how you can give back to your community as an exemplary student from the University of Nizwa?		

**The Interview with the Director of SSS:** *Remember this is for many applicants their actual first job interview, so be prepared!*

Interview	Duration, Language, and Criterion
Length	15 – 30 minutes
Language	English
Criteria A	Review and assess student’s academic essay
Criteria B	Model common a peer tutorial for the student
Criteria C	Evaluate student’s oral communication skills
Criteria D	Inform student of expectations becoming of a peer tutor
Criteria E	Determine student’s Peer Tutorial Schedule
Criteria F	Provide feedback and address questions related to peer tutoring
Criteria G	Director’s approval and recommendation for the student’s hiring
<b>Common Interview Questions to Expect...</b>	<p><i>Tell me about yourself? Why did you decide to write about this essay topic? Give me five reasons why you want to become a peer tutor? What does a peer tutor do? Should you ever help a student to cheat on an assignment? What is plagiarism? Are you familiar with proper referencing and citations for research? Are you familiar with APA, MLA, or Vancouver referencing styles? What do you like and dislike about your area of studies? Do you consider yourself an extroverted individual or introverted, why? What is the most challenging course you have taken at the UoN? Why do you want to help others improve academically? What leadership skills do you possess? What would you do if a student asked you to help them cheat on an exam, assignment, or quiz? Are you a hard worker? Where do you see yourself five years from now? Do you plan to pursue a graduate degree? Do you prefer to work alone or as part of a team? If you don't understand something related to your studies, what do you do? Why do you think you will become a good peer mentor? Do you exercise practical time management skills? Why is it important to work hard towards your education? Do you like to take the initiative? What is the difference between TWC, LEC, and ANJIZ?</i></p>

## Benefits of Becoming a Peer Tutor at the Student Success System

Benefits	Details
Official Certificate of Service	Upon completing a minimum of one semester of service, each peer tutor will receive an official certificate from the Student Success System signed and stamped by the Director. This document can assist students upon graduation to find meaningful employment.
Letter of Employment	At the end of service, each peer tutor will receive an official Letter of Employment on official letterhead from the Student Success System signed and stamped by the Director. The letter will detail your name, major, length of service, responsibilities that you carried out as a peer tutor and verified your employment at the SSS from the University of Nizwa. This letter serves as evidence that you have employment experience, which can help graduates secure meaningful employment in the future.
Letter of Recommendation	During or after your service at the SSS, peer tutors can request a letter of recommendation from the Director to help them with applying for graduate studies, studying abroad, various scholarships, or for potential employment prospects in the public or private sector. All letters of recommendation are based on merit and the peer tutor's overall performance and contributions during their employment at the SSS. Ultimately, these letters are earned through hard work, dedication, and the discretion of the SSS Director.
Leadership	As an excellent academic student, you serve as a peer mentor for other students to model and emulate for success.
Real Work Experience	Working as a peer tutor at TWC, LEC, or ANJIZ will provide you with invaluable work experience that employers are looking for upon graduation.
Professionalism	Being part of the Student Success System teaches you to become even more responsible, efficient, and an effective communicator as you deal with various needs with other learners.
Become a Better Student	Providing academic support to other learners daily helps you refresh and review previous content not to forget. You will also improve your communication skills immensely with the benefits of working in an English-speaking environment and developing a passion for lifelong learning.
Learn to be Part of a Team	Being part of the Student Success System family provides the opportunity for you to work in a diverse, multicultural learning environment that requires necessary teamwork between academic support units, administrators, and students.
Time Management Skills	Like any real job, showing up to work and being on time are essential. It is vital that peer tutors demonstrate effective time management between their studies and providing academic support. The role of being a peer tutor requires multitasking & organizational skills to follow scheduled appointments that accommodate students' learning needs based on their availability.
Giving Back to the Community	Aligned with Omani and Islamic values, there is nothing better than helping others. Providing quality academic support is a way of giving back to the UoN community and the nation through assisting other learners to improve and succeed. Serving as a peer tutor at the SSS is ideal for helping other students overcome their academic challenges.

## THE STUDENT SUCCESS SYSTEM Peer Tutor Interview & Essay Evaluation

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

Applicant's I.D. #: \_\_\_\_\_

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

TOEFL: \_\_\_\_\_

IELTS: \_\_\_\_\_

G.P.A.: \_\_\_\_\_

### Writing Rubric for Peer Tutor Essay

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
<b>Sentence Structure</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed, and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
<b>Capitalization &amp; Punctuation</b>	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
<b>Evidence and Examples</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
<b>Audience</b>	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	
<b>Closing Paragraph</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	

**Total:** \_\_\_\_\_  
**24**

## Oral Rubric for Peer Tutor Interview

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed. <b>3.5</b>	Student seems pretty prepared but might have needed a few minutes to prepare or relax.	The student is somewhat prepared, but it is clear that preparation was lacking.	Student does not seem at all prepared for the interview.	
<b>Vocabulary</b>	Uses vocabulary appropriate for a university student. Has acquired a high level of vocabulary and uses advanced words, expressions, and terminology.	Uses vocabulary appropriate for a university student. Has acquired a moderate level of vocabulary and uses advanced words, expressions, and terminology.	Uses vocabulary appropriate for a university student. Has acquired a satisfactory level of vocabulary and uses basic expressions, and terminology.	Uses several (5 or more) words or phrases that are not understood by the Director.	
<b>Stays on Topic</b>	Stays on topic all (100%) of the time. <b>3.5</b>	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.	
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by the Director about the topic.	Student is able to accurately answer most questions posed by the Director about the topic.	Student is able to accurately answer a few questions posed by the Director about the topic.	Student is unable to accurately answer questions posed by the Director about the topic.	
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. <b>3.5</b>	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	
<b>Uses Complete Sentences</b>	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.	
<b>Content</b>	Shows a full understanding of the topic. <b>3.5</b>	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	

**Total: \_\_\_\_\_**  
**26**

**Notes:**

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Recommendation to Employed at SSS:    \_\_\_\_\_ **YES**    \_\_\_\_\_ **NO**    \_\_\_\_\_ **MAYBE**

Evaluation Conducted by the Director of the SSS

Derek M.N. O'Connell: \_\_\_\_\_

SSS Stamp:

Results of all interviews are considered to be confidential and to be filed at the SSS for record purposes, and copies shared with the Department of the Trusteeship Student Support Fund and/or to the Pro-Vice-Chancellor for Academic Support Services.

**Grand Total:**  
**\_\_\_\_\_**  
**100**