Tutoring Philosophy
Rhea

I have been coming into the Ott for assistance with my own papers since freshman year of college. Ever since a friend mentioned its existence on campus, I was intrigued and took several of my papers there, and I was almost always ecstatic with the results it produced. The tutors who worked with me were adept and communicable; they made me feel comfortable sharing my writing. The tutors helped me identify the strengths of my paper, revise areas which had the potential to flow better, and ensure that I followed the prompt precisely and if not, we would collaboratively determine where and how to fix it.

Because of the positive experiences I have had at the writing center, I became interested in obtaining a job as a writing tutor myself, as writing has always been something in which I have been genuinely interested. As a tutor, I try to convey the same positive experiences I was lucky enough to have at the writing center. I try to make students feel as comfortable as possible, as I’m familiar with the stress and anxiety of sharing my writing with another person. I remain unbiased and uncritical, and I try to focus my approach on asking the writer questions. What I have quickly come to find is that many students believe they are “bad writers” and are lacking in confidence when they’re actually full of great ideas. I strive to build confidence in my students and help them realize their potential.

Writing has done wonders in my life, from academics to self-expression. From a young age, it has always been my favorite and most effective way to express myself. I love sharing that with fellow students at Marquette, who either share my love for writing or hate it altogether. I try to help them see writing from a new perspective – it doesn’t have to be grammar rules and structural; sometimes the best writing is produced from ignoring all of that and freestyling. I try to help students see the beauty of creating something from nothing; I try to help them feel proud of their work.

My approach to tutoring writers is to help them realize their own potential in the 30 minutes or hour that I get to spend with them. Through student-mediated tutoring sessions, I provide students with the opportunity to simply talk about their writing – they can ask questions, brainstorm ideas, revise their content, or simply ask for feedback from another fellow writer. I find that this helps students vocalize their inner ideas that sometimes don’t emerge when they are thinking about writing alone. My goal is in alignment with the Ott’s: to create not just better writing, but better writers in the process.