

## GENERAL GUIDELINES FOR TUTORS

Advanced students of Spanish need to reinforce language skills and further develop the compositional tools at their disposal when undertaking writing assignments. To this end, tutors are available to facilitate student progress in written Spanish.

Following is a list of criteria and guidelines that should apply to writing in Spanish. This information should be read carefully by the students, as well as by the tutors.

1. Writing is different from speaking. It has its own protocol.
2. Tutors offer guidance; they do not correct and/or modify students' papers. Students should figure out and correct the mistakes circled by the tutor.
3. The instructor expects that the work of the students should be their own, not the work of the tutor.
4. Less is more. It is not the tutor's job to produce grammar rules.
5. Written assignments at this level often have mistakes due to interference from English.
6. The tutor should not provide evaluative comments about the quality of the students' work. This is the responsibility of the faculty member who assigns and grades a paper.

### TUTORS SHOULD FOCUS ON THE FOLLOWING ASPECTS OF EACH PAPER:

<b>1. Content/organization:</b>	
• appropriate thesis:	YES / NO
• logical order:	YES / NO
• incomplete/confusing sections (not due to language):	YES / NO
<b>2. Language</b>	
<b>A. Vocabulary:</b>	
• interference from English:	YES / NO
• poor / repetitive vocabulary:	YES / NO
• inadequate word choices:	YES / NO
<b>B. Grammar:</b>	
• interference from English structures / word order:	YES / NO
• errors with:	
a) indicative / subjunctive:	YES / NO
b) verb tenses:	YES / NO
c) agreement:	YES / NO
d) articles:	YES / NO
e) prepositions:	YES / NO
f) spelling, accent marks	YES / NO
g) other _____	YES / NO
<b>3. Recommendations / corrections:</b>	
• <b>Circle</b> <u>grammatical</u> errors.	
• <b>Underline</b> incorrect or inappropriate <u>vocabulary</u> choices.	
• <b>Provide</b> <u>general</u> <b>suggestions</b> to help the student edit his/her own work later.	

**IMPORTANT: SEE PAGE 2 FOR CORRECTION MODELS**

**Vocabulary errors (underline):**

1. ENGLISH INTERFERENCE:

*El hombre no realizó lo desesperado de su situación. (↔ ‘realized’; false cognate)*

2. INCORRECT WORD CHOICE:

*Los ventiladores al béisbol siguen fielmente este deporte. (↔ ‘fans’; poor use of dictionary)*

**Grammatical errors (circle):**

1. INTERFERENCE FROM ENGLISH STRUCTURES OR WORD ORDER:

*Nada pasó. (instead of *No pasó nada*). Hay no diferencia entre los dos modelos.*

*Miguel tiene un negro gato.*

2. OTHER ERRORS:

a) SUBJUNCTIVE / INDICATIVE MOOD:

*Quiero que vienes a mi fiesta. Si venías lo pasarías muy bien. Creo que sea verdad.*

b) VERB TENSES:

*Cuando fui pequeña me gustaron mucho los helados y los comería sin parar en verano.*

c) AGREEMENT: (subject – verb; noun – adjective ; article – noun)

*Juan y yo van a la universidad.*

*Mi hermanas estaban solos en casa cuando entró los ladrón.*

d) ARTICLES:

*Matemáticas son más difíciles que biología.*

*▲ Mi padre es un maestro. Yo como las tostadas todas mañanas. ▲*

e) PREPOSITIONS:

*Mi novio vendrá en viernes.*

*Compré un regalo por mi madre. Mañana celebramos su cumpleaños a casa.*

f) SPELLING, ACCENT MARKS, PUNCTUATION:

*Haze tres anos que Juan no veine a visitarnos. Que pena!*

g) OTHER: i.e. pronouns (relative, verb objects, etc):

*No me gusta que hiciste durante la clase. Juan es el hombre quien va a casarse con Ana.*

*Se dije a Manuel que necesitaba su ayuda. Me encantan las uvas: como ellas todos los días.*