

THE WRITING CENTER TUTOR HANDBOOK

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II. EXPECTATIONS

Our clients are the sole focus of our Center. Therefore, it is critical that every client be given your complete attention throughout his/her appointment, that you communicate as clearly as you are able, that you write a report in a professional manner, and that you communicate any concerns you may have with the Writing Center Coordinator.

a. PROFESSIONAL BEHAVIORS

Staff members are expected to demonstrate professional behaviors. The following are required behaviors:

- 1) Greet your client at the front desk. Do not summon your client to the table. Shake your client's hand. Introduce yourself. Smile. You may be uncomfortable doing this with a peer, but it is important to establish a professional relationship for the appointment.
- 2) If there are appointments taking place, keep private conversations to a minimum and complete work quietly. Clients will be distracted and think that we aren't serious about our work.
- 3) If you are expecting an appointment, be at the front desk area or visible from the front desk five minutes before your appointment arrives. Based on client feedback, this makes clients comfortable and more willing to view tutors as credible.
- 4) When you are not working with a client, you are to perform only Writing Center-related duties. These duties could include professional development activities discussed in rehire meetings, grammar modules, resource development, or preparing for upcoming appointments.
- 5) Be careful how you comment on the assignment. Do not make negative comments on the assignment itself. Your job is to make the client interested in the assignment. Also, be careful about casual comparisons, such as, "You have a much better developed paper than the last one of these I saw." You may think you are complimenting the client, but what you are really doing is sending the client the message that you compare and contrast the work of clients and that you judge client work. It is not your place to judge and will cause the client to feel insecure.
- 6) Make the most of the appointment time. Ask yourself if you have taken the opportunity to teach the client a strategy, technique, or method and if you and the client have created a take-home product that he/she can use independently to help with not only the current assignment but also his/her future assignments. Have the client practice applying the strategy, technique, or method, if possible, in your presence so that you can guide. In the report, make sure that you mention what the take-home product was and how he/she plans to use it to guide his/her independent work. Remember that the goal is to help that given client improve his/her overall writing methods.

b. TIME MANAGEMENT

Staff members are expected to demonstrate time management. To make this easier, make sure you have access to an accurate clock. You have sixty minutes for each session—forty-five for working with the client and fifteen for writing your client report. Make sure your client understands this time structure at the outset of the session to avoid confusion later. At the end of forty-five minutes, guide your client to a computer where he/she can access and complete a *Client Feedback Survey*. Ask him/her to complete it before he/she leaves. Meanwhile, you can begin to write the client report.

c. SESSION STRUCTURE PROTOCOL

A successful session follows all of the following protocol:

- 1) Review past client reports.
- 2) Check to assure client properly signed in.
- 3) Start on time.
- 4) If it is your first time working with the client:
 1. Introduce yourself.
 2. Shake client's hand.
- 5) Ask your client if he/she has been to the Center before. If he/she has not, give him/her a brief orientation to the Center, including:
 1. How to make an appointment.
 2. Description of sessions we offer (brainstorming, outlining, restructuring, etc.).
 3. Description of 45 minute appointment followed by client feedback form.
- 6) Ask your client questions to orient yourself to client's stage in the writing process and how he/she feels

about it.

- 7) Request and review the assignment sheet.
- 8) Request and review all other products client has regarding this assignment (notes, outline, drafts, professor comments, etc.).
- 9) If the client worked on this paper with another Writing Center tutor already, ask to see products produced in that session.
- 10) If the client has a draft, familiarize yourself with its argument, structure, and organization.
- 11) Ask for and record due date of the paper and consider this date in setting goals for the session.
- 12) Set and write down goals for the session.
- 13) Point out positive and/or negative patterns in the client's writing.
- 14) Teach techniques / strategies that the client can use independently.
- 15) Recap session, per list of goals.
- 16) Before the session ends, talk about the client's next steps and have them reflect in writing about lessons learned/skills practiced.
- 17) Produce some sort of written product during the appointment (list, notes, thesis, etc.).
- 18) Keep the client and yourself aware of time.
- 19) End the session by quarter to the hour.
- 20) Guide the client to a computer to complete the Client Feedback Survey before he/she leaves.
- 21) Write the client report.
- 22) Finish the client report by the end of the hour.
- 23) If working with a trainee, have a brief conversation after the session to answer his/her questions and offer feedback and/or suggestions.

d. CLIENT REPORTS

Client reports entered by tutors into the Writing Center Report System are used not only to document each and every session with a client but are also used to inform instructors when their students have come to the Center. These reports are also used to record what each student works on in the Center so that before working with a returning client, tutors can inform themselves on the client and what he/she has worked on before in the Center. We expect that you write reports factually, without judgment, with clarity, and without careless mistakes. These reports demonstrate your professionalism and thus the professionalism and effectiveness of the Center.

To assure your client reports include all necessary information, follow this six-sentence template:

1st sentence: What the client brought to the appointment.

2nd sentence: What types of appointments/strategies the client worked on in most recent Writing Center sessions—or—if the client is new to the Center.

3rd sentence: The client's understanding of the goals for the session.

4th sentence: Focus of the session.

5th sentence: Key details about the session—strategies or interactions, learning outcomes, sentence-level issues discussed.

6th sentence: The last line of the report should state specific accomplishments and reference written reflections: "The client left the session with an annotated assignment sheet, an edited annotated bibliography entry, another partially drafted annotated bibliography entry, an online resource about MLA citations, and reflections on how to organize bibliographic information." Or: "The client left with an editing checklist and two edited paragraphs as well as reflections on how to identify run-on sentences."

7th sentence: If you have a standing appointment, end the report with a plan for next week: "Next week, [name of client] will bring a partial draft of POL paper 2 so that we can check for clear transitions."

It is your responsibility to assure that your reports include all of the information listed in the above template. Before you send your client report, be sure to carefully edit your own work. Look for areas to clarify or expand, word choice, and your use of grammar, mechanics, and punctuation. Consult the Writing Center Style Guide regularly. Consistently meager or poor reports will be remedied by recommendations for improvement from the Writing Center Coordinator.

e. TEACHING VS. "FIXING"

Tutors are expected to not simply edit your client's papers, but rather engage him/her regarding content and his/her most common grammatical and mechanical errors. Suggest remedies for errors in content, grammar, and mechanics and help guide the client on how to use your suggestions to improve his/her writing assignments in the future. We do not simply edit; rather we help students better understand how to communicate academic knowledge through writing well.

f. TUTORING WRITING – NOT CONTENT

Tutors are expected to tutor writing, including assistance with brainstorming, argument development, structure, grammar, style maturity, and global or local organization. Tutors are not expected to tutor the content of any class. This expectation implies that the tutor works as a guide rather than an instructor; hence, tutors should not assign or suggest supplementary reading, research, or exploration. The tutor can, however, guide a client or show him or her how to further his or her research. Tutors should also avoid representing a professor, a professor's standards, or a course (despite a tutor's past experience). Focus on addressing the assignment.

g. TEAM ORIENTATION

Staff members are expected to be team-oriented. A team-oriented employee will:

- 1) Attend and participate in all Friday staff meetings.
- 2) Support and respect the work of fellow tutors.
- 3) When not with a client, check with the Writing Center Coordinator to help with Center tasks.
- 4) Identify areas of need in the Writing Center and make suggestions to remedy these needs.
- 5) Volunteer to help with Writing Center projects.
- 6) Respect and collaborate with evening shift leaders.

h. COMMITMENT TO GROWTH

As writers, students, and teachers in progress, we expect staff members to be committed to growth in these areas. Tutors should use their professional development time and the contract discussed during annual rehire meetings as a foundation for independently addressing their own development as peer tutors. A tutor that is committed to growth will:

- 1) Reflect on his/her strengths and weaknesses as a tutor.
- 2) Set goals for himself/herself as a tutor.
- 3) Work towards achieving his/her set goals.
- 4) Gather and record evidence that supports his/her goal achievement.
- 5) Communicate goals and growth during annual rehire meeting.

III. WRITING CENTER POSITIONS AND PAY

a. HOW STAFF DETERMINES THE POSITION LEVEL

Staff determines the level of an employee based on College and Writing Center guidelines. The rate of pay is based on each tutor's continued growth and value to the Center's operations/ programs. The Director of Writing Programs and Writing Center Coordinator annually review each employee with the college's Employee Evaluation Form. This evaluation will dictate position level and rate increase, if applicable.

b. POSITION LEVELS

The college has four levels of student employees. The upper end of the pay scale for the first three levels is separated by fifteen cents, and the upper end of the pay scale for levels three and four is separated by eighty-five cents. The Writing Center is approved for level 1, 2, and 3 positions as detailed below.

i. Tutor in Training: This title is used throughout the tutor training process. This is a level 1 position, and employee pay will be the base rate of this level.

ii. Tutor: The title "Tutor" is awarded once trainees complete the training process. Tutors primarily focus on individual skill building. The "Tutor" position is a Level 1 position, and employee pay falls in the mid to high end of this level.

iii. Experienced Tutor: The title "Experienced Tutor" is typically used for Writing Center employees who have demonstrated continued growth and positively added to Center operations and programs. Experienced Tutors progress from focusing on individual skill building to work as part of a team, eventually leading a project or initiative that develops Writing Center culture. The Director of Writing Programs and Writing Center Coordinator will often turn to Experienced Tutors for standing appointments; employee pay will fall in the low to mid end of Level 2.

IV. Training Assistants: “Training Assistants” (TAs) serve as mentors to trainees. The Training Assistant(s) also works with the Director of Writing Programs and the Writing Center Coordinator to implement and facilitate the training program. TAs earn this title from not only their experience but also their ability to articulate the skills that they themselves use while tutoring, writing reports, and building staff relationships. In other words, Training Assistants are model tutors. The Director and Department Assistant will often turn to Peer Teachers for standing appointments and special projects. The “Training Assistant” position is a level 3 position, and employee pay will fall in the lower end of this level.

V. Lead Tutor: A Lead Tutor reports to the Director of Writing Programs and Writing Center Coordinator, serving as a student-level administrator in the Center. This employee weighs in on staff decisions, Writing Center policy, as well as position level of fellow Center employees. The Lead Tutor is a Level 3 position, and employee pay will fall in the mid to high end of this level.

c. HOW PAY INCREASES ARE DETERMINED WITHIN POSITION LEVEL

Pay increases can occur within a level. These increases are determined by:

(1) Job knowledge and skills, e.g. effectively structures a session; employs session protocol; communicates client ownership of his/her paper by providing options for corrections; is able to explain and provide examples to clients regarding argument, structure, and grammatical and mechanical rules; has various approaches to one issue (e.g. argument, theses, etc.); writes effective client reports; and is familiar with and able to navigate the Writing Center's computers, printer, report system, scheduler, newsfeed, etc.

(2) Attendance and punctuality, e.g. consistently arrives to staff and all other Center-related meetings on time, notifies supervisor in timely manner if unable to work or will be tardy, and responds to emails from administration in timely manner.

(3) Time utilization, e.g. begins and ends sessions on time, writes reports in the allotted time, makes the most out of allotted time for employing a session, and meets deadlines of requested material or information per supervisor's request.

(4) Attitude, e.g. team-oriented; is positive and engaged in sessions and staff meetings; positively implements Center policies and procedures; and is committed to growth, using reflection and goal-setting.

(5) Initiative and leadership, e.g. notices problem areas and makes suggestions for improvements, works to find resources to guide client development, and volunteers to help with other Writing Center projects; positively influences and actively contributes to building Center culture.

(6) Adaptability, e.g. readily commits to new responsibilities (such as Center projects or standing appointments) and welcomes learning and applying new techniques, policies, and procedure

IV. TRAINING

a. TRAINING PHILOSOPHY

As tutors, we acknowledge that we are writers-in-progress, and, as such, we are continuously learning from our experiences with each other and from every appointment with our peers.

To learn from experience effectively, we need to learn to be highly reflective, observant of our clients' reactions and responses, and metacognitive (thinking about our thinking) as we tutor. We need to articulate the choices we are making as well as reflect on our decisions and suggestions made during each session. Our goal is not only to address the paper at hand and the needs of the writer to meet expectations for college writing, but it is also to recognize that every writing assignment is a learning opportunity for our clients to grow as critical thinkers, effective students, and as communicators. In this way, we are teaching with the paper in the foreground and the context of the client in the background, and by remaining conscious of each, we structure our guidance and feedback.

The training process is an opportunity for us to learn from one another, to share ideas and practices, and to admit confusion and mistakes. We will provide resources and reassurances to one another as we work to better ourselves as tutors, and, in doing so, better ourselves as students and service employees to the College community.

The four training stages will go fast. Enjoy getting acquainted to the Writing Center and your colleagues. We are all excited that you are here, not to mention happy to answer any questions you may have. Good luck with your training process, and, most importantly, have fun!

b. COMMUNICATION DURING TRAINING

Communication is important for both those training and those being trained. Expectations for communication are listed below.

i. Director and Department Assistant

The Director and Department Assistant must give approval for trainees to progress through the stages of training. Trainees will be oriented to the training process and introduced to the Leadership Team (LT) by the Training Supervisor. Thereafter, trainees can expect an email from the Training Supervisor at the start of each week. This email will include 1) performance feedback based on Observation Reports, Reflections, Client Feedback Forms, LT feedback, etc., 2) if the trainee will progress from or remain in his/her current stage, and 3) goals on which he/she should focus the following week. Once trainees are approved to Stage 4 (Self-Directed Development), they will meet with the Department Assistant to determine their schedule.

ii. Lead Tutor

Recognized by the College as "Student Supervisor," the Lead Tutor(s) (LT) is the highest-level student position in the Writing Center. The LT serves as the primary liaison between the tutor staff and the Director and his/her assistant, communicating and mediating concerns of tutors and supervisors, anticipating problems in the Center, and seeking solutions for them. The Lead Tutor(s) also works with the Director and his/her assistant on the Center schedule, Friday meetings, development of Training Staff, observations, assessment and evaluation of staff, assignment of standing appointments, and special projects.

iii. Training Assistant

The Leadership Team (LT) serves as the primary resource to trainees throughout the training process. A member(s) of the LT will work at the same time as a trainee(s). During training shifts, the LT member(s) will ask 1) if the trainee has any questions or concerns, 2) how the trainee is adjusting to the Center, 3) if the trainee is comfortable with the responsibilities of his/her given stage, and 4) if the trainee needs any further support. If time constraints prohibit discussing the questions above, the trainee will later receive an email from the LT and/or the Training Supervisor to touch base on these points.

iv. Experienced Tutor

Experienced tutors, i.e. tutors that have worked in the Center for at least one semester, will welcome trainees to the Center, make themselves available to answer any questions that trainees may have, and, after working in a session with them, provide feedback to the Leadership Team on their training progress by submitting an Observation Report.

v. Trainee

The training process is an opportunity for trainees to display their communication skills. Questions are encouraged and should be directed to the Leadership Team, Training Supervisor, or, if schedule related, the Department Assistant. Upon receiving the weekly email from the Training Supervisor, it is the trainee's responsibility to reply and confirm understanding of the feedback. Trainees' growth as tutors is connected to the level of communication that they are able to maintain. Trainees are expected to make the most out of their time and take advantage of gaining experience from the LT and Training Supervisor.

c. TRAINING MODULES

Trainees are expected to complete and give the Training Supervisor two training modules per week, as assigned in the Training Module Schedule. These modules have been created to expose trainees to a number of relevant topics, such as session structure, report content, punctuation, etc. Electronic copies of the modules are on the Writing Center website under "Become a Tutor." Trainees should complete these modules independently in a timely manner, preferably not during their shifts. If trainees have an intense courseload, they may negotiate for specific module deadlines with the Training Supervisor. Failure to complete these modules thoroughly, consistently, and punctually may lead to termination.

d. RETURNING FROM ABROAD

When returning from abroad, tutors must complete a "training refresher" program. This will include a mock

session, a policy and procedure review/orientation session, and at least one week of observed tutoring by the Lead Tutor of a member of the Leadership Team. The mock sessions and review will be scheduled on the tutor's own time with the Lead Tutor or a member of the Leadership Team assigned by the Lead Tutor. In other words, the tutor will not be paid for these sessions. The tutor must meet the expectations of the Leadership Team during the performance sessions, or he/she will be expected to do additional work on his/her own time to come up to speed. All of this needs to be completed before the following semester begins. So, the tutor will complete these after midterm break.

IV. PROCEDURES

a. DAILY PROCEDURES FOR TUTORS

i. Arrive on Time for Your First Scheduled Appointment

It is critical that you are not only on time for your tutor sessions but also prepared to begin tutoring. Therefore, to show initiative, we encourage you to arrive ten minutes early to:

(1) **Check Your Folder**– The Writing Center Coordinator and Lead Tutor(s) will utilize your tutor folder to keep you up to date on policy changes and announcements. Any assigned readings for Friday staff meetings will be marked as such and placed in your folder and should be read in the Center while you are working (and not tutoring of course).

(2) **Enter Hours on Your Timecard** – Develop a habit of routinely logging your shifts on mylakeforest.edu. Your timecard will be processed every two weeks; if you fail to complete it before the deadline, you must obtain a paper timecard from the Business Office, enter your hours, and procure your supervisor's signature before returning it to the Business Office in order to be paid.

(3) **Check the Report System News Post for Recent Work Communication.** Essential reminders from staff meetings, announcements from professors, and Center logistics will be routinely communicated through this platform.

You will be expected to know and act on any Report Page notes.

(4) **Use the Report System to Look Up the Students Scheduled for Your Appointments** – You will then need to search for and review any past appointments regarding the clients scheduled with you. Note what was addressed during the appointment and how that information might help you approach their session. Be sure that you understand the skills that were addressed in previous sessions, so you can build on these in your upcoming session. If any of your clients are back with the same paper or assignment, take note of the focus of these past sessions, and be ready to help the client progress to the next phase of the assignment.

(5) **No Cell Phones** – Cell phone use is not allowed in the Center. Students are not allowed to use them and neither are you. Your cell phone should not be out or visible when in the Center, which means no checking texts or sending texts while in the Center and working, no powering up your phone, etc. If your client uses his/her cell phone in the Center, remind him/her of the Center's policy and ask him/her to put it away.

ii. Opening the Center

If you are scheduled first thing in the morning and no one is available, contact Campus Security at x5555 so that they can come and unlock the door for you. Please note that they may ask to see your college ID.

iii. Greet and Welcome Your Client

If no Front Desk Worker is here, make each client feel welcome and at ease by greeting him/her. Say, "Hi! Welcome to the Writing Center. Can I help you?" Some students aren't even sure if they are in the Writing Center, so assure them that they are in the right place.

If you realize a student is your client, meet him/her at the front desk, shake his/her hand while introducing yourself, and ask him/her to choose a table. Follow your client to his/her chosen seat and ask a few questions to put him/her at ease. Questions could be as simple as “How are you today?”; “How's your semester going?”; or “How are you feeling about the work you have done so far?”. A little small talk will help your client warm up to the Writing Center environment, and a student's comfort can make or break the productivity of a session.

¶¶ If You Run Out of Sign-in Sheets

¶¶ If you find that there is a folder in the Taffa left-hand drawer of the front desk titled “Sign-in Sheets.” If it is empty, notify the Front Desk Worker.

¶¶ Supplies

Certain supplies help you tutor more effectively. If you find that there is something you need to help you tutor, please ask a Front Desk Worker to check the WC Supplies cabinet or contact the Writing Center Coordinator.

¶¶ Keep the Center Clean, Tidy, and Professional

The Writing Center has a kitchenette area with a refrigerator, microwave, and coffee maker. This area is for Writing Center Staff only. Hang your coats and store backpacks there. Feel free to bring in your lunch or a snack. Help yourself to coffee, hot cocoa, paper plates, plastic cutlery, etc. While the kitchenette offers perks to you as a staff member, it also creates new responsibility. If you bring something that you do not want to share, make sure you put your name on it. And most importantly, the counters should be kept clean and tidy. Keep non-refrigerated foods in the cupboards.

¶¶ Timecards

Completing your timecard should include notes detailing any shift changes or additional hours and for what they were used.

viii.. Requirements for Evening Shift Leaders

Evening shift leaders are responsible for ensuring that evenings in the Writing Center run smoothly. S/he must attend to front desk duties, including working at the front desk before and after shifts, ensuring that every client in the Center has been greeted and served, greeting and communicating with walk-in clients about wait time, and arranging appointments for trainees when training is underway. Evening shift leaders are expected to stop their own appointments to greet incoming walk-in clients.

Evening shift leaders must also lead their peers by managing changes in the Writing Center schedule. These changes might include breaking up CWR appointments when possible, contacting tardy tutors, checking online scheduling system for changes. Evening shift leaders should ensure that their peers begin appointments on time, that every tutor is engaged in a Writing Center-related activity, and that the Center's noise level is low. The shift leader will report to Stephanie or Dawn any problems that occur during the evening and will respond to Stephanie and Dawn's inquiries about the evening sessions.

Finally, evening shift leaders working the last shift of the evening must attend to building duties, such as turning off the coffee maker, putting away open food, straightening tables and organizing materials on table tops, turning off lights, closing WC doors, and shutting down all computers.

ix. Suggestions

Running a successful organization such as the Writing Center requires constant adjustments to increase efficiency and better serve our clients. If you have any suggestions on how to improve the Writing Center, please talk to or e-mail The Department Assistant.

x. Recommending a Potential Tutor

When you want to recommend a student for a potential Writing Center staff position, please send an email to the Director that provides the student's name.

b. PROCEDURES FOR CLIENT SERVICE

i. Computer Procedures

Writing Center computers are prioritized for tutors submitting reports and clients submitting client feedback forms; therefore:

- 1) Do not use Center computers 45 minutes after the hour when the Center is busy (busy means more than two clients in the Center) unless you are filing a report or checking upcoming client reports. The computers need to be accessible for client feedback reporting at this time.
- 2) No Facebook on Center computers. You may use the computers for Center work only. Neither clients nor staff should see your Facebook account. The Director and Center Assistant will periodically check computer histories to assure that this rule is followed.

II. What to Do if the Schedule is Full and a Student Needs an Appointment

- 1) Check for flexibility. Does the student absolutely "need" the appointment in the time frame indicated? Check for options.
- 2) Using an Appointment Request Form, get full information from the client—email, cell phone number, and specific days/times that he/she is available.
- 3) Email all of the information on the Appointment Request Form to the Director and Department Assistant, cc the client, and let the client know he/she should be hearing back within a 4-8 hour period. After sending the email, initial the lower, right-hand corner of the form, and put it in the folder in the upper, right-hand drawer of the front desk.
- 4) The Director or Department Assistant will respond to the client and cc the other so as not to confuse the client.

iii. When a Client is Late for His/Her Appointment

If a client is ten minutes late, the client loses his/her appointment slot and, even if he/she arrives after the initial ten minutes, is marked as a no-show. This rule also applies to clients that call to say that they will be ten or more minutes late. If a client is upset, refer him/her to the Director.

iv. Walk-ins

If you do not have a client during a shift and a walk-in comes to the Center hoping to receive immediate tutoring, your acceptance or denial of this client's request depends entirely on what time he or she arrives. We trust you to use your judgment here. In the majority of if not all cases, if you do not have at least a half hour to work with a student, it is not worth your nor the student's time. Most of the time, a walk-in is a new client, so in either case (if you do or do not take the client), please be sure to orient the client to the Center, our appointment structure (45/15), what types of appointments we offer, how these types of appointments can aid in different stages of the writing process, and the scheduling system.

v. Walk-in Hours

For semesters with College Writing walk-in hours, the following policies apply:

- 1) If a tutor that is scheduled for regular Writing Center hours (not College Writing walk-in hours) is available (e.g. he/she did not have an appointment scheduled or the appointment did not show up ten minutes past the hour), then the tutor should take walk-in clients.
- 2) If all tutors are busy and a client walks in, the evening shift leader should stop his/her appointment and greet the client, explain where the client is at in terms of the walk-in list (if there is one . . .when they will likely see a tutor . . . whether or not they should come back . . . should they not bother waiting because there will not be time, etc.)

vi. Start and End Times for Walk-in Appointments

You will need to carefully record start and end times of appointments, as these appointments do not necessarily last 45 minutes. These appointments are meant to be flexible and to meet the client's immediate needs. Clients should be encouraged to make regular appointments to address their writing issues more in depth at a later date.

vii. Reports for Walk-in Clients

Reports can be very brief and should be logged in **AFTER all of the walk-in clients have been seen**. These reports can be as brief as two sentences and should start with, "Joe came in during walk-in hours with XXXX to address YYYY. We covered ZZZZ." Optional sentence: We did not have time to address AAAA, so I suggested another, regular appointment to address this issue.

viii. Shift Leaders and Expectations for Walk-in Clients

Faculty have been told (but students may need to be reminded) that we do not take **required appointments** during walk-in hours. If an appointment is required, the client needs to contact Dawn directly. Take the client to a computer to have him/her send Dawn an email OR have the client fill out a form (on the front desk) and put in my mailbox for Dawn to follow up the next day.

Note when a student signs in, and keep to that order when assigning standings to tutors. All available tutors should take walk-in clients, not only the tutor who has been assigned as such (including the shift leader).

When a student signs in as a walk-in client, ask, briefly, what the client wants addressed and make an **estimate to the time necessary for that appointment**. Let other clients know that they may or may not be able to see a tutor given the time commitments of earlier appointments. Let the client make the decision about whether or not s/he wants to wait or get an appointment from Dawn the next day.

Shift leaders are responsible for **stopping their own appointments to greet incoming walk-in clients**.

ix. No Shows

If a client has an appointment and is ten minutes late or more (or calls to say that he/she will be ten minutes late or more), the client is considered a "no show," and you will need to do the following three things:

- 1) Mark the client as a "no show" in the Online Scheduler. To mark the client as a no show, click on his/her appointment in the Scheduler. An appointment window will appear. In the window, you will see the question "Was this appointment missed?" Simply check the box and click "Modify" at the bottom of the window.
- 2) If the "no show" is a standing appointment, mark the client as a "no show" on the Online Scheduler. Also, send an email – stating that the client missed his or her standing appointment – to the Director of Writing Programs.

x. Only One Paper Per Session

A student may ask you to work with him/her on two separate papers during one session. You should not feel pressured to cover both papers. In fact, we strongly discourage it. Simply tell the student that he/she will need to pick which paper that he/she feels is more pressing. That being said, use your judgment. If a student has two half-page response essays, the amount of work is feasible. On the other hand, if the student has two two-page essays, tell him/her that he/she needs to pick one. Regardless of the number of papers worked on during a session, the client must pick only one instructor to send the report to.

xi. Flexible Laptop Policy

A student may come to the Center with no hardcopy of his/her paper. The tutor may decide whether or not s/he would like to work from a laptop. If a tutor does not wish to work from a laptop, the tutor should feel empowered to ask the client to email the draft to him/herself. Then show the client to a Writing Center computer, where s/he can print a copy of the paper from the personal copy account.

- 1) Benefits of using a laptop during tutoring session.
 - a. Clients can make changes directly to their documents, allowing them to save their work more easily and conveniently.
 - b. Tutors—if they wish—can start electronic files that track the work clients do each week. These files could prevent documents from being lost and could also allow tutors and clients to have specific discussions about client progress.
- 2) Disadvantages of using a laptop during tutoring session.
 - a. Tutors and clients are unable to view entire document at one time. For example, we cannot simultaneously view an introduction and a body paragraph on a later page.
 - b. Tutors might struggle to instruct on laptops. Asking students to "press enter" or "scroll down" might seem awkward. If a tutor is not comfortable making such requests, the tutor should ask the client to print his/her paper.

xii No Consultations on Resumes, or Non-LFC Assignments

Refer clients with resumes or cover letters to Career Services. Tutors in that office are trained and have the professional experience to better advise them. We do not tutor transfer application essays, job application materials, etc. The assignment must be directly affiliated with Lake Forest College.

xiii. Standing Appointments

All standing appointments are arranged through the Director. Assigned tutors will work more systematically with these students, developing their writing skills, rather than focusing on particular paper assignments exclusively.

1. Standing Appointment Policies

- a. **REQUIREMENTS:** clients with standing appointments agree to come to this appointment once a week. They agree to work on their writing skills, in general, not just individual paper assignments. They understand that attendance and progress between appointments are necessary to keep this appointment.
- b. **ATTENDANCE POLICY:** clients with standing appointments must attend weekly. After one unexcused absence, clients will receive a warning. After two unexcused absences, standing appointments will be cancelled. The Director will excuse absences for academic events, religious holidays, and illnesses documented by the Health Center.
- c. **PRIVACY DISCLOSURE:** clients with standing appointments understand that the Director of Writing Programs reserves the right to share information about their progress in this program, including termination of this appointment, with their academic advisor.
- d. **WHAT TO BRING:** course syllabi, A Pocket Style Manual by Diana Hacker, and current and upcoming writing assignments. If clients do not have a current paper that they are working on, they agree to bring past, graded papers to analyze. Clients should look ahead, as well, to upcoming writing assignments and bring assignment sheets, relevant readings, etc.

2. Procedure for First Appointment with First-Time Standings

1. *Complete the Standing Appointment Form with your client:* Complete the client information section at the top of the form, including advisor, phone number, etc. Review the "Requirements" and "What to Bring" sections. Set goals (your client should bring writing samples to aid your goal setting) or such samples should be in your binder. Your client should also have completed the self-assessment form to aid in this process.
2. *Create a semester-long plan **and** a specific plan for your next session.* Your standing should bring his/her course syllabi, which you can use to create a writing calendar for both you and the client. Use this calendar to backwards plan for all stages of the writing process, leaving enough time for stages that are especially difficult for your client (e.g. sentence-level editing for second language learners). Encourage client to communicate with professor about assignments in advance as necessary for the client to meet his/her writing goals for sessions with you. Set a goal and expectations for what to bring to the next appointment.
3. *Complete client report.* List the primary goals set during the appointment. Note if you were able to complete a writing calendar. Report on any current writing assignments addressed during the appointment. Conclude the report with what the client agreed to bring to the next session.

3. Procedure for First Appointment with Returning Standings

1. *Discuss expectations for how you will work together.* Before your first appointment, review your standing's previous client reports and look for patterns in the types of appointments. Note how many appointments included prewriting (brainstorming, assessing the assignment, outlining, drafting theses, etc.) and how many included actual drafts. You will want to use this information when discussing goals with your client in order to encourage a variety of types of appointments, including as many appointments with drafts as is possible. You will want to come to an agreement of sorts about expectations for what the client should bring to sessions and what you will prepare for sessions. Explain again that you will have things to work on at each appointment whether or not an assignment deadline is eminent.
2. *Prioritize goals.* Review the goals that were set at the end of last semester. Discuss these in terms of the courses, syllabi, and types of writing challenges the writer will face this semester.

3. *Create a writing calendar.* On this calendar, show the client how to backwards plan all writing assignments to plan for all stages of the writing process. Note which stages of the process are especially difficult for your client and be sure to leave adequate time for support in these phases of projects. Using this, set some goals for upcoming appointments as to what the client will bring to make progress on writing assignments over time. Feel free to encourage the client to communicate with instructors to get assignments ahead of time if your planning indicates this is necessary. Make a copy of this calendar for yourself. Explain to the client that he/she should bring to all appointments for necessary updating.

4. *Review end-of-semester writing samples.* If client does not have these, ask for them for the next appointment. The goal here is to review professors' comments and reconsider writing goals in response. You may want to make copies of some of these to use in appointments focused on revision or editing issues as authentic models.

5. *Complete the blank standing appointment form.* Review all information with client to be sure all is still accurate, including advisor, cell phone number, etc. Be sure to record the goals you have agreed upon: transpose as necessary from last semester's form. Once the form is completed, give the client the top (white copy) and keep the bottom (yellow) copy for your binder. Three-hole punch your form/calendar and neatly organize it in your binder so staff can reference these forms when necessary.

6. *Address any attendance or progress issues from last semester.* Review the standing appointment list at the front desk. Note how often your client missed appointments last semester. Discuss this with your client. Ask why this happened and what will be different this semester. Encourage change. Also remind client of standing appointment policies on attendance and progress.

7. *Complete client report.* Report on completion of nos. 1-5 and relevant points of discussion that occurred. There is no need for the client to fill out a response form for this session. You may invite the client to fill out a standing appointment evaluation of last semester if the client did not do so already. These are available at the front desk.

V. POLICIES

a. POLICIES FOR TUTORS

i. **Staff meetings** are MANDATORY. If you have any subject you would like to discuss or announcement you would like made, please e-mail each directly to the Department Assistant.

ii. **Requesting Time Off**

Generally speaking, requests for time off for academic-related activities and College functions will be viewed favorably and will be approved. Requests for time off for personal and family events should not exceed one per semester and may or may not be approved depending on the schedule and the needs of the Center.

All requests must be done so in writing. The requests should be made as soon as possible to ensure that other tutors will be able to cover the shift(s). These requests should be emailed to BOTH the Director and Department Assistant. Please note that these requests include missing Friday staff meetings.

iii. **Never Sign Yourself Out of the Scheduler**

Tutors should never sign themselves out of the online scheduler. Only the Director, Department Assistant, and Lead Tutor(s) have this responsibility.

iv. **If You are Running Late**

Punctuality is essential to successful tutor sessions. But in the instance that you are going to be late for your scheduled hours, make two phone calls: one to the Director or Department Assistant and one to the Center's front desk. This way your coworkers can make adjustments as necessary.

v. Personal Emergencies

The Writing Center recognizes a personal emergency as something that is happening to you (physically or emotionally) or your close family that is phenomenal. In the event of a personal emergency, please let your immediate supervisor know. If the Lead Tutor is available in the Center, let him/her know so that he/she can make relevant decisions about your appointments, etc. If the Lead Tutor is not available, you must get in touch with the Writing Center Director or Department Assistant in order to have permission to leave the Center, even if you are not scheduled for an appointment.

Events happening to close friends or extended family, as well as news events/tragedies that are upsetting do not constitute personal emergencies, but you may be excused from your time in the Center if you do not have scheduled appointments. The same process pertains, however. You must get permission to do so from a supervisor.

vi. Illness

We rely on the dependability of our tutors to keep our Center efficient and reliable. But in the case that you are ill and unable to work your scheduled hours, sending an email is not acceptable. You must call the Director until you reach her. Begin with her home phone number, then her cell, then her office number. Have all three numbers on speed dial on your phone in case. Also call the front desk of the Writing Center and leave a message if no one picks up.

vii. What To Do if a Scheduled Colleague Does Not Arrive on Time or at All To His/Her Shift

Excuse yourself from your client and check to see if there is an available tutor that can take the appointment. If no tutor is available to take the appointment, check to see if the Director or Department Assistant is on campus and available. If neither is, reschedule the client for another day or time if possible. If not possible, apologize to the client and invite him/her to wait if he/she wishes. Explain that you will make the Center administrators aware of the situation. Send email with details to both the Department Assistant and the Director. The email should be sent no matter if the tutor shows up later or not.

viii. Visitors in the Center

When you have visitors (out of town guests, student guests from admissions, etc.), it is fine to bring them with you to the Center IF:

- He/she doesn't disturb you while you work.
- He/she doesn't disturb others while they work.
- He/she doesn't sit behind the front desk. Only staff should sit there.

Guests may use the computers but may not use cell phones. Guests are welcome to study at one of the tables on the periphery of the room or in the back lounge area. If you are going to hold lengthy discussions with guests, please use the lounge area.

b. POLICIES REGARDING CLIENTS

i. Confidentiality and the Session Report

When signing in to the Center for any appointment, the student has the right to choose not to have a report sent to any college official, including all faculty members. In this case, Writing Center personnel can only share whether or not the student completed an appointment. If you choose to have a report sent to a college official, be aware that tutors are trained to write descriptive, not evaluative or judgmental, accounts of what occurs in any particular writing session. Tutors write reports on all sessions, even though the report may not be sent to a college official. This is important for maintaining records for Writing Center review and development.

Tutors are obligated not to share with professors any information about a student beyond the descriptive report. Also, tutors are obligated not to discuss their clients with other students, including other tutors, outside of the Center.

ii. Tutoring Writing

All Writing Center employees should focus on writing, including assistance with brainstorming, argument development, structure, grammar, style maturity, and global or local organization. Tutors should not tutor the

content of any class or tutorial, assign reading, or act in any way as an instructor, as opposed to a tutor. Furthermore, a tutor should not represent a professor, a professor's standards, or a course.

iii. Concerns for the Well-Being of a Student or the Campus Community

If anything occurs during a session that causes you to be concerned for the safety or well being of the student or the campus community, it is your responsibility to bring these concerns to the attention of the Director or Department Assistant immediately.

iv. If You Encounter Plagiarism in a Client Paper

(1) Definition of Plagiarism –

1. To steal or pass off as one's own.
2. To use without crediting a source.
3. To willingly commit literary theft.

(2) Forms of plagiarism –

1. A failure of the creative process through the author's failure either to transform the original material or to identify its source
2. Intentionally taking the literary property of another without attribution and passing it off as one's own
3. Having failed to add anything of value to the copied material and having reaped from its use an unearned benefit
4. Unknowingly copied published materials and presented as one's own

(3) How to deal with obvious, intentional plagiarism –

- a. Alert the client of the college's policy against plagiarism. If needed reference the college handbook. A link to the handbook will be on every desktop.
- b. Send an email to the director of the Writing Center that states:
 - i. the client's name
 - ii. the client's advisor
 - iii. the assignment containing alleged plagiarism
 - iv. a brief description of the plagiarism

(4) How to deal with obvious, unintentional plagiarism:

- a. Show the client that he or she has committed plagiarism and remind him or her that a student must always cite the work of others.
- b. Correct the citation issues by using the Hacker Manual.
- c. Reference the college handbook's policy on plagiarism.

(5) How to deal with potential, intentional or unintentional plagiarism:

- a. Confront the client. Ask him or her if the potential idea or language has been taken from another source.
- b. If the client denies the act of plagiarism, but the tutor is sure that he or she has plagiarized, the tutor should follow procedure for "How to deal with obvious, intentional plagiarism."
- c. If the client admits to plagiarizing, remind him or her of Lake Forest College policy. Then follow the instructions for "How to deal with obvious, intentional plagiarism."
- d. If the potential plagiarism is shown not to be plagiarism, still remind the client of the college's policy and proper citation.

(6) What to remember when dealing with plagiarism:

- a. Plagiarism is not plagiarism until the paper is "published" or turned in.
- b. Always remind clients of College policy and proper citation.
- c. Do not accuse clients of plagiarism. Nonetheless, convey the concern to an authority – specifically the director of the Center.

v. If You Feel Threatened or Unsafe Working with a Client

If a client arrives for his/her appointment or at any point during the appointment becomes agitated and makes you feel unsafe working with him/her, politely excuse yourself and notify the Director or Department Assistant immediately.

vi. If a Client Arrives for His/Her Appointment Inebriated

If a client arrives for his/her appointment inebriated, conduct an abridged version of an appointment, politely addressing his/her concerns. After the client leaves, immediately notify the Director or Department Assistant.

vii. Students with Substantive Writing Skill Deficits

Please alert the Director or Department Assistant when you encounter a student with substantive writing skill deficits (e.g. unable to write a complete sentence, confused about simple sentence or paragraph structure).

viii. All Client Sessions Must Take Place in the Writing Center

All tutoring must be done in the Writing Center. However, if a student wants to make an appointment with you outside your scheduled hours, the Director or Department Assistant may approve you arranging a session in the Center with that student outside of your typical hours.

ix. Policy on First Semester Standing Appointments

The only requirement for maintaining these appointments is attending them. When a first semester standing appointment misses an appointment, he/she receives a warning from the Director or Center Assistant. If a first semester standing appointment misses a second appointment, his/her standing appointment is cancelled, and he/she will have to make all of his/her appointments using the online scheduler.

Only the Director can reinstate cancelled standing appointments.

x. Policy on Returning Standing Appointments

Because we have a high volume of new student clients in need of standing appointments, clients with standing appointments risk losing their appointments if they are not making sufficient progress in their appointments OR if they do not show up for a single appointment. Since they have already benefited from working closely with a tutor for a full semester on their skills, we expect to see rapid progress on these skills during the semester. Calling ahead is not sufficient reason for missing a standing appointment.

Only the Director can reinstate cancelled standing appointments

xi. Professional Judgment/ Sexual Harassment

You are not allowed to have personal interactions (e.g. asking a client out on a date, asking personal questions of a client) during a Writing Center appointment or use client information (e.g. telephone numbers) for personal interactions. You are also expected to follow College policies on sexual harassment as a College employee.

c. WARNINGS, PROBATION, AND TERMINATION POLICIES

You are responsible for obeying and sustaining the policies of the Center. The Director and Department Assistant are responsible for letting you know when you are not meeting those expectations. Thus, if you are not meeting the expectations of staff, you will receive a warning.

If you continue to not uphold the policies of the Center, you will be placed on probation. Probation, which generally lasts four weeks, is designed to give you a time period to sufficiently prove that you are capable of making good decisions about maintaining policies. Probation may be shortened depending on the severity of the problem.

After being placed on probation, if you still continue to not uphold policy, you will be terminated.

The Director reserves the right to terminate an employee after the warning stage if the policy infraction is a severe one. This will be clearly communicated in writing to the tutor in question.

d. REHIRE CONFERENCES AND PROCEDURES

Rehire conferences take place at the end of the academic school year. During these conferences, individual tutors will meet with the Director and/or Department Assistant to discuss job performance. Possible topics to be covered include: 1) tutor goals and progress made on those goals, 2) tutor performance, 3) the tutor's role in the Center in the following year, and 4) the tutor's pay raise for the following year.

Tutors are required to prepare for these conferences, per the instruction of the Director.

VII. PHONE NUMBERS YOU WILL NEED AT YOUR FINGERTIPS

(PLEASE PROGRAM INTO YOUR CELL PHONE)

The Coordinator Cell: 512.673.0777

The Director Office: 847.735.5234

The Director Home: 847.599.4884

Writing Center Front Desk: 847.735.5233

Security: 847.735.5555