

The Writing Center Tutor Manual



Kent State University Stark Campus



Director: Dr. Jay D. Sloan

Last Updated-September 2012

All policies stated herein are subject to those found in the Kent State University Student Employment Handbook, found online at the following address:

http://career.kent.edu/home/sejobs/emp_handbook/se_book_toc.cfm

In case of conflicting policies, the policies stated there will prevail.

Table of Contents

1. Mission Statement of the Kent-Stark Writing Center – page 4
2. Employment Procedures – pages 5-12
 - a. Hiring and Recruitment: English 39895: “Tutoring Writing”; Why You Should Consider Becoming a Junior Tutor
 - b. Job Descriptions (Senior, Junior, and Part-Time Tutors)
 - c. Student Employment Procedures and Timecards
 - d. Promotion, Disciplinary and Dismissal Procedures; Grievance Procedures for Student Employees
3. Conduct Policies – pages 12-22
 - a. Statement on Client Conduct
 - b. Statement on Professional Conduct of Tutors
 - c. Statement on Discrimination and Harassment
 - d. Statement on Plagiarism
 - e. Statement on Proofreading
4. Tutorial Concerns – pages 22-38
 - a. Tutorial Methods/Procedures/Error Analysis
 - b. Special Tutorial Concerns (Students with Disabilities & ESL Students)
 - c. Specialized Classroom Visits and Workshops
 - d. Online ETutoring-the Stark OWL
5. Office Procedures – pages 38-40
 - a. What to Do When You Are Not Tutoring
 - b. Writing Center Computers/Printer
 - c. Writing Center Library
6. The *Writing Center Review* and *Common Ground* – pages 40-45
 - a. Goals/Mission
 - b. Editorial Positions
 - c. Publication Calendars
7. Appendix: Forms Used in the Writing Center and the TutorTrac Handbook – pages 46-76

1. Mission Statement of the Kent-Stark Writing Center

The function of the Kent-Stark Writing Center is to provide a free collaborative space in which all members of the Kent State University-Stark community (students, faculty, staff, and alumni) can find support for their efforts to become more effective writers. Utilizing one-to-one conferences—available both in person and online—our staff of highly trained undergraduate tutors seeks to promote thoughtful engagement and ongoing reflection throughout the entire writing process. Our goal is not to supply directions, give answers, or “fix” papers for clients, but rather to empower them to discover their own solutions to the challenges in their writing. In addition to helping clients brainstorm, problem-solve, and revise, we also offer them a wide range of print and online resources (pamphlets, manuals, handbooks, etc.) in further support of their efforts. Beyond their one-to-one work with clients, Writing Center tutors also conduct writing workshops in classrooms, help foster the recognition and celebration of student academic writing by annually publishing *The Writing Center Review*, and help foster connections with the outside community by publishing *Common Ground*, an annual sold-for-donations volume of creative writing which benefits local charities. Tutors also pursue their own research interests in the tutoring of writing, research which they frequently present at local, regional, and national academic conferences, and occasionally publish in scholarly venues.

2. Employment Procedures

2.a. Hiring and Recruitment: English 39895: “Tutoring Writing”

All students (regardless of major) who are enrolled at least half time or more at Kent State and who have successfully completed both ENG10001 and ENG10002 (or will be taking ENG10002 concurrently with their first semester of employment), are eligible to become tutors in the Kent-Stark Writing Center. Employment is contingent, however, upon enrollment in an upper-division English course, English 39895: Special Topics in Rhetoric, Composition, and Writing: “Tutoring Writing,” which is offered annually each Fall semester. The course is REQUIRED of all new tutors.

While taking the course, new tutors (called “Junior Tutors” their first year) are required to work a minimum of four paid hours in the Writing Center per week. These four hours will be selected to accommodate the individual tutor’s schedule, and more hours will become available (if desired) as new tutors develop stronger tutorial practices. After the course concludes, students will be eligible for continuing employment through the Spring semester. At the end of their first year, Junior Tutors will then be eligible to apply for reappointment as “Senior Tutors” during their subsequent semesters at the university. Senior Tutors may work as few as ten or as many as twenty-seven hours a week. If staffing needs allow, it may also be possible for Junior Tutors to apply to return *as* Junior Tutors for subsequent semesters.

Course Description: English 39895: Tutoring Writing

Current writing center practice rests upon a substantial and sophisticated body of educational theory related to writing. This course introduces students to the contemporary “idea” of a Writing Center and to a tutoring pedagogy which embraces non-directive and collaborative methods as a means of developing stronger writers, and not merely of strengthening or helping to “fix” individual writing assignments. Though the course is designed with the Writing Center in mind—as a means of providing a trained, motivated staff—it would also be of real benefit to students considering careers in education.

The course will expose students to a wide range of pivotal readings in the field, encompassing the following topics:

- collaborative learning
- tutoring models
- the writing process
- brainstorming models
- drafting and revision models
- student “ownership” of texts
- tutorial ethics
- the study of error and “error analysis”

academic discourse
 issues of audience
 multicultural and ESL concerns
 negotiating tutor/student difference in the tutorial
 institutional politics and student writing
 online tutoring strategies

At the same time, the course will lead students through increasingly more demanding engagements in the actual tutorial process, from conducting initial observations of Senior Tutors, then through tutoring in groups or pairs, and finally into tutoring independently.

For the course, students will be asked to:

keep a tutoring journal
 take part in weekly e-mail discussions with their peers
 observe and conduct writing tutorials with undergraduate students
 complete several short, reflective essays on their developing tutoring practices
 develop a theory-into-practice project/seminar paper based in both secondary research and field observations/testing
 prepare Powerpoint presentations of their projects to share with their peers

Why You Should Consider Taking English 39895: “Tutoring Writing” and Becoming a Junior Tutor in the Kent–Stark Writing Center

Immediate and Purely Practical Considerations:

1. It’s a way to earn money right here on the Stark campus, *between classes*.
2. It’s a part-time job that allows you to set your own hours, and to work as few as 4 and as many as 10 hours a week (even more later).
3. The course fulfills the upper division “Writing And Language Studies” requirement for the English major, and fulfills the “Writing Elective” requirement for the Integrated Language Arts major.

Job Quality Considerations:

1. It’s a job that allows you to share your knowledge and experience of writing—something you already know and care a lot about.
2. It’s an opportunity to read, think, talk, and learn more about the processes of writing and of teaching/tutoring writing.
3. It’s a job that allows you to help others find success.
4. It’s a part-time job that rewards you tangibly for your skills, encouraging you to move from Junior Tutor to Senior Tutor rank within a year’s time, taking on more responsibility and gaining more recognition and pay for your work as you progress.

Professional Development Considerations:

1. It's a unique opportunity to think through, develop, and practice your teaching with actual students—now, while you're still in school.
2. It's an opportunity to gain confidence in your abilities as a thoughtful and effective teacher.
3. It's a chance to gain practical experience in teaching to list on graduate school applications, scholarship or grant applications, and/or job applications.
4. It's a chance to secure a letter of recommendation from a professor who can address both your abilities in the classroom (as a student of writing theory and pedagogy) and also as a teacher (as a tutor who has applied theory and grown and evolved as a teacher).
5. It's a chance to learn more about the process of publishing a small academic journal, by helping to produce *The Writing Center Review*, Stark's annual volume of select student writing.

2.b. Job Descriptions (Senior, Junior, and Part-Time Tutors)

Senior Tutors:

Senior Tutors are those who have applied for promotion and reappointment for a second or subsequent year in the Writing Center. Senior Tutors not only carry substantial tutoring loads (a minimum of 10 hours/a maximum of 27 hours a week), but also serve as role models and mentors for incoming junior staff. Junior Tutors will observe many of the tutorial sessions of the senior tutors, will be participating in those sessions as their skills and confidence grows, and may eventually ask senior tutors to observe and comment on their first independent sessions, as well. Senior Tutors will also carry the responsibility for conducting the majority of the classroom workshops we offer, and for helping with administrative tasks like supervising work schedules and maintaining the Writing Center's records. Senior Tutors are also the pool from which the co-editors and other staff members of *Common Ground* and the *Writing Center Review* are selected.

Junior Tutors:

Junior Tutors are those in their first year of employment in the Stark Writing Center. They will carry a minimum load of 4 hours per week their first semester, with an option (should their tutoring practices merit it and staffing demands allow it) of increasing to a maximum of 15 hours per week during the second semester. Junior Tutors are primarily responsible for tutoring, and particularly for developing their tutoring practices, both in English 39895, the training course they are required to take during their incoming Fall semester, but also through observations and actual tutoring in the Writing Center. They will additionally assist the Senior Tutors with record-keeping and general Writing Center maintenance, and will serve on selection committees for *Common Ground* and the *Writing Center Review*. Junior Tutors will also be asked to help with the shorter classroom visits used to promote the Writing Center with incoming students. Junior Tutor appointments end at the close of the academic year. Junior Tutors are strongly advised to apply for reappointment as Senior Tutors should they wish to

ensure their continued employment in the Writing Center. The Director may choose to allow a Junior Tutor to return without promotion should the schedule allow, but returning Junior Tutors may be given last choice in the selection of hours and schedule—after both Senior Tutor and incoming Junior Tutor preferences and needs have been filled.

Part-Time Tutors:

Part-Time Tutors are only employed in the Writing Center when special circumstances demand. These are short-term appointments made by the Director should the regular tutoring staff prove insufficient to meet client demand. Part-time tutors will be trained through Director-conducted workshops. Their sole function will be to fill the tutoring needs of the Center. Should a part-time tutor wish to continue his or her employment the following year, it will be necessary to take English 39895 during the next Fall semester.

2.c. Student Employment Procedures and Timecards

Since student employment is administered through the Student Employment office, tutors will need to complete the necessary paperwork for student employment in that office at the beginning of EACH academic year (the start of fall classes), even if their employment is continuing from the previous year. Tutors MAY NOT begin working in the Writing Center until this paperwork is completed and an official job offer has been accepted via e-mail. Tutors working during the summer sessions, will also need to file the necessary paperwork BEFORE beginning their summer employment (which is technically the start of the next academic year).

Timecards for Writing Center employees are maintained online through the Kronos system. Tutors will need to log into Kronos at the beginning of their shifts and out again at the end of their shifts. If tutors are conducting workshops or class visits outside of the Center, they should come to the Center first and log in. Any errors made in logging in or out, as well any additional hours completed “off the clock,” should be reported to the Director as soon as possible so that the necessary changes can be made. The system requires that such changes be made no later than Tuesday of the following week, so any delay in reporting changes may effect paycheck totals for the week.

2.d. Promotion, Disciplinary and Dismissal Procedures

Promotion

Student employment for Junior Tutors automatically terminates on the final day of Finals Week at the end of Spring semester. Once a Junior Tutor has worked a full year in the Center, he/she should apply for reappointment and promotion as a Senior Tutor. Only if promoted and reappointed will the student be guaranteed employment the following year.

The application process for a Senior Tutor position entails several steps:

1. Complete an application form, available from the Director.

2. Schedule an observation time during which the Director will come to the Center to watch you conduct an actual tutorial with a student. At that time, you will also schedule a follow-up meeting to discuss the particular tutoring strategies you utilized in that session.

3. Collect student evaluation forms (available from the Director) from five random students you tutor and submit those to the Director.

Reappointment decisions will be made on the basis of the following five criteria:

1. Productivity. The database will be examined to determine the ratio between the number of hours you worked during the academic year and the number of sessions you actually conducted. The Director will be looking for those tutors who spent more of their working hours in the Center actually tutoring (taking into consideration the relative client demand during the hours each tutor works).

2. Tutoring Skills. Based on the observation of your tutoring session, the follow-up conference, and the Director's impressions of your work all semester, the Director will determine some of the central strengths and weaknesses of your tutoring, as well as your capacity and willingness to continue growing as a tutor. Again, the Director will be looking for the most active, engaged, and dynamic senior tutors available.

3. Student Evaluations. The Director will be utilizing the student evaluations you gather to gain an estimation of how students see you as a tutor.

4. Peer Evaluations. The Director will also ask all current tutors in the Center to fill out an anonymous survey appraising your interpersonal skills as both a professional and a working colleague. This will help the Director get a stronger sense of how you might work as a mentor to younger staff.

5. Availability. Since senior tutors must be willing to work 10-27 hours a week, as well as assume additional responsibilities, the Director will also take into consideration your future schedule and general availability.

You will receive the Director's decision either in person or by e-mail/mail within two weeks of the completion of the application process.

Disciplinary and Dismissal Procedures

Although serious conduct problems are quite rare in the Writing Center, the following procedures have been defined to ensure the fair and systematic investigation and resolution of any complaints.

Senior Tutors are granted limited oversight and supervisory authority in the Writing Center. Should a Senior Tutor determine that a Junior Tutor is in serious violation of tutoring or conduct codes (see sections 3.b., 3. c., and 4. b. below), he or she should initiate the following actions:

1. Discuss the problem with the tutor immediately following the first occurrence. Remind the tutor of the appropriate conduct code(s), and attempt to resolve the issue by suggesting ways to avoid the problem in the future.
2. Notify the Director either in person (preferably) or via e-mail following both the initial and all subsequent occurrences.

Following notification of any repeat violation, the Director will investigate the problem by speaking with the Senior Tutor who issued the warning, the Junior Tutor to whom the warning was issued, and any available witnesses. Should the Director confirm the problem, the following actions will be instigated:

1. A verbal warning from the Director will be issued, dated notes of which (along with any other available documentation) will be placed in the Junior Tutor's private employment file (accessible only to the Director).
2. Following any further occurrence of the problem, a written warning from the Director will be issued, and a copy placed in the Junior Tutor's private employment file.
3. Following a third reoccurrence of the problem, a notice of dismissal will be issued by the Director, and the Junior Tutor will be discharged.

Should Junior Tutors discover a problem with a Senior Tutor in the Writing Center, he or she should approach the Director immediately. The Director will then investigate, attempting to confirm the problem with the other Senior and Junior Tutors and any available witnesses. Should the problem be confirmed, steps 1-3 above will be followed.

Private employment files are retained by the Director for 3 years following the end of a tutor's employment in the Writing Center, at which point they, and any related e-mail, are destroyed.

Grievance Procedures for Student Employees

(excerpted from the Kent State University Student Employment Handbook)

►General Guidelines

- Generally, it is expected that a complaint can be resolved at the point at which it arises. This means that the student employee(s) and the immediate supervisor should attempt to settle the problem, with the right to appeal to a higher level exercised only after it is determined that mutual satisfaction cannot be reached. Consequently, every effort should be made to settle the grievance on the spot, on its merits, and with minimal delay.
- In initiating a complaint, and throughout the formal appeals process, students may seek the counsel of the [Office of the Student Ombuds](#) who will provide information, clarify procedures, and facilitate communication as requested.
- It is understood that some issues may involve one or more policies which, because of either the nature of the complaint or the status of the complaint, may be related to University offices which have separate responsibilities for such policies. For example, an allegation of discrimination or sexual harassment could be reviewed separately by the Office of Affirmative Action.

- There shall be no retaliation or abridgement of a student's rights resulting from the use of this policy.
- As necessary, a student may submit a written request for a reasonable amount of time off work to attend hearings or meetings established as part of the grievance process during business hours. This request must be approved in writing by the immediate supervisor to be acted upon.
- It is recommended that a student maintain copies of any correspondence generated in pursuing the grievance process.
- To facilitate an efficient grievance and appeals process, it is expected that a grievance be reviewed at the departmental level in a two-step process (**maximum**), by an immediate and next level supervisor (or designee), before being referred to The Career Services Center for a final decision. The next level supervisor may be defined as a department head, dean, director, or other University officer.
- Regional Campus student employee complaints filed at a Regional Campus are covered by rule 3342-8-06 of the Administrative Code.

▶ **Student Employee Grievance Procedures within Employing Departments**

- **Any student employee** of the University who has a complaint relative to employment shall discuss the complaint with the immediate supervisor within **three** working days (excluding weekend days and holidays) from the date of the incident. Should a group of student employees within a department have a grievance that crosses supervisory lines, but is confined to a single department, the department head or designee will assume the role of the immediate supervisor in the first step of the grievance procedure.
- **The student employee**, if the complaint is not resolved orally, must prepare a signed written statement outlining the nature of the grievance as well as a suggested solution, and present it to the immediate supervisor. This statement must be delivered within **three** working days of the attempted oral resolution.
- **The immediate supervisor**, within **three** working days after receiving the written complaint, shall review the complaint and submit a signed, written response to the student employee proposing a resolution, along with information regarding the next level of appeal. The immediate supervisor shall forward copies of all documentation to the next level supervisor (or designee).
- **The student**, if the resolution is unsatisfactory, will inform the next level supervisor (or designee) in writing within **three** working days.
- **The next level supervisor (or designee)**, within **three** working days, shall review the grievance and the recommendation of the immediate

supervisor and provide a written decision to the student with copies to the immediate supervisor and to the Career Services Center, Grievance Review Staff. The written decision will also advise the student of the right to appeal, the time period allowed for submitting an appeal (within **three** working days), and the appeal procedure.

▶ **Student Employee Grievance Procedures to Appeal Employing Department Decision**

- **The student**, within **three** working days of the receipt of the decision, may submit a written appeal to the Career Services Center, Grievance Review Staff. The written appeal must outline the nature of the incident, any attempts to resolve the matter with the supervisor, and provide all additional supporting documentation pertinent to the issue.
- **The Career Services Center, Grievance Review Staff** shall review all of the information for completeness and request any additional information from the student or employing department to ensure a thorough review of the facts and clarity of the issue. Within **three** working days of the receipt of the written appeal, a final decision concerning the grievance will be submitted in writing to the student. The decision by The Career Services Center, Grievance Review Staff is final.

3. Conduct Policies

3. a. Statement on Client Conduct

To ensure the safety of all tutors, the Writing Center posts the following statement on expected Student Client Conduct:

Code of Conduct

The Kent State-Stark Writing Center expects those who use our services to respect the rights of others. Responsible conduct is required. Individuals who engage in unacceptable behavior such as physical and/or verbal abuse may lose their writing center privileges and/or be subject to university disciplinary action.

If you as a tutor ever feel that your security is being threatened by an abusive client, contact Campus Security at once (and, as soon as possible, the Director). You will find the appropriate phone number for Security on the laminated green card in the top right drawer of the reception desk.

3. b. Statement on Professional Conduct of Tutors

Tutors are expected to work to maintain a professional atmosphere in the Writing Center at all times. Towards that end, as tutors you should adhere to the following guidelines:

- A. Remember that some students are easily distracted and that we are all sharing a very small room. While tutorials are underway, you must remain conscious about the volume of noise in the reception area. This is simply not the place or time for loud personal conversations or joking around.
- B. The Writing Center is NOT to be used as an off-duty lounge. When you are not working, go elsewhere. This includes not using the Writing Center as a book-drop or locker between classes.
- C. The Writing Center is not a lunch room. If you know you're going to need lunch, schedule a lunch break into your working hours and actually LEAVE the Center. You should not be on the clock and eating meals at the same time.
- D. The Writing Center is your place of employment; it is not your personal study hall, office, or retreat. When you are on the schedule, your first priority is to our clients and to the other Center duties assigned you. Do not use your work hours to complete homework you should have done elsewhere when there are clients to attend to or other Writing Center tasks to be completed. The Senior Tutors keep a list of tasks that need to be done. Consult one of them if you are unsure of what you should/could be doing while at work.
- E. The Writing Center computers are NOT to be used for entertainment purposes. The computers are primarily for use in tutorials, and therefore you should vacate computer terminals whenever they are needed for that purpose. When not otherwise in use, you may use the Writing Center computers to complete homework or to discretely check/respond to e-mail. Under NO circumstances, however, are the computers to be used for games or for "surfing" the web, tinkering with Facebook, playing clips from YouTube, etc. Not only do such activities distract you from your rightful duties and from attending to our clients, but they set an unprofessional tone for the Center. Additionally, both for these reasons, and because of the threat of viruses, you should NEVER download programs from the web to the Writing Center computers.
- F. Be fair to your colleagues by showing up on time, staying for your entire shift (unless you have made other arrangements head of time), and taking your fair share of the clients who come in. If you will be absent, or significantly late, e-mail the Writing Center list-serv at the following address: WCSTARK@LISTSERV.KENT.EDU, or call the Writing Center at 330-244-3299. You should also check your schedule on TutorTrac for appointments. If another tutor is not available, you will need to cancel the appointment online so that the system will notify the student client. Do not just e-mail or call the Director, since he may not be at his desk to forward the information to your co-workers who are expecting you.

G. Dress appropriately for the workplace. You are not only students on campus; you are employees of the Writing Center, and by extension, of the University. While casual attire is perfectly acceptable, tight and/or revealing clothing is not.

H. Remember that we want the Writing Center to be both a professional and welcoming space, so you need to remain conscious of how you are representing the Center. Do not tell jokes or engage in public conversations that nearby students might find unprofessional or offensive. Similarly, be careful about what you call up on the computers or post on the bulletin boards of the Center. Remember, too, that you also represent the Writing Center even when outside of it. Many faculty members, administrators, staff members, and fellow students will know that you work in the Center. Be aware of how you (and the Writing Center) might be perceived due to your behavior in the classroom, in the Campus Center, at campus events, and even on social networking sites like Facebook, which are frequented by other students.

3. c. Statement on Discrimination and Harassment

Though problems with discrimination and/or harassment are extremely rare in the Writing Center, tutors should be knowledgeable about these issues, and strive to remain respectful in their professional and personal dealings with clients and with each other.

The following is an excerpt from the University Policy Register, detailing Kent State University's policies on these issues:

**University policy regarding unlawful discrimination and harassment.
3342-6-01.1 (3342-6-011)**

(A) Policy.

- (1) In accordance with rule 3342-6-01 of the Administrative Code, there shall be no unlawful discrimination based on race, color, religion, gender, sexual orientation, national origin, disability, age, or identity as a disabled veteran or veteran of the Vietnam era, this policy sets forth the expectations and responsibilities for maintaining an educational and employment environment free of unlawful discrimination. It is the policy of the university to consider harassment directed toward an individual based on any of these categories as a form of unlawful discrimination.
 - (a) The university encourages an atmosphere in which the diversity of its members is understood and appreciated; an atmosphere that is free of discrimination and harassment based on the above categories. Thus, all members of the university are expected to join in creating a positive atmosphere in

which individuals can learn and work, an environment that is sympathetic, respectful and supportive.

- (2) It is the policy of the university to apply the federal and state definitions of unlawful discrimination and harassment in implementing this policy.
- (3) It is the policy of the university to communicate that unlawful discrimination is unacceptable and will not be tolerated.
- (4) It is the policy of the university to communicate that unlawful harassment is a form of unlawful discrimination and is unacceptable and will not be tolerated.
- (5) It is the policy of the university to:
 - (a) take action to educate the university community regarding individual rights with regard to unlawful discrimination and harassment.
 - (b) take action to investigate alleged incidents that are reported in the appropriate manner.
- (6) This policy is intended to promote the university's commitment to equal opportunity and diversity. It is not intended to censor first amendment right to express ideas and opinions on any topic provided that expression is not in the form of unlawful discrimination or harassment.
- (7) It is expected that all members of the university community share the responsibility for reporting instances of discrimination or harassment.

(B) Eligibility

- (1) This policy applies to all campuses and units of the university, all faculty, staff, students, vendors and other visitors to the university. This policy also applies to the activities of university-recognized organizations including, employee and student organizations, including fraternities and sororities.
- (2) In accordance with the Civil Rights Act Title IX, in all university programs this policy shall apply to, but not necessarily be limited to, the following: recruiting, admission, access to programs, financial aid,

academic progress/grading, and social, recreational and health programs.

- (3) In accordance with the Civil Rights Act Title VII, in employment this policy shall apply to, but not necessarily be limited to, the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other compensation, and selection for training.

(C) Definitions.

(1) Unlawful discrimination.

- (a) The equal employment opportunity commission (“EEOC”) defines a protected category to include race, color, religion, gender, national origin, disability, age, or identity as a disabled veteran or veteran of the Vietnam era. For purposes of this policy, the university extends that definition to include sexual orientation.
- (b) Unlawful discrimination against persons in a protected category includes treating an individual adversely in employment or making academic or non-academic decisions based on the protected category.

(2) Racial/ethnic harassment.

- (a) Racial and ethnic harassment is defined as any verbal or physical behavior or conduct that has the purpose or effect of:
 - (I) Creating an intimidating, hostile, or offensive employment, educational or university-based living environment;
 - (II) Interfering with an individual’s or group’s educational, employment, university-based living environment, personal safety or participation in university sponsored activity; or
 - (III) Threatening an individual’s or group’s employment or academic opportunities.
- (b) According to the department of education and/or office for

civil rights, a racially-hostile environment may be created by oral, written, graphic or physical conduct related to an individual's race, color, or national origin that is sufficiently severe, persistent, or pervasive so as to interfere with or limit the ability of an individual to participate in or benefit from the university's programs or activities.

- (c) Unlawful verbal or physical conduct may include, but is not limited to comments focused on physical features, racial taunts, epithets/slurs, defacing property and items which connote animosity to a person's background or heritage.
- (3) Sexual harassment.
- (a) The EEOC defines sexual harassment as:
 - (I) Unwelcome gender bias, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
 - (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic performance;
 - (2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
 - (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creates an intimidating, hostile or offensive working environment, academic or university-based living environment.
 - (II) Verbal and/or physical behavior includes, but is not limited to: sexually explicit jokes, insults, taunts, obscene gestures, embracing, touching, pictorial and written communications, electronic communication including email, and unwelcome

embracing and touching.

- (4) Disability discrimination.
- (a) The Americans with Disabilities Act (ADA), sections 503 and 504 of the Rehabilitation Act, and section 4112 of the Revised Code prohibit unlawful discrimination against individuals with disabilities. A “person with a disability” is an individual who:
- (I) Has a physical or mental impairment that substantially limits one or more of his/her major life activities;
- (II) Has a record of such an impairment; or
- (III) Is regarded as having such an impairment.
- (b) Federal law requires making reasonable accommodations to the known physical or mental limitations of a qualified individual with a disability unless to do so would cause an undue hardship on the operation of the business.
- (5) Other discriminatory harassment. Other discriminatory harassment includes intimidation, ridicule or insults that unreasonably interferes with an individual’s work or educational performance; creates an intimidating, hostile or offensive working and/or learning environment; or otherwise adversely affects an individual’s work or learning opportunities. This type of discriminatory harassment applies to such conduct, which is based on an individual’s religion, age, sexual orientation, veteran status, or any other legally-protected characteristic.

(D) Violations.

- (1) It is a violation of this policy and federal and state laws for anyone to engage in unlawful discrimination and/or harassment as defined in section (C) of this rule.
- (2) The university is committed to eliminating unlawful discrimination and harassment, wherever they occur in the university community, by taking corrective action as a result of violations of this policy. Violations may lead to disciplinary action up to and including

separation from the university.

- (3) Retaliation against persons who file complaints or cooperate with the investigation of a complaint of discrimination or harassment is a violation of this policy as well as the law, and is strictly prohibited. Overt or covert acts of reprisal, interference, restraint, penalty or intimidation against any person for exercising rights under this policy will be subject to appropriate and prompt disciplinary and remedial action.
- (4) It is a violation of this policy to falsely accuse faculty, staff or students of harassment.

(E) Sanctions.

- (1) If it is found that an individual's conduct violates this policy, action will be taken. Action may include, but is not limited to, counseling, training, oral or written warning, transfer, suspension, termination or expulsion. The degree of action may be determined based on the intent and outcome of the behavior. Sanctions shall be based on the nature and severity of the offense and the extent of the findings. The university will ensure that all parties are afforded due process in its complaint handling. Any sanctions will be in accordance with the provisions of the appropriate collective bargaining agreement, student conduct code, employee disciplinary procedure, or other appropriate university policy.

(F) Administration.

- (1) The office of affirmative action is responsible for administering this policy.
- (2) To determine the most appropriate complaint and resolution process, anyone who believes that unlawful harassment or discrimination has occurred may contact his/her immediate supervisor or one of the following university offices: the office of affirmative action, employee relations, ombuds, dean of students and student ombuds, the student multicultural center, the office of diversity and academic initiatives, the women's resource center, or an appropriate university employee. Anyone who feels physically threatened or has been physically harmed should immediately contact university police. All offices receiving complaints must notify the office of affirmative action.
- (3) A violation of this policy should be reported as soon as possible after

an incident occurs so appropriate action can be taken according to university policy.

- (4) The confidentiality of all parties will be honored to the extent legally allowed and which provides for an appropriate investigation. Persons seeking information or guidance concerning potential discrimination or harassment allegations are advised that the university may need to take action once it is informed of an allegation whether or not the person wants to pursue a complaint.

(G) Complaint procedures.

- (1) Complainants are encouraged to contact the university's office of affirmative action with conduct his/her complaint within 30 days of the most recent occurrence of alleged harassment or discriminatory act.
 - (a) A complainant also has the right to file a complaint with external agencies including the Ohio civil rights commission and the department of education within 180 days of the alleged act or with the EEOC within 300 days. However, it is recommended that the complainant first exhaust the internal complaint procedures.
- (2) Internal complaint investigations will follow the procedures set forth in the university's procedures regarding complaints of unlawful discrimination, in rule 3342-6-02.1 of the Administrative Code.

Effective: February 10, 2005

3. d. Statement on Plagiarism

It is not the primary mission of the writing center to "police" student papers for plagiarism. We do, however, have an obligation to address with our clients any aspect of their writing which might limit their academic success. If, in your initial interactions with student clients, you begin to suspect that a student has plagiarized all or part of a paper, you should attempt to determine the nature of the plagiarism, and then follow-up accordingly:

1. Unintentional Plagiarism: Often students are actually unaware of their own plagiarism. They may not fully understand the nature of "source material," nor the appropriate ways of documenting it. Tutors should start by assuming that this is the case, and simply question the client regarding the origins of certain sentences or phrases. Tell the student that these statements "don't sound like you" or "don't sound like the rest of

the paper.” And ask if the student is quoting or attempting to paraphrase something they’ve read. This can become a teachable moment when the tutor can talk with the client about the nature and ethical use of sources, and the citation formats that academic writers use.

2. Intentional Plagiarism: If a student denies the use of a source and yet you remain convinced that plagiarism has occurred, take the time to explain to the student why you are concerned (what about the wording bothers you), and, by way of justifying that concern, describe for the client the serious consequences of plagiarism. According to the University Policy Register, the following sanctions can be invoked against a student determined to have plagiarized:

Academic sanctions. The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. Instructors are to use the cheating/plagiarism sanction form to indicate which one of the following sanctions is to be imposed on the student. Instructors must send that form to the office of student conduct. For Kent campus instructors the form will be sent by the office of student conduct to the student, the instructor’s department chairperson or dean, and the dean for the college in which the student is enrolled. For regional campus instructors the form will be sent by the office of student conduct to the student, and to the regional campus dean.

- a) Coursework. The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. In those cases the instructor may:
 - (i) Refuse to accept the work for credit; or
 - (ii) Assign a grade of "F" or zero for the project, test, paper, examination or other work in which the cheating or plagiarism took place; or
 - (iii) Assign a grade of "F" for the course in which the cheating or plagiarism took place; and/or;
 - (iv) Recommend to the department chair or regional campus dean that further action specified in paragraph (D)(1)(b) of this rule be taken. The department chairperson or regional campus dean shall determine whether or not to forward to the academic dean or to the vice president for the extended university a recommendation for further sanctions under paragraph (D)(1)(b) of this rule.
 - (v) For students who have not previously been sanctioned for plagiarism, if the instructor and student agree, Plagiarism School could be provided as a means to mitigate the sanction (as described in section B(14) and G of this rule.)

b) Degree. The following academic sanctions are provided for acts of cheating or plagiarism which so permeate the student's work that the effect is to compromise the validity of a degree. Such occurrences may be related, but not limited to, professional or graduate work. Sanctions which can be invoked by the dean of the college in which the student is enrolled or by the associate vice president for the extended university include those provided in paragraph (D)(1) of this rule; and/or

- (i) Revocation or recommendation to decertify or not to certify; or
- (ii) Rejection of the thesis, dissertation or work; or
- (iii) Recommendation for revocation of a degree.

For further information on university policies and procedures regarding plagiarism, refer the student to the following websites:

<http://www.kent.edu/academics/resources/plagiarism/Information-for-Students/index.cfm>
http://www.kent.edu/policyreg/policydetails.cfm?custome1_datapageid_1976529=2037779

Further, make sure you point out how relatively easy it is to document sources correctly. At that point, it will be up to the student to decide whether there is indeed a problem with plagiarism in the paper and what, if anything, he/she intends to do about it. If the client decides to go ahead and submit a plagiarized paper to an instructor, he/she will do so fully informed about the potential consequences. However, to protect both yourself and the Writing Center, please notify the Director via e-mail or written note anytime you suspect that a student client intends to submit a plagiarized paper. The Director will retain the message to document the incident.

3. d. Statement on Proofreading

While students often ask tutors to proofread (or “correct”) their papers, it is Writing Center policy that tutors can not proofread work for students. To do so would 1) ensure that students remain perpetually dependent upon others to proofread their work for them, rather than learning to do it themselves, and 2) would be unethical, essentially encouraging students to engage in plagiarism, i.e. passing off someone else’s work as their own. Instead, Writing Center tutors are to help students learn to catch their own errors by utilizing a method called Error Analysis (see section below). Students should understand that proofreading is a skill that requires both time and effort to learn, and that it cannot be successfully completed in a single, last-minute Writing Center visit, especially when larger issues are paramount.

4. Tutorial Concerns

4. a. Tutorial Methods/Procedures

In working with students, tutors should make every effort to adhere to the following session guidelines:

General Methods:

- A.** Always address higher-order concerns first! Don't let students back you into last-minute proofreading sessions that ignore more important and more fundamental concerns (thesis, development, etc.).
- B.** Be as non-directive as possible in your tutoring sessions.
- C.** Keep tutorials focused and productive by limiting them to 50-60 minutes **MAXIMUM, per day.** Try to focus on only ONE paper assignment per session.
- D.** In order for us to maintain a useful database, **ALL** required session/student information on the TutorTrac system must be completed at the point of service. Do not let records accumulate "to be filled in later."
- E.** **NEVER** accept dropped-off papers. Tutors should only examine papers during actual tutorials with the student in the Center.

Tutorial Procedures:

When a student comes to the Center to be tutored, complete these steps:

- 1.** Welcome the student to the Writing Center. Then ask the student to sign the Sign-In Sheet on the clipboard on the main desk. Make sure the student has filled in the entire line.
- 2.** Open TutorTrac and log the student into the system (see appendix for full details). Minimize the TutorTrac window.
- 3.** Take the student to a table in the common tutoring area and conduct the tutoring session with student:
 - a. The Opening of the Tutorial**—Introduce yourself to the client, and spend a few moments establishing rapport. Discuss and clarify the client's specific concerns. Ask the client about the specifics of the writing assignment. Check to see how well the client actually understands what he/she is being asked to do on the assignment.
 - b. The Body of the Tutorial**—Check to see if the client has a draft. If the student does not yet have a draft, spend the session working on brainstorming activities, trying to help the student articulate and refine ideas appropriate to the writing assignment. If there is a draft, ask the client to read it aloud to you while you take careful notes. Explain to the client that this process allows you to hear the entire draft and form a better

impression of its strengths and weaknesses (see further justification of this procedure below*). If the client is really resistant to the idea of reading aloud, or is in some way unable to, you may read the draft aloud to him/her.

Try to keep the client engaged throughout. Ask him/her to take notes on the things you discuss. (You may also give the client any notes you've taken once the session is over, if you think the client will find them helpful.) The student, NOT THE TUTOR, should be the only person writing on the student's actual draft.

In general, work to prioritize your discussion of the student's paper by addressing higher-order concerns (thesis, development, etc.) first. Do not attempt to solve every problem area you identify in a paper. Try to identify perhaps 3 main areas that need work and address those areas with the student. You do not want to overload the student with more information or ideas for revision than he/she can handle in one session. If you were not able to address all the areas you feel are important, encourage the student to return to the center for another visit after making the revisions the two of you have discussed.

If you have time to get to late-order concerns (grammar, mechanics, etc.), utilize "error analysis" methods (described below**) to help the student discover and correct his or her own errors. DO NOT proofread the paper FOR the student.

Be particularly careful to be a non-directive as possible, asking lots of questions rather than issuing lots of "directions." (You may need to "model" proofreading and offer more explanation to ESL or LD students, but you should return to prompting even these students to engage in their own proofreading as quickly/as often as possible.) If a student is struggling and continually looking to you for answers, ask him/her to take a moment to brainstorm a bit on his or her own and then return in a few minutes to discuss the ideas he/she has generated.

c. The Closing of the Tutorial—Try to conclude your session with the client by reviewing the central issues and concerns discussed. A good method is to ask the STUDENT to list the central things he/she now plans to work on, and then to remind the student of anything he/she has forgotten. Be sure to check the student's understanding of his/her revisions plans by asking more questions. And end the session by suggesting a return visit to the Writing Center to discuss revised drafts or additional issues that you didn't have time to address

4. Offer to send an email to the student's instructor, notifying the instructor of the visit and explaining what you and the student worked on. **Please note:** This notification is strictly voluntary on the part of the student, and is one of the items they check off on the Sign-In Sheet. Please be aware that some students may not want their instructor to know that they have used the Center. Honor their wishes.

5. When the student leaves, make sure that you return to TutorTrac, maximize the tutoring record window, and complete the record (see the appendix for detailed instructions). E-mail the instructor if the student so requested.

***Why You Should Have Students Read Their Papers Aloud**

Benefits for Students:

- 1) They are active in the session from the beginning; their voices remains central.
- 2) Reading aloud forces them to be aware of an audience, that their words “go somewhere,” that someone is actually listening to them.
- 3) Reading aloud activates their aural sense of logical development, clear wording, correct grammar and mechanics, etc.

Benefits for Tutors:

- 1) Forces tutor into an active listening (not talking) role.
- 2) Allows tutor time to get sense of the whole paper (and not just jump on the first thing that he/she sees in the text).
- 3) Allows tutor time to generate genuine QUESTIONS (not directive comments)
- 4) Forces tutor to attend to higher-order concerns since he/she isn't looking at the actual written text.

****Error Analysis**

When dealing with late-order concerns, tutors should utilize a method called "error analysis," which is a way of methodically testing a student's awareness of, and ability to self-correct, his/her own errors. Your role as a tutor here is to act as a guide, not a proofreader (though sometimes students will try to pressure you into proofreading for them). You want to try to supply just enough support and information so that the student can learn to spot and correct errors on his/her own. Usually the process goes something like this:

1. You sit beside the student and look on while he/she reads through the paper.
2. When you notice an error that the student doesn't seem to detect, you stop him or her at the end of the sentence.
3. You say, "Would you reread that last sentence for me?" Then you wait to see if the writer spots the problem.
4. If not, you ask, "Do you see a problem with the sentence?" And again you wait to see if the student can find and correct it.
5. If not, you supply an appropriate prompt: i.e., "The problem is with the verb." Once again you wait to see if the student can self-correct.
6. If not, you ask a leading question: i.e., "Why did you put that ending on the verb?" Many students will then be able to correct the problem.
7. If not, you should then supply the relevant grammatical or mechanical rule. At this point you might want to give the student a copy of the relevant Writing Center pamphlet, or get a manual off the bookshelf, and go over the rule with the student. Let the student then correct the error himself/herself.
8. As you continue listening to the paper, look for similar errors elsewhere. If it surfaces again, say something like, "Now look at this sentence. Do you see the same problem here

that you had in that last paragraph?" Hopefully the student will be able to identify the problem, remember the rule, and self-correct.

At each step in error analysis, the point is to give students the opportunity to articulate their own understanding of the error and to find their own way to correct it. Only when it's clear that the student can't see the problem, or has mislearned or misapplied rules, should you as the tutor try to explain the issue directly and/or offer options for correcting it. Under no circumstances should you "correct" the paper FOR the student. This is, of course, a labor- and time-intensive process, but years of research have shown that this is the only way students with error issues ever really resolve them in their writing. If we proofread papers "for" students, they will never learn how to proofread and correct their own writing. It will, in fact, only make them more dependent upon us.

NOTE: Because error analysis is so labor- and time-intensive, and because students can only learn so much in any one sitting, it is doubly important to **PRIORITIZE** late-order concerns and focus on only one or two major errors in a session. If you try to help students with every error in a paper in one session, you may overwhelm them. Be direct with students and tell them what errors you are focusing on and why they are most important, but also tell them what other errors you saw in their papers. If there's time, suggest that they come back for another session. And when you e-mail their instructors to describe the session, you should explain what errors you worked on, why you prioritized them, and what other errors you didn't have time to address. Reassure your clients that it will take time to address multiple error issues. Additionally, because Error Analysis relies to a great extent on a student's residual and "felt sense" knowledge of language rules, it may be less effective with developmental writers and ESL writers for whom such knowledge is spotty or even non-existent. Such writers will likely need more extensive language instruction than Writing Center tutors can offer and should be referred to Katie O'Brien in the Academic Skills Center for ongoing developmental tutoring.

Getting Help with Tutorials:

If you have any problems during a tutorial, don't be afraid to ask another tutor for help. You might excuse yourself and pull a colleague aside to ask a quick question, or you might actually ask a fellow tutor to join (or even take over) a session that you are struggling with. After the session, you may request further advice from your fellow tutor, from the WCStark list-serv, or from the Director.

Walk-In Brief Consultations:

Students frequently call or walk in with quick questions that do not merit full tutorial sessions (i.e. a question about a point of grammar, the spelling of a word, or how to document the Bible on a "Works Cited" page). Because these still represent student contacts for the Writing Center, it is still important for you to have the student sign the Sign-In Sheet. And after their visit, you should still enter their visit into TutorTrac, using the "Quick Visit" option (see appendix for full details).

4. c. Special Tutorial Concerns (Students with Disabilities & ESL Students)

As a tutor in the Writing Center you will be working with the entirety of the student body, including student populations with special needs, such as those with disabilities and ESL (English as Second Language) students. Since each of those populations can present particular challenges to you as a tutor, please familiarize yourself with the following guidelines.

Students with Disabilities

Advice to Writing Center tutors from Kelly Kulick, The Office of Student Accessibility Services:

I will start off by saying that you must never assume that an individual has come to see you because of a disability. If I come to the Writing Center and I am hearing impaired, for example, you should not assume that my hearing loss has anything at all to do with my problem formulating a thesis. As with any other student, the problem may just be that my topic is too broad. Be careful to ask students to explain why they have come to you. Never assume that their disabilities impact their work. Being an effective communicator is key to working with all students, including students with disabilities.

If you think that a person you are working with may have a disability, please do not ask them. It is not legal for you to do so. It is up to students to disclose their disabilities, if they so choose. If you feel strongly that a student may have a disability that is impacting the way they write their papers, there are a few useful questions that you may legally ask. You can ask them how their high school writing experiences went for them. Often that will lead into a discussion about a tutor who worked with them, or the extra time they received to get their work in. If a student mentions that they received extra help in high school, ask them to elaborate. The key here is that you are not looking for a diagnosis of their disability, but rather ways in which the student has been accommodated in the past. If you are comfortable then assisting the person in the way they were helped in high school, great. If not, or if the requested help is beyond what you do (i.e. they want you to write something for them), feel free to say that you cannot do that.

As far as tutorials go, consider the advice that Anne Mullin offers in her article “Serving Clients With Learning Disabilities” which is printed in *The Writing Center Resource Manual*. According to Mullin, writing center tutors ALREADY utilize the strategies a disabled student might find helpful:

Writing labs provide individualized instruction, a reduced-stress atmosphere, an opportunity to break down a task into small success-

breeding pieces, opportunities for frequent and timely feedback—all of which enable learning. We train our tutors to use a variety of techniques such as brainstorming, listing, talking on tape or sketching to generate ideas, and color coding or cutting and pasting to sort and organize material. Our tutors are good at helping students understand assignments and translate them into process steps, using key words as checklists to maintain focus and mark task completion. Writing lab people cultivate all the right personal qualities, too—patience, flexibility, good humor, attentiveness, good listening skills—and we are skilled at varying our strategies and materials to fit the varying strengths and weaknesses of our learners. So it’s not that we need to develop radically different abilities for our work with students with disabilities; rather, we find ways to practice more of what we already do well, and to do it with more conscious awareness of why and to what degree we can expect results from some of the strategies and resources we are all learning to share. (IV.1.2)

As Mullin goes on to explain, writing center tutors should make themselves aware of the following:

1. Local Resources—Contact the campus Office of Student Accessibility Services with your questions and concerns about how to help particular students; ask students who identify themselves as disabled if they are registered with Accessibility Services, and encourage them to check out the services offered there; and look into any assistive technologies on campus which might be helpful.

2. Practical Strategies—Avoid both rushed and excessively long sessions; utilize the most distraction-free space you can find; brainstorm ways to break down assignments into shorter steps; and use as many different learning modes as you can: i.e. verbal, visual, tactile, etc.

ESL Students

There are four things to remember when working with an ESL student:

1. ESL students are in the midst of a long-term language acquisition process. It is important that you, the student, and the teacher be realistic about how much real fluency in English you will be able to achieve, and how quickly it will come. Language experts tell us that it can take seven years of total second language immersion before a non-native speaker achieves functional fluency (and many non-native speakers will avoid full immersion by frequently retreating to more comfortable social spaces where they can speak their native language). And because of “transference” (interference) issues in learning a new language over top of a previous one, elements of the speaker’s native language (grammar, syntax, etc.)—marked as “errors” in the new language—will continue to crop up for years to come. Once again, then, it will be especially important for you to prioritize the writing difficulties ESL students have, and then slowly, systematically, and repeatedly help the student work on a few key issues in his/her writing at a time. I suggest you contact the student’s instructor and discuss the errors you’re seeing and which you think should be prioritized. Both students and teachers need

to be reminded that a “perfect” paper is probably not possible. It’s more important that slow but real improvements be seen. Remember, “sense-destroying” errors (errors which make it difficult for a reader to understand the text) are more serious than minor errors (such as the faulty use of prepositions, which often trouble ESL writers).

2. Error Analysis is still the best way to address error issues in ESL student writing. It provides the student with opportunities to work on identifying and correcting errors in their work. It may require significantly more time, however, since ESL students will not have a native “ear” for English; that is, they will not be able to “hear” many of the problems in a text the way that a native speaker might. As the tutor, you will need to be prepared to explain the issues more fully than you might have to with a native speaker. You will also undoubtedly have to return to the same issue far more frequently.

3. ESL students will have more success if they can work with the same tutor over a longer period of time. That way, both parties know what the issues are and what’s been worked on to date. You should encourage ESL students to learn one tutor’s schedule and make appointments to visit during those periods frequently. TutorTrac does allow for standing appointments.

4. Though working with “error” will seem to be the number one issue with ESL students—because it’s the most evident, the most heavily marked and commented on by teachers, and the one that ESL students feel the most concern about resolving—don’t forget that ESL students will need help with higher-order concerns, too.

4. d. Specialized Classroom Visits and Workshops

At the beginning of each semester, the Writing Center is called upon to make classroom visits to introduce students to our services, and to conduct workshops on academic writing for First Year Experience (Orientation) classes. We are also frequently asked to offer workshops on specialized writing issues to classes throughout the semester. What follows is a brief description of each of these:

- A. **10-minute Classroom Visits**—If you are asked to make a classroom visit, verify the time, place, and number of students involved. Then, just before your visits, stop by the Writing Center and pick up enough Writing Center brochures to distribute to everyone and a few copies of *Common Ground* and the *Writing Center Review* to pass around for students to look at/take. In the classroom, distribute the brochures, and then give an overview of who we are and how we can help students. Utilize the following “crib sheet” as an outline of the points you’ll want to cover:

Information Crib Sheet for 10-Minute Visits and 50-Minute Workshops

NOTE: For 50 minute FYE workshops, begin with the 10 minute run-down of information.

- Our writing center is made of undergraduate peer tutors who have strong writing skills as well as good mentoring abilities. All tutors complete an upper-division, 3-credit hour class “Tutoring Writing” and have been trained in non-directive tutoring methods and error analysis by Dr. Jay Sloan, the Writing Center Director.
- We are in Main Hall Rm. 202, to the right as you exit the elevators on the second floor.
- The Writing Center is for ALL student writers and is not place where only “bad” writers go. Smart, proactive, and good students seek tutoring, regardless of their grade point average. Every student can benefit from a tutoring session.
- It’s a free service. It costs nothing to use.
- They should expect the following:
 - A conversation with a tutor about their writing concerns in a workshop format.
 - Guidance from the tutor, not “directions” or “corrections.” We’ll talk with them, ask a lot of questions, help them devise strategies for strengthening their papers, but they’ll do the work.
 - Higher order concerns first (topic, thesis, support, organization, research, etc.)
 - Late order concerns last (grammar, mechanics, etc.)
(Explain the difference between the two and why we do it in this order, i.e. “working on commas will not help your paper much if you have no thesis.”)
- No draft is needed; students are encouraged to come in wherever they are in the writing process. We also help with brainstorming and finding a thesis before they start drafting.
- The earlier they come in the better.
- We take both walk-ins and appointments. If time allows, show them the Writing Center website and demonstrate how to login and make an appointment. Students are also welcome to call our number, (330) 244-4320, and make an appointment. All of our contact information is also on the pamphlet.
- Tell them about our pamphlets, available in the Center and online.
- Tell them about the *Writing Center Review* and *Common Ground*.

B. “First Year Experience” (Orientation) Writing Workshops—These workshop will primarily be conducted by Senior Tutors, though Junior

Tutors should feel free to tag along and even help with the workshop as they can.

The purpose of the FYE workshop is to give incoming freshmen a sense of the standards and expectations of college-level writing. **TWO templates for these workshops are provided below.** The Senior Tutor conducting the workshop can choose whichever option he/she prefers. **Template A** utilizes a **PowerPoint presentation** which is available both in the Writing Center (to copy to a USB Flash drive and take to the classroom with you) and on our website (which you can call up on the classroom computer). It utilizes whole-class participation through questions asked during the PowerPoint. **Template B** utilizes **group work** to achieve largely the same ends, but emphasizes student activity.

50-Minute Workshop Crib Sheet

TEMPLATE A: The goal of this presentation is to give new, incoming students an idea of the differences between high school-level writing and college-level. This presentation should also briefly illuminate some key elements that need to be present in every essay. Do not switch slides too early.

The Writing Process

Slide 1: The traditional linear writing model. Students may be very familiar with it.

1. Ask them if they are, and if they have ever used this model, or been instructed to use this model.
2. Also, ask them if they feel this model is accurate. Do they write this way?

Slide 2: The way writing actually happens. Explain that the main steps are all still present, but that most people work through them recursively, not linearly.

1. Ask the class where they start, or where they think that they should start.
2. Acknowledge that there is no “correct” place to start. This chart has no real beginning and end. Writers often begin somewhere within it, and find their way to other points.

Critical Thinking

Slide 3: Ask the class what critical thinking is.

Slide 4: Explain that there is no “right” answer to many college essay prompts.

Slide 5: Tell them that Professors are looking for a thoughtful, well-supported argument that acknowledges alternative views.

1. Ask the class what they think is meant by “pose problematic questions.” Consider their answer and fill in any gaps.
2. Note the various tasks (the verbs “pose,” “analyze,” “find, gather, interpret,” etc. listed on the slide.

3. Ask them what they think of this list. Do they agree with this definition of critical thinking? Would they add any other possibilities? Disagree? Why?
4. Ask them if they have any questions and try to clarify.
5. Finally, ask them what the difference between summary and analysis is.

Slide 6:

1. Ask the class if they are familiar with the plot in Shakespeare's *Romeo and Juliet*.
2. Ask the class to give you a SUMMARY of the film. If no one can, give them one.
3. Ask the class to give you an ANALYSIS of the film.

Slide 7: This slide will put the two side by side for the class. Explain how a summary retells a story, but adds nothing to it. An analysis uses the events in the story to support a claim or thesis that the writer of an essay is making.

1. Ask the class if they see the distinction.
2. Ask them again to give you a brief summary of another movie or event.
3. Ask another student to give you a claim about it.
4. Try to get them beyond summary into shaping an actual claim. Watch your time, however.
5. Make sure to clarify any questions.

Research/Resources/Plagiarism/Citing Sources

Slide 8: Analysis gives the class an idea of what the paper should do, and research is how they support their central claim.

1. Ask them how they should support their claims. Why?
2. Ask them for an example of a good source. Why?
3. Ask the class why just using Google is not ideal. Why?
4. Explain the uses and disadvantages of Google. Introduce the library and databases.
5. Ask them the difference between a magazine and a scholarly, peer-reviewed journal. Explain any gaps.

Slide 9: Now that the class understands something about academic sources, it's time to address plagiarism.

1. Ask the class what plagiarism is.
2. Ask them what the difference between intentional and unintentional plagiarism is.
3. Ask them what can happen if they are caught either way.
4. Ask them how they can avoid it.

Slide 10: With citations of course!

1. Ask them what MLA is.
2. Ask them if they have used or heard of any other citation styles. Explain the major ones, APA, MLA, Chicago.

3. Ask them what they feel is the hardest part of creating a Works Cited/References page.
4. Tell them how the Writing Center can help with that.

Parts of a College Essay

Slide 11:

1. Ask the class if there are any questions up to this part.
2. Ask them to list the main parts of the college paper.
3. Ask them what they are most/least comfortable with.
4. Ask them what they think a thesis statement is. Relate it back to the analysis of *Romeo and Juliet*.
5. Ask the class to give you a very basic thesis statement. Remember to help or give cues if they are having problem.
6. Tell them a thesis statement is an argumentative claim that their paper will defend.

Slide 12: Thesis Statements

1. Ask the class if they see the difference between these examples.
2. Ask them why the one on the right is better.
3. Explain that a thesis must be debatable, meaning that people could reasonably have differing opinions on it. A generally agreed upon thesis does not make a very argumentative paper.

Slide 13: And just like a thesis needs to be debatable, it also needs to be narrow.

1. Ask the class what the difference between the two examples is.
2. Ask the class if they think a three-page paper could cover the sample thesis on the left fully.
3. Explain why it couldn't if their unsure.
4. Ask the class how they think the assigned page length will impact the thesis statements the create. Explain that the broader the claim, the more research and support the paper will need.
5. Ask them if they see why and fill in any gaps.

TEMPLATE B: The goal of this presentation is to give new, incoming students an idea of the differences between high school-level writing and college-level. This presentation should also briefly illuminate some key elements that need to be present in every essay.

Here's how to run the workshop:

Remember that it's meant to be an open and interactive event, not a lecture. You will ask the students to generate ideas in groups, and your job will then be to take those ideas and make sure the important ones are understood and recognized by everyone in the class. You'll find that the students know what to do—that they really already understand the writing process and many of the issues involved with it—they just need to be encouraged and to have their ideas placed within a larger framework.

Each workshop is scheduled for 45 minutes. The following breaks that 45 minutes down into the component segments of a workshop scheduled for 11:00-11:50. You may find that the workshop runs a little faster, which is okay, but the group work should require a good 30 minutes. If you run out of time, make sure you provide some sort of “wrap up” about the writing process and how the Writing Center can help students successfully improve their writing processes and products.

11:00 – 11:05: Instructor takes roll and introduces you.

11:05 – 11:15: Introduce the Writing Center and our services. Pass out copies of our brochure and copies of the Review for students to examine.

11:15 – 11:40: Explain/assign the following group exercise.

For most classes (that are 25 students or less), have the students count off by fours and separate into four groups. Assign each group one of the following topics to discuss.

While the groups are discussing, circulate around the classroom, taking time to talk with each group to check their progress and prompt them to further/deeper discussion (some clarifying examples you might share are provided in italics below):

Group 1) Aspects/Components of the College Paper

- a) What are the essential “parts” of a good essay? (*example: “thesis statement”, “introduction,” “ conclusion,” etc.*)
- b) What components of a good college paper are “outside” of the actual writing? (*example: “research”*)
- c) What are your biggest concerns about these elements?

Group 2) Research/Resources/Plagiarism/Citing Sources

- a) Where can you find good outside sources to support your papers? What types of resources do you have access to here at KSU-Stark?
- b) What is “plagiarism”? What is the difference between intentional and unintentional plagiarism? How do you avoid plagiarism? What can happen if you are caught plagiarizing?
- c) What is MLA? Can you list any other citation styles? Why are they important?

Group 3) Development of a Topic/Critical Thinking

- a) What do you need to do to effectively develop the topic/argument of your paper?
- b) What is “ethical” writing and why is it important?
- c) What does “critical thinking” mean and why is it important in college writing? (*example: an in-depth, 20-page paper on a container of bottled water, covering: source/purity of water, packaging, marketing, regulations governing, environmental impact, and different perspectives on the costs/benefits of the product.*)

Group 4) The Writing Process

- a) What are the main steps of the writing process?
- b) When does the writing process begin, and end? (*as soon as you get the assignment . . . and never*)
- c) What is the difference between “revision” and “editing” or “proofreading”?

11:40 – 11:50: Have the groups share their thoughts with the entire class. Ask further questions of the whole class as you go, and point out important connections and make further suggestions yourself. Wrap up by summarizing, briefly, some of the key points that were made and remind students once again that the Writing Center can help them write more effectively and meet the academic standards and expectations of writing on the Stark campus. Also, encourage students to submit their work to the WCR this year.

For very large classes of more than 25 students, you might have each student pull out a piece of paper and write down answers to all four topics. Then, instead of having group discussions, you can make it a whole classroom discussion. You might collect answers from the class, sort through them, and write some of major points on the board under the appropriate headings as you go.

Remember: the reason we do these class workshops is to remind students not only how complex academic writing can be, but also to show them everything that the Writing Center can help them with. We provide an invaluable service that can benefit them throughout their academic careers.

Whichever template you use, as you conclude, be sure to point out our hours again in the brochure and to thank the instructor for inviting us to come!

C. Specialized Workshops—The Writing Center has a number of prepared workshops (“Creating Strong Introductions and Conclusions,” “Developing Strong Paragraphs,” “Integrating and Citing Sources,” and “Utilizing Revision Strategies”) which are available whenever faculty request them. These are located in the main Writing Center file cabinet. However, we also encourage faculty to request new or tailored workshops to suit the special needs of students in particular classes. Only Senior Tutors will conduct these specialized and/or tailored workshops, and they should be carefully planned in consultation with both the Instructor and the Director.

4. e. Online “eTutoring”-the Stark OWL

In 2002, the Writing Center added an OWL (online writing lab) to its services, primarily for students unable to utilize the Writing Center during its regular hours. While we continue to work on improving our eTutoring services, our website currently details the following information and instructions:

Making the Most of Email

Do you find it impossible to come to the Writing Center due to class, work or family obligations? We still may be able to help you. The Writing Center also offers eTutoring via email. Using email, you and a Writing Center tutor can work to clarify your focus and ideas, develop a sense of purpose and audience for your writing and systematically revise your papers. Tutors can help you at any stage in the writing process.

eTutoring is free and available to all enrolled Kent State Stark students.

Writing Center tutors can assist with:

- Defining assignment requirements
- Brainstorming ideas for writing
- Discovering your purpose, thesis, and audience
- Strategies for researching and drafting your papers
- Developing ideas for further expanding your drafts
- Organizational, formatting, and documentation strategies
- Revision strategies, and discuss subsequent drafts
- Helping you become a stronger editor and proofreader of your own writing

Remember, your tutor can help you with your writing assignments, but he or she will not write or edit your papers for you.

Response Expectations

You may submit your paper at any time. Tutors will respond during regular Writing Center hours. Tutors in the Center will check for incoming papers and respond to those papers during the hours they are scheduled to work. Because tutors are also busy with live sessions, you should allow plenty of time for a response, at least a day's turnaround time. Papers received on Friday or late in the day may not receive responses until the next business day. Please plan accordingly.

- Expect the tutor to respond with "higher order" questions regarding your draft such as topic, purpose, audience, thesis, development, organization, etc. The tutor will try to help you expand your thinking so that you can develop a stronger paper. Do not expect simple "fix-it directions" or corrections.
- Allow enough time for subsequent email exchanges to reflect upon and respond to the tutor's questions and to revise and submit additional drafts for further feedback. Tutors will not be able to help you with proofreading and other "lower order" concerns (grammar, spelling, documentation, etc.) until larger issues are resolved. eTutoring can not be completed successfully at the last minute. Never send papers less than 24 hours before they are due.

Getting Started

Step 1: Writing Center Student Information Form <LINK to Form>

- This form is required of any student using the Writing Center.
- You are only required to complete this form one time per academic year.
- Skip this step if you have already completed a Student Information form in-person or online.

Step 2: Writing Center Assignment Details Form <LINK to Form>

- This form details your assignment and the areas that you're having difficulty.
- Complete this form each time you are submitting a paper to be reviewed, even if it is a revision.

Step 3: Email Your Paper to the Writing Center

- Email your paper to: writing_GST@kent.edu
- Email Subject should read: eTutoring Paper for [insert your name]
- Attachment: Your paper should be attached as a Word document (.doc or .docx)

Confidentiality

Only Writing Center staff will have access to your email and submitted papers. Electronic and printed copies are kept in secure files.

Tutorial Procedures for eTutoring:

Senior Tutors will check the Writing Center's e-mail several times a day. When an OWL submission arrives, the tutor who received it should complete the following steps:

1. Review the submission carefully. Acknowledge its receipt via return e-mail and request any needed clarifications (for example, further information on the student's assignment, or a request for required information the student failed to send). Tell the student that he/she will receive a full response within the next 24-48 hours.
2. Read the paper through carefully. Remember that your priorities in online tutoring are the same as in any tutorial. DO NOT fall into simple corrections of the text. Instead, formulate searching questions that will encourage the student to rethink and revise. "Insert" your questions into the student's text at relevant points either by using the "Comment" function in Microsoft Word (the preferred method), or by typing them into the draft itself. If you are typing comments directly into the student's paper, utilize italics or colored text to help the student distinguish your questions and comments from his/her own original text.
3. Once you have addressed the major "higher-order" concerns raised by the paper, assess any late-order issues. Compile a short list of problems (don't attempt to catalog every error in the paper—prioritize the most significant 3-4) at the end of the student's paper. After each item in your short list, refer back to one or two examples of the error in the paper (again, don't attempt to identify every one of them). For example, you might list "Sentence Fragments" as an error issue, and then note, "check the third sentence of paragraph four." Tell the student that he/she will need to correct the specified errors and then review the rest of the paper for similar problems. Remember, you are trying to encourage proofreading ON THE STUDENT'S PART. It is not your job to

“correct” the paper. To further help the student, you might also refer him/her to relevant pamphlets on our website.

4. Send the reviewed draft with your questions and notations back to the author. Invite the student to send a revised draft back for further review, and offer to answer any questions the student might have.

5. Make sure to enter the contact information in TutorTrac in order to document the session for our records.

5. Office Procedures

5. a. What to Do When You Are Not Tutoring:

When you are not tutoring, you are expected to be working on other needed tasks for the Writing Center. Some of these tasks include the following:

Phone/Voicemail/E-Mail/WCStark/WCSenior: Obviously one important task is to keep on top of Writing Center communications. Faculty members frequently contact the Writing Center with questions and requests. Student often call with quick questions. When not in sessions, tutors should answer the phone, check and respond to voicemail, and check and reply to e-mail throughout the day. They should also check their own e-mail accounts periodically, since the Director frequently uses the two Writing Center listservs (WCStark and WCSenior) to contact tutors.

TutorTrac Database: All tutors are responsible for maintaining current records in TutorTrac. Utilize moments between sessions to make sure your record-keeping is complete and up-to-date.

Supplies/Computers/General Maintenance: Tutors are responsible for keeping the Director informed about needed supplies, so make periodic surveys of what we’re running low on (tablets, writing utensils, paper for the printer, etc.). Similarly, utilize some of your free time to clean unneeded and personal documents from the computers, and to sort and organize needed computer files on the network server. Also, help us maintain a professional demeanor by cleaning and ordering the Writing Center: watering plants, shelving books, circulating posters, etc.

Forms/Pamphlets/Books & Journals/DVDs and Videos: Tutors are also responsible for keeping a running inventory of the forms and pamphlets used in the Writing Center and letting the Senior Tutors or Director know when additional copies are needed. Extra copies of the pamphlets are kept in the file cabinet (and on our network server and website), so tutors should look there first when pamphlets run out on the rack. Use any extra time to fold and restock the pamphlet rack. Further, the Writing Center is committed to creating new pamphlets and continually updating our current ones. Start such a project and work at it incrementally when you have free moments. Additionally,

the Writing Center has a small library of books and journals which should be inventoried periodically against the Check-Out list described below. Instructors or tutors who have not returned borrowed books or journals should be notified via e-mail.

Classroom Visits/Workshops: Tutors must remain aware of all upcoming class visits and workshops they are scheduled for and prepare accordingly. When you are not tutoring, use your time to prepare any necessary materials (brochures, pamphlets, Powerpoints, etc.). Similarly, you might consider revising one of the prepared workshops in the file cabinet. They can always use updating, and new ones could be developed.

Web Pages: While the Director makes every effort to keep our website current, he can use your assistance. Examine the website periodically and send suggestions for additions and improvements to the current pages.

Common Ground and the Writing Center Review: Throughout the year, there is much to do on the Writing Center's two publications. Calls for submissions need to be drafted and, in the case of the *Review*, sent in for inclusion on the monitors, and sent to the Director for e-mailing to faculty and students. New and better posters and other advertising need to be designed, printed, approved, and posted. In the case of Common Ground, local charities must be contacted, and calls for submission must be designed, printed, and posted in the community. Selection committees must be set up and conducted. Students must be notified of the status of their submissions. The journals themselves must be edited and formatted for publication. The Print Shop must be contacted and sent drafts and cover art, which must be approved as they are set for printing. Invitations to the receptions must be prepared and mailed. And the receptions themselves must be planned. Such work will keep many of you occupied, and more importantly, will increase your real life work experience which you can draw upon when you leave Kent State University at Stark.

The Book Exchange: The Writing Center's book exchange cart must be kept well-stocked. As it thins out, restock it from the box of donated books kept in the Center. Let the Director know if our donations run low.

Keeping Current: One of the most important aspects of being a strong tutor is ongoing training and development. The Center has a number of books and journals of current writing center scholarship. When you have a moment, reacquaint yourself with some of them. Read new and/or interesting pieces which might foster your own tutorial development and/or help improve the function of the Center. Involve your colleagues in discussions of the ideas you find.

Homework: It is permissible to do your own schoolwork as a final option when all other duties and assignments have been completed.

5. b. Writing Center Computers/Printer

Tutors should adhere to and enforce the following rules regarding use of the Writing Center computer:

Computer Rules:

- A.** Computers are for use during supervised tutorial sessions ONLY. Students who are simply writing papers should be directed to one of the available computer labs. The computers may absolutely NOT be used by students to check e-mail, instant messenger friends, cruise the Internet, or play games.
- B.** As with tutorials, there is a 50-60 minute time limit on computer use per student, per day.
- C.** All work must be saved to flash drives, NOT to computer hard drives.
- D.** Students are NEVER to use the reception desk computer. It links to our primary data files on the network server, and is our primary connection to TutorTrac during the workday.
- E.** Students MAY NOT use the Writing Center computers to print papers for classes. Once again, they should be directed to one of the computer labs. Only printing required during actual tutorials is allowed.
- F.** Tutors must keep their own printing (research, papers, etc.) at reasonable levels. The Writing Center has only a modest paper/printer cartridge budget.

5. c. Writing Center Library

Writing Center staff and Kent State-Stark faculty are free to check out Writing Center library resource materials by signing next to the appropriate item in the **Writing Center Check-Out List** (kept in a binder on the library bookshelf). The borrower should note both his/her phone number or e-mail address and the date he/she is checking out the item, as well as the date the item will be returned (one week limit, please). Reference items (anything not listed for checkout in the binder) **MAY NOT BE CHECKED OUT!** These items (dictionaries, manuals, etc.) are in constant use during tutoring sessions, and therefore must NOT be removed from the Writing Center.

6. *The Writing Center Review and Common Ground*

6. a. Goals/Mission

The Writing Center Review is an annually published journal which showcases excellence in student academic writing. It offers students the opportunity to be published

and to share their academic writing with the students, faculty, and staff of the Kent-Stark community. To be considered for publication, submissions must have been completed in response to writing assignments made in classes at Stark during the previous calendar year. The journal strives to be as interdisciplinary as possible, and to include writing in as many academic genres (i.e., essays, annotated bibliographies, lab reports, etc.) as possible.

To submit their work, students must complete a submission form for each piece, and attain a faculty member's signature/endorsement of the work. Submission forms, which fully explain the requirements for submission, are available on the Writing Center website, in the Writing Center itself, and in the Director's office. Each submission is read anonymously by selection committees made up of faculty members and Writing Center staff. Once a submission has been selected for publication, the writer is notified, and the piece is edited and formatted. To celebrate the release of the journal in May, the published authors are invited to a reception where they are congratulated and presented with a certificate of achievement signed by the Director, the nominating professor, and the Stark Dean. The journal is freely distributed to the Stark community, as well as posted online on the Writing Center website.

Common Ground is the Writing Center's annual community service project, a small journal of creative writing which is printed and sold for donations to benefit a different local charity each year. It is fundamentally our outreach to the Canton area community, drawing its submissions primarily from the community as well. Each year, tutors select and approach a new local charity to get their permission to raise funds for them via *Common Ground*. A call for submissions is then posted throughout the local community. Submissions are reviewed by the Writing Center staff, and those selected are edited, formatted, and printed. The booklet is "sold" at various campus and community events, with the proceeds and most remaining copies being turned over to the charity (to continue to sell at their own events) at the end of the year.

Common Ground was first published in 2005, following Hurricane Katrina's devastating impact on the United States' Gulf Coast region, when thousands of people were killed or displaced. A group of students at Kent State's Stark campus saw a huge need, and wanted to find a way to make a difference. In response, they used their creativity as currency to produce the publication, *Common Ground: Rebuilding Brick by Brick*. Copies of the publication were sold around the Kent State Stark campus for donations.

Inspired by their efforts, a new group of students at Kent State Stark's Writing Center revised the concept of *Common Ground* a few years later in hopes of continuing the tradition of assisting those in need, particular those in our local area.

6. b. Editorial Positions

The following represents one *possible* division of labor for the production of the two publications. For any given year, however, these positions might be further consolidated or further divided as needs and staffing allow. Assignments for Co-Editors will be made during the initial staff meeting with Senior Tutors at the beginning of the

Fall semester. The Co-Editors will then, in consultation with the Director, make additional staffing appointments as needed.

Job Descriptions

Co-Editors: Senior Tutors responsible for overseeing all staff work, developing and organizing the production and selection process, meeting with printers and getting estimates for pricing prior to selections, approving all advertising, soliciting and selecting cover art, making design and layout decisions, finalizing selection decisions, overseeing editing and formatting, consulting with the Director about the final copy, and emceeding the publication receptions.

Selection Committee Director: responsible for soliciting faculty participation (in the case of the *Review*), arranging selection committees, clarifying the selection process for committees, organizing selection recommendations from the committees and reporting back to the co-editors, and sending out letters to submitters reporting acceptance or rejection decisions.

Intake Coordinator: responsible for checking submissions as they come in and then preparing manuscripts for blind reading. Each submission must be checked to make sure it is complete (for the *Review*: includes the paper, the assignment description, the instructor-signed form, and an electronic version—either on disk or e-mailed), and if not, the writer must be contacted to submit what is missing. Then, each submission must be stripped of any/all names for blind review. The Intake Coordinator is then responsible for distributing copies of the submissions to readers (either electronically or in printed packets).

Contributors Coordinator (*Review*): responsible for writing up contributors' information page and the introductions to each assignment printed in the WCR.

Charity Information Coordinator (*Common Ground*): responsible for researching the selected charity and gathering information to be included in CG.

Layout and Editing Coordinator: responsible for organizing the editing of the publication—this work includes any necessary pairing of selected writers with tutors for final editing meetings, importing all edited pieces into the publishing program/format the Print Shop requires, and proofreading the publications at least twice before the issue goes to the editors and the Director for final review.

Correspondence Coordinator: responsible for thank you notes to faculty who participate in the selection process (in the case of the *Review*), notes to selected students about the reception, and notes to the charity director (CG), or to faculty who need to introduce students (WCR) at the reception.

Advertising Coordinator: responsible for advertising the calls for submissions and the receptions. Advertising must be increased if we are to increase the number of submissions submitted for each issue.

Reception Coordinator: responsible for planning the menu, negotiating with the caterer, and planning the agenda for the annual receptions to showcase our published authors and, in the case of the *Review*, the nominating professors, or in the case of *Common Ground*, the representative of the selected local charity. The Reception Coordinator is also responsible for printing certificates of achievement for the student authors and getting the necessary signatures (WCR).

6. c. Publication Calendar for the *Writing Center Review*

September:

- Conduct initial planning meeting between Senior Tutors, Director, and Staff
- Assign staff positions
- Agree on vision for this year's publication
- Review timeline for publication
- Review submission standards, selection criteria, and selection process

October:

- Make initial call for submissions
- Make initial call for artwork for cover

November:

- Interview and confirm printer (currently Jeff at The Print Shop)
- Send initial invitation for faculty readers

December:

- Make second call for submissions

January:

- Put up discipline-specific posters soliciting submissions
- Send second invitation for faculty readers
- Finalize faculty selection committees
- Review and finalize format and layout
- Solicit and finalize artwork for cover
- Reserve Library Conference room for reception

February:

- After submission deadline, prepare and distribute reader packets
- Set reading committee meeting schedules
- Complete selection process

March:

- Notify student authors
- Edit selections
- Write biographies and introductions for selected works
- Begin desktop publishing
- Contact printer about publication schedule
- Finalize proofreading of Review

April:

- Submit print-ready copy to printer
- Plan reception
- Send invitations for reception
- Print certificates for authors and gather signatures
- Release of publication and presentation of authors at reception

6. d. Publication Calendar for *Common Ground***April/May:**

- Tutors generate a list of potential charities for next year's edition
- Tutors vote to select the charity
- Initial planning meeting between Senior Tutors, Director, and Staff
- Assign staff positions
- Agree on visions for this year's publication
- Charity is contacted to get permission to showcase them and to raise funds for them

June/July:

- Call for Submissions is drafted
- Website is updated
- Call for Submissions is posted throughout the Canton area community and online

August/September:

- Start-of-Year meeting between Senior Tutors, Director, and Staff
- Review timeline
- Inform new Staff members of process and involvement
- Second Call for Submissions is posted throughout the Canton area community and online
- Additional advertising conducted

October/November:

- Discuss artwork possibilities for cover
- Begin research of selected charity; gather and write up informational items to include in issue
- Contact printer (currently Jeff at the Print Shop) about publication schedule

- Confirm selection process/procedures
- Intake coordinator continues preparing submission as they come in
- Set date for selection meeting

December:

- Reserve Library Conference Room for reception early in January
- Write introduction to volume
- Finalize cover
- Intake coordinator distributes submissions to all writing center staff members and the Director once the deadline is passed.
- Make final selections
- Notify writers of selection status
- Edit, format, and proofread selections; get print-ready copy to printer

January:

- Plan reception; contact caterer and representative of selected charity
- Send invitations for reception
- Release of publication and presentation of authors at reception

Appendix: Forms Used in the Writing Center

Daily Use Forms

Senior Tutor Application Forms

Senior Tutor Appointments

Duties of Senior Tutors:

1. Tutoring Loads–Senior Tutors will work a minimum of 10 hours and a maximum of 27 hours per week, the majority of which will be spent in tutoring.
2. Junior Staff Development–Senior Tutors will assist in the mentoring of junior tutors by being observed, by conducting joint tutorials, and by observing junior tutors as requested.
3. Administrative Support–Senior Tutors will help maintain Writing Center records (the database), and will assist in keeping files, timecards, reference materials/books, and Center pamphlets stocked and organized.
4. Instructional Support–Senior Tutors will conduct the majority of the in-class workshops offered by the Center, with the assistance of junior staff.
5. Review Staff–Senior Tutors will serve as the senior staff members (Editors and Editing Coordinator) of the *Writing Center Review*.

Requirements for Becoming a Senior Tutor:

1. Applicants must have completed English 39895: Tutoring Writing (or its equivalent, as determined by the Director).
2. Applicants must have tutored for two full semesters as a “Junior Tutor” in the Center.

Application:

Name: _____

Mailing Address: _____

Phone: _____

E-Mail: _____

On separate paper, please answer the following three questions as thoroughly as you can. Then attach this cover sheet and submit the completed application to Dr. Jay Sloan (his fourth floor mailbox or his office–Main Hall #458) **by the deadline announced.**

1. **Preparedness**–Considering the duties listed at the top of this form, list and discuss some of the academic and managerial skills you have that you think make you particularly well suited to becoming a senior tutor.
2. **Goals**–Detail why you want to become a senior tutor.
3. **Tutorial Growth to Date**–Describe one significant tutorial experience you’ve had this year, and discuss what it reveals about your growth as a tutor.

Instructions to Senior Tutor Applicants:

Attached are five tutor evaluation forms which I would like you to give to your NEXT FIVE clients in the Writing Center. Since this is meant to be a blind, random sample, do not select clients (i.e. on the basis of sessions that go well, students you know and like, etc.). Simply hand the form to the student AT THE BEGINNING of the next five sessions and ask him/her to fill it out after the session.

The student can then fold the form in half, staple it, and have you or another tutor put it into my WC mailbox.

Thanks,
Jay Sloan

Writing Center Tutor Evaluation

Tutor: _____

We hope you just had a successful tutoring session, and we'd like your input about your experience. We would appreciate your taking five minutes to respond to the following questions. Your feedback will help us evaluate the current success of the Writing Center, while also helping us to plan future services and improvements for the Kent State University Stark Campus community. When you are finished, please place the form in the attached envelope and seal it. You can give the envelope to the tutor or place it in the campus faculty mail box addressed to me. Thank you.

Jay Sloan
Director, Writing Center

Date you came in to the Center? _____

How did you hear about the Writing Center? _____

What class was your assignment written for? _____

When was your assignment due? _____

Did a tutor greet you when you entered the Writing Center? _____

Did the tutor you worked with introduce him/herself? _____

Please evaluate the session based on a scale of 1 to 5 (with 1 being excellent and 5 being very poor):

1. Was the tutor friendly and positive?

1	2	3	4	5
excellent	very good	satisfactory	poor	very poor

2. How helpful was the tutor's feedback to your paper?

1	2	3	4	5
excellent	very good	satisfactory	poor	very poor

3. Were your specific concerns addressed during this tutoring session?

1	2	3	4	5
excellent	very good	satisfactory	poor	very poor

4. How do the Writing Center's services rate overall? (pamphlets, hours, etc.)

1	2	3	4	5
excellent	very good	satisfactory	poor	very poor

1. Would you return again to the Writing Center? _____

2. Would you work again with this particular tutor? _____

3. What did you particularly like about this session?

4. Would you suggest anything to make this experience better?

5. Additional comments?

Peer Review of Writing Center Colleague

Part of the evaluation process that Writing Center Junior Tutors seeking Senior Tutor status must undergo is a review of their workplace demeanor and behavior as professionals, mentors, and colleagues. This is best determined by surveying the opinions of their co-workers. The tutor listed below has applied for Senior Tutor status. Please take a moment to complete this questionnaire anonymously, seal it in the attached envelope, and return it to Dr. Jay Sloan (either in his fourth floor mailbox or in his office—Main Hall Rm. 458). All responses will be kept confidential. Thank you for your assistance.

Directions: For each of the prompts below, rate this co-worker's performance on a scale of 1-5, according to the categories given below. If you have not interacted with or observed this tutor in the area indicated, mark "N/A" in the space provided.

- 1 = Displays **Excellent** Professional Standards in this Area
- 2 = Displays **Good** Professional Standards in this Area
- 3 = Displays **Adequate** Professional Standards in this Area
- 4 = Displays **Poor** Professional Standards in this Area
- 5 = Displays **Unsatisfactory** Professional Standards in this Area

Peer Evaluation of

I. Quality/Quantity of Work:

- A. Utilizes work time responsibly _____
- B. Avoids unscheduled absenteeism/tardiness _____
- C. Exercises good judgement and makes appropriate decisions in performance of duties _____

II. Knowledge/Performance of Job:

- A. Demonstrates an understanding of tutorial duties _____
- B. Follows Writing Center rules for non-directive tutoring _____
- C. Follows Writing Center rules for addressing higher-order concerns first _____

III. Work Orientation:

- A. Displays interest and takes initiative in performance of job duties _____
- B. Adjusts to change and responds positively to suggestions for improvement _____
- C. Willingly acquires new skills and learns new procedures _____
- D. Keeps Director informed as needed (e.g. work activities, potential problems, etc.) _____
- E. Actively seeks to assist co-workers as time and responsibilities permit _____
- F. Strives to continually improve performance _____

IV. Contact with Others:

- A. Fulfills duties with professionalism and courtesy _____
- B. Contributes to a cooperative climate _____
- C. Works effectively with others _____

Tutorial Observation/Evaluation Form

I. The Opening of the Tutorial

- A. How did the tutor greet the client?

- B. How did the tutor attempt to establish rapport with the client?

- C. What did the tutor ask about the writing assignment?

- D. How did the tutor work to check the student's understanding of the assignment?

II. The Body of the Tutorial

- A. Did the student have a draft? Was the student's draft read aloud? By whom?

- B. If the student did not have a draft, what sort of brainstorming strategies did the tutor use?

- C. Did the tutor take notes during the session? How extensively?

- D. Was the client engaged throughout the process?

- E. Did the client take notes during the session? How extensively?

- F. Did anyone write on the student's paper? If so, whom?
- G. Did the tutor prioritize the discussion of the student's paper—address higher-order concerns first? What was addressed during the session?
- H. If proofreading concerns were addressed, did the tutor use error analysis strategies?
- I. How non-directive was the tutor in his or her choice of strategies? List below:

Directive Prompts:

Non-Directive Responses?

III. The Closing of the Tutorial

- A. Did the session cover all the central issues raised by the paper? What other issues could/should have been covered?

- B. Did the tutor conclude with a review the central issues/concerns discussed?
Who spoke more?

- C. Did the tutor check the student's understanding of his/her revisions plans?

- D. Did the tutor offer any final advice or suggestions?

- E. Was a return to the writing center discussed?

Service Request Forms

Writing Center Service Request Form

- YES! I'd like a Writing Center tutor to visit my class briefly for 10 minutes to introduce Writing Center services to my students and hand out brochures.
- YES! I would like to request the 45-minute classroom workshop on the standards and expectations of college-level writing for my FYE class, including brochures and a brief oral description of Writing Center services.
- YES! I would like Writing Center tutors to come to my class to conduct a workshop for 40 minutes on:
- Creating Strong Introductions and Conclusions
 - Developing Paragraphs
 - Integrating and Citing Sources (MLA and/or APA—Please specify by circling)
 - Utilizing Revision Strategies
- No, I don't need a visit or a workshop, but I'd like you to send me copies of your Writing Center brochure to hand out to my students.
- I'd like to talk to the Writing Center Director about tailoring a workshop specifically for my class. Please call me at _____.

Instructor Name: _____

Class: _____ Location of Class: _____

Number of Students (for handouts/brochures): _____

Day/Time you would like visit/workshop:

(please provide two options) 1. _____

2. _____

Contact information (e-mail address or phone number): _____

Put this request form in Jay Sloan's mailbox. You will receive confirmation from Dr. Sloan or from the tutor assigned to come to your class. Thanks for supporting the Writing Center!

Writing Center Service Evaluation Form

To the Faculty:

As part of our continuing efforts to improve the services we offer, the Writing Center seeks your input. We would greatly appreciate it if you would help us by responding to those questions below that seem the most relevant to the service we performed for you, and then to return this form to my mailbox via campus mail. We at the Writing Center appreciate your time and we hope to be able to provide you with stronger visits and workshops in the future.

Jay Sloan,
Director of the Writing Center

1. What did you ask us to do in your classroom? What expectations did you have for what we would offer your students?

2. To what extent did the tutor(s) who visited your classroom fulfill your request/expectations?

3. What were some of the better strategies or methods that you saw the tutor(s) use during the class session? What seemed most **effective** with your students?

4. What were some of the strategies/methods used during the session that you thought **ineffective**? Were there any other problems with the service we provided?

5. What suggestions would you offer for improving our workshops in the future?

Writing Center Review Forms

Writing Center Review

Submission Instructions for Spring 2013

The *Writing Center Review*, a writing-across-the Curriculum journal that contains selected writing assignments by Kent State University at Stark students, is published each spring under the direction of the Writing Center Staff. The purpose of the *Review* is to highlight excellence in writing representing various disciplines at Kent Stark, including Biology, Chemistry, Communications, Geology, History, Mathematics, Psychology, and Sociology, among others. These assignments then may be used in classrooms, in the Writing Center, and by individual students as guides for achieving excellence in writing. Although students are permitted to submit as many papers as they like, the *Writing Center Review* is only able to publish a maximum of one submission per author per edition.

If you are interested in submitting a writing assignment for consideration for publication in the next *Writing Center Review*, you will need to do the following:

1. Select a piece of writing you like. This document must have been written for a Spring, Summer, or Fall class during the PREVIOUS calendar year.
2. Ask a professor--either the professor who assigned the work or another professor with whom you work closely--to nominate your work for consideration. The professor needs to sign his/her name on the proper line of the form.
3. Print one clean copy of the document, **without your name anywhere on the document**. Your title must be clearly stated on the first page.
4. Either make a CD copy of your document, using Microsoft Word for PC, or e-mail your document to the Writing Center at writing_gst@kent.edu. **No other word processing programs will be accepted**. Write your name, title of document, and phone number on any/all disks, and in any/all e-mail submissions.
5. Also, either obtain a copy of the original assignment or write down, in as much detail as possible, the guidelines of the assignment.
6. Fill out a submission form (available online or in the Writing Center). **Submissions with incomplete forms will not be accepted**.
7. Place submission form, clean paper copy, and, if not e-mailing your submission, a disk copy of your submission in an envelope. Address envelope to the Writing Center, MH202. Place envelope in the fourth floor faculty mail box, or drop it off at the Writing Center.

Writing Center Review

Submission Form for Spring 2013

Please fill out the following. Do not forget your signature, which gives the editorial staff permission to print your work in the *Writing Center Review* in the event that the reviewing committees select your work. See the “Standards for Submission” page on our website, which describes *Review* requirements. **All information below must be provided if your work is to be considered by the selection committees. Please print.**

NAME (exactly as you’d like to see it printed if your work is accepted):

ADDRESS: _____

PHONE: _____ **EMAIL:** _____

CONTRIBUTOR INFORMATION (Please tell us a little about yourself. This information will be printed on the “Contributors Page” of the *Review* if your work is accepted for publication.): _____

TITLE OF PAPER: _____

DESCRIPTION OF ASSIGNMENT:

PROFESSOR’S NAME, COURSE NAME, & COURSE # IN WHICH ASSIGNMENT WAS COMPLETED: _____

NOMINATING PROFESSOR’S SIGNATURE: _____

name

date

(**note to professor:** this signature indicates that you support the student’s work and recommend it for publication in the *Writing Center Review*.)

STUDENT SIGNATURE: _____

name

date

(**note to student:** this signature gives the *Writing Center Review* editorial staff permission to publish your paper, if selected, in the journal and on our website)

Appendix: TutorTrac Handbook

I. TutorTrac: Getting Started

The first time you log into TutorTrac, you will need to configure your preferences and bio. You will be prompted to do so by the system. Follow these steps:

Go to the TutorTrac site at the address below.*

Address <http://tutortrac.kent.edu:82/>

Login Your username is the initial of your first name and last name (i.e. jsmith for Joe Smith). The initial password will be “wctutor.” You should reset your password upon first entry (see below).

Trac man Pull-down menus here offer the main navigation for TutorTrac.



My Prefs

1. Uncheck last four boxes (“Tip of the Week” through “News Feed”).
2. Check that Scheduling at the bottom runs from 9 a.m. to 8 p.m., and correct if necessary
3. Scroll down and click *Save Prefs*.

Confirm Bio *General Info*

1. Change the temporary password here.
2. Click *Save*.

Contact Info

1. Confirm your mailing address and email; correct if necessary.
2. Add a phone number (cell preferred).
3. In *Notes 2* section, let me know if texting messages to you is OK.
 - a. "Texting OK"
 - b. "No Texts Please"
4. Click *Save*

Section Specialties [IGNORE FOR NOW]*Reason Specialties*

1. Select all of them.
2. Click *Save*.

*TutorTrac is protected behind the Kent computer system firewall, so you will have to use the VPN remote log-in system first to get access if you're going this from home. If you have never installed the VPN system on your home computer, go to the Kent-Stark library's homepage and look at the "Remote Access" information.

II. Drop-In Visits to the Writing Center

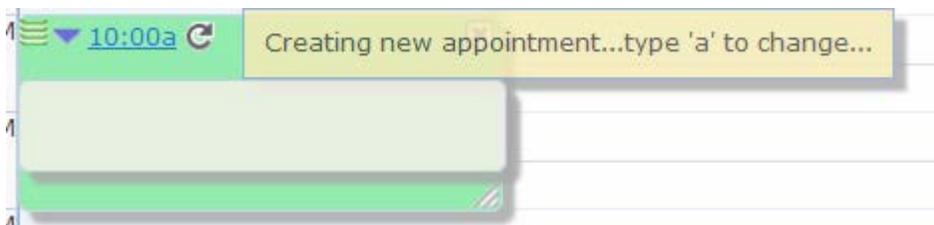
When a student comes into the Center for a walk-in session, you will need to log them into TutorTrac before you begin. There are actually TWO places you will be typing and saving information. Before the session starts, you will enter some basic information in the "Appointment Info" box, and then at the end of the tutoring session, you will include additional information in the "Visit Info" box. Please make sure to read the following to make the distinction!!!

When the Student Arrives:

1. Enter TutorTrac. Go to the schedule. (Please note that we are NOT using the “Kiosk” system and having students log in and out themselves, which is what they do in the Academic Skills Center. When you create the visit record as described below, you will actually be logging them in and out yourself.)

Because there will not be an appointment in your calendar, you will need to first make an appointment block.

Drag an *approximate* block of time beginning at the current time. You will be able to correct the exact time later.



IMPORTANT: The block you are creating should be cream/yellow. If the block you’re dragging is pink or green, press the “a” key **before you let go of the mouse button**. This will toggle the type of block between cream/yellow to pink to green and back to cream/yellow. When you release the mouse button, the following screen will appear. Enter the student’s last name or student ID; **then press enter**. Select the student from the list.



The next window will be the “Appointments Entry” window.

Student: Daniel Moll
810569017 dmoll1@kent.edu

Staff: Chavon Owens

Appointment Info

Center: Stark Writing Center

Subject: [v]

Reason: [v]

Date: 1/17/2012

Phone: []

Notes: []

Fund: [v]

Status: [v]

Time: 10:00a To 11:00a

Created 00/00/00 at 00:00:00 by
Modified 00/00/00 at 00:00:00 by

Save Automatically create the visit when this appointment is saved.
 Override and send confirmation when this appointment is saved.

Select the appropriate “Subject” (the course the student came in for) and set “Reason” to “Walk-In Tutoring” using the pull-down menus. Be sure to set the “Status” to “Attended.”

Then set the Time to cover an hour from the time the student came in.

Hint: First put the “Time In” time, then put in the “Duration.” (Time Out will be calculated by the system.) Make sure Num Lock is “on” if you want to use the keypad on the right of the keyboard.

Click on each digit, and click the +/- icons to insert the correct digit. Some keyboards will allow you to type directly into those fields. Others will not. If you have any troubles, use the +/- icons. To switch from am to pm, select the am/pm word and type a or p.

In the “Notes” box, enter your brief description of what the STUDENT came in concerned about or asking for at the beginning of the session. Check the “Automatically create the visit when this appointment is saved” box.

Hit “Save.”

2. Select the Visit Info Tab at the top of the window, minimize the window, and begin your session with the student.
3. Once the session is complete and the student has left, return to the computer and maximize the window again.

Click on the “Visit Info” tab to bring up the following screen:

The screenshot shows a web application window titled "Appointments Entry". At the top left, it says "appointment record saved." and displays student information: "Student: Daniel Moll", "810569017", and "dmoll1@kent.edu". On the top right, it says "Staff: Chavon Owens". Below this is a navigation bar with three tabs: "Appointment Info", "Visit Info" (which is selected), and "Document". The main content area has a light beige background and contains the following fields:

- Date:** A text box containing "1/17/2012".
- Location:** An empty text box.
- Center:** A dropdown menu showing "Stark Writing Center".
- Reason:** A dropdown menu showing "0".
- Notes:** A large empty text area.
- Time In:** A time selector showing "10:00a".
- Time Out:** A time selector showing "11:00a".
- Subject:** A dropdown menu showing "0".

At the bottom left of the form area is a "Save" button. At the top center of the form area, it says "Click Save to save changes." In the top right corner of the window, there is a red "X" icon in a square box.

Correct the “Time In” and “Time Out” to cover the **actual time** used for the session.

In the “Notes” box, enter your description of WHAT THE SESSION ACTUALLY COVERED (above and beyond what the student asked for coming in, which you recorded on the previous screen).

Hit “Save” again.

Click on the “X” box in the corner of the saved screen to exit. This will take you back to the schedule, where you will see the session now appears at the time you designated:

Week Schedule 1/16/2012 Chavon Owens Stark Writing Center					
date...	Mon 1/16	Tue 1/17	Wed 1/18	Thu 1/19	Fri 1/20
6:00 AM					
7:00 AM					
8:00 AM					
9:00 AM	9:00a Reserved: Martin Luther King Jr. Day				
10:00 AM		10:00a 810569017 Moll, Danie Walk-In Tutoring #16311n11			
11:00 AM		10:30a Walk-In Tutoring 11:00a Walk-In Tutoring			
12:00 PM		11:30a Walk-In Tutoring 12:00p Walk-In Tutoring			
1:00 PM		12:30p Walk-In Tutoring 1:00p Walk-In Tutoring			
2:00 PM		1:30p Walk-In Tutoring 2:00p Walk-In Tutoring			
3:00 PM		2:30p Walk-In Tutoring 3:00p Walk-In Tutoring			
4:00 PM		3:30p Walk-In Tutoring 4:00p Walk-In Tutoring			
5:00 PM		4:30p Walk-In Tutoring			
6:00 PM					

You have now successfully created a record of the student's visit!

If you click on the start time of the session in the schedule, it will bring the session record back up, where you can make any necessary additions or corrections.

PLEASE REMEMBER: We no longer retain paper records of our student's sessions, so it's **IMPERATIVE** that you record your session information **AS SOON AS THE SESSION ENDS**. **DO NOT** leave session records incomplete. Think of the record keeping as **PART** of the session itself. It is part of your job as a tutor to keep our database complete and current.

III. Making Appointments in the Writing Center

When a student calls in or drops by to make an appointment, call up the schedule in TutorTrac. In the monthly menu in the top left-hand margin, find the date the student wishes to come in and click on it. Then select "Stark Writing Center" from the "Personnel" list in the bottom left-hand menu:

January , 2012						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Stark Writing Center		Personnel
Brian Beyeler		
Olivia Botkin		
Eric Brown		
Charles Dale		
Alex Harless		
Nichole Harris		
Kristin Hill		
Dana Ivins		
Monica Medla		
Micah Miller		
Derek Mitchell		
Stacy Orsich		
Chavon Owens		
Melissa Powell		
Nick Reyna		
April Templeton		

This will bring up the entire schedule for that day for all the tutors in the Center. Scroll back and forth to see who is available at the time the student desires.

Once a time and tutor has been selected, follow the same procedures to make the appointment that you do when a student drops in:

1. Open a cream/yellow box to cover the appropriate time slot on the schedule.

2. Release the mouse button and enter the student's last name in the box that appears and then press enter. Select the correct student from the list that appears.
3. In the "Appointment Entry" window which comes up next, select the course the student is coming from for the "Subject" and set "Reason" to "Tutoring by Appointment."
4. Set the time for an hour, which is our maximum session length, to ensure enough time for a complete session.
5. In the "Notes" box, record a brief description of what the STUDENT says he/she wishes to work on in the session.
6. Check the "Automatically create the visit when this appointment is saved" box and hit "Save."

The screenshot shows the 'Appointments Entry' window with the following details:

- Student:** Jaclyn Kincaid (ID: 810423753, email: jkincai1@kent.edu)
- Staff:** Monica Media
- Appointment Info:**
 - Center: Stark Writing Center
 - Subject: PHIL21001 601 201210
 - Reason: Tutoring by Appointment
 - Date: 1/27/2012
 - Time: 1:00p To: 2:00p
 - Notes: (Empty text area)
- Buttons:** Save, Fund, Status
- Checkboxes:**
 - Automatically create the visit when this appointment is saved.
 - Override and send confirmation when this appointment is saved.
- Metadata:** Created 00/00/00 at 00:00:00 by; Modified 00/00/00 at 00:00:00 by

The appointment has now been made and you can close the window. The appointment will appear on the schedule and both the tutee and tutor will receive an automatic email confirmation.

IV. Taking Scheduled Appointments in the Writing Center

When your shift begins, you should call up your schedule in TutorTrac and see if you have any appointments scheduled.

1. When a scheduled student arrives, click on the blue number of the time of the appointment to call up the student's appointment record and view the notes entered to get an idea of the purpose of the appointment. Verify with the student that this is what he/she hopes to cover, and make any corrections.
2. Change the Appointment Status to "ATTENDED."
3. Click "Automatically create the visit when this appointment is saved."
4. Hit "Save."

Once you click Save, a new Visit will be made transferring over the date, time, and initial notes from the Appointment Screen. You will know you are viewing the Visit by noting that the Visit Info Tab is now selected at the top of the window instead of the Appointment Info Tab.

Minimize the window and conduct your session with the student.

1. Once the session has concluded and the student has left, return to the computer and maximize the window. Make sure that you are on the "Visit Info" screen.
2. Correct the Time to cover the **actual time** used for the session.
3. In the Notes box, enter your description of **WHAT THE SESSION ACTUALLY COVERED** (above and beyond what the student asked for coming in, which you recorded on the previous screen).
4. Hit "Save" again. Click on the "X" box in the corner of the saved screen to exit.

V. Creating a "Quick Visit" to Record Brief Student Contacts

When a student drops by simply to ask a brief question and does not need a full session, be sure to ask for the student's name and the class he/she is coming from so that you can still retroactively create a record of the contact. After the student has left, enter the contact information using "Quick Visit":

1. Click on “Quick Visit” (located on the left side of your TutorTrac Main Menu).
2. When the “Visits Entry” box appears, click on the blue highlighted “Student ID.” Enter the student’s last name in the search box, hit “Enter,” and select the correct student from the list.
3. Enter the date and times for the contact by clicking on the calendar & clock icons.
4. Choose the appropriate course in the “Subject” pull-down menu.
5. Select “Walk-In Tutoring” in the “Reason” box, and select the appropriate tutor in the “Consultant” box.
6. In the “Notes” box, write a brief description of the contact.
7. Hit “Save.” Close the window.

VI. Other Writing Center Scenarios:

1. No-Shows: If after 15 minutes, a student doesn’t arrive for his/her appointment:

- a. Open the correct appointment from your schedule by clicking on the blue-type time.
- b. Change the time in and time out to reflect 15 minutes. (This will indicate you’re available for drop-ins the remainder of that time.)
- c. Check the box at the bottom of the appointment window for “Automatically create the visit when this appointment is saved.”



- d. Select the **Visit Info** tab, and write a note indicating the student didn’t show up.



- e. **GO BACK** to the **Appointment Info** tab; change the Status to **“Missed.”**

Note: TutorTrac assumes the visit was attended if you are writing a visit note. So changing the status to Missed needs to be the **LAST** of these two steps.

- f. Click “Save.”

2. Student Cancels: If a student calls in to cancel an upcoming appointment:

- a. Open the correct appointment from your schedule by clicking on the blue-type time.
- b. Check the “Click to automatically create the Visit when this appointment is saved” box.
- c. Select the **Visit Info** tab, and write a note indicating that the student cancelled.
- d. **GO BACK** to the **Appointment Info** tab, change the Status to **“Cancelled.”**

Note: TutorTrac assumes the visit was attended if you are writing a visit note. So changing the status to Student Canceled needs to be the LAST of these two steps.

- e. Click “Save.”

3. Tutor Cancels: If you need to cancel an upcoming appointment:

- a. Open the correct appointment from your schedule by clicking on the blue-type time.
- b. Check the check-box at the bottom of the appointment window “Click to automatically create Visit when appointment is saved.”
- c. Select the **Visit Info** tab, and write a note indicating that you cancelled.
- d. **GO BACK** to the **Appointment Info** tab, change the Status to “Cancelled.”

Note: TutorTrac assumes the visit was attended if you are writing a visit note. So changing the status to Tutor Canceled needs to be the LAST of these two steps.

- f. Click “Save.”

4. Entering Class Visit/Workshop hours

When you enter hours that aren’t related to a tutoring session, such as when you go to a class to conduct a visit/workshop, follow the same steps you would as if you were creating a drop-in appointment block.

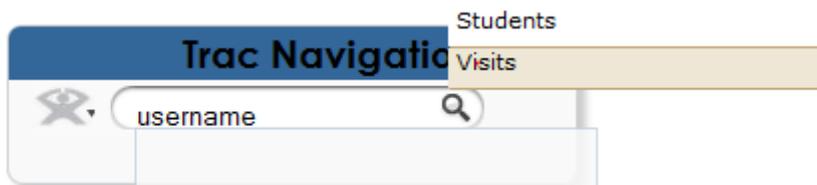
- a. At the approximate time on your schedule, drag an appointment block.
- b. Use your own username for “Student.”
- c. On the **Appointment Info** screen, select “Other” for the “Subject,” “In-Class Visit/Workshop” from the pull-down “Reason” list, and enter the time of the visit/workshop. (Remember, to include an additional 15 minutes both before and after the actual class time to allow for travel to and from the classroom). In the “Notes” box, list the Course, Instructor’s Name, and Building/Room Number, and describe the kind of workshop you are conducting. Remember to set the status to “ATTENDED.”

- d. Check the “Automatically create the visit when this appointment is saved” box.
- e. Hit “Save.”
- f. Click on the **Visit Info** tab. In the “Notes” box, enter your description of how the visit/workshop went. Note any concerns, problems, or suggestions.
- g. Hit “Save” again.

5. Checking Previous Visits Entered

At any time, you may go back and look at visits you’ve already entered. To do this quickly, perform a Visit search:

Hover the cursor over the magnifying glass in the Trac Navigation box at the top-left of your screen, and select “Visits”. Then type the student’s username in the same box and press enter.



The resulting list will display any visits which have been entered for that student. To view details of the specific visit, click on the blue Visit ID at the left. You can also view your own work visits by typing YOUR username into the visit search.