WRITING CENTER HANDBOOK

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LAKE FOREST COLLEGE

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I. EXPECTATIONS

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

Professional Behaviors

Tutors are expected to demonstrate the following required, professional behaviors:

1. Greet your client at the front desk. Smile. Introduce yourself. Shake your client's hand. Do not summon clients to a table or assign a table to clients; invite them to choose. These behaviors establish a professional relationship for the appointment.
2. If you are expecting an appointment, be at the front desk or visible from the front desk five minutes before your appointment arrives. Begin the appointment on time. Based on client feedback, these behaviors reassure clients that tutors are credible.
3. When appointments are taking place, keep private conversations to a minimum and complete work quietly. Clients will be distracted and think we are not serious.
4. When you are not working with a client, perform Writing Center-related duties. These duties could include completing professional development activities (explained on the Report Page or discussed in performance review meetings), reviewing grammar resources, developing resources, reviewing notes and materials from staff meetings, or preparing for your upcoming appointments.
5. Treat all assignments and professor comments with the utmost respect. Do not make negative comments about any assignments or professor feedback. Your job is to make the client interested in the assignments and use professor feedback to grow as a writer. Model a growth-mindset by objectively reacting to challenging tasks and constructive criticism. If your client thinks an assignment is "a waste of time" or "too hard," respond with motivation: "You can do this. Let's break it down into steps." If your client dismisses a professor's critique as "picky," respond with objective curiosity, like "Hmm, let's revise it and see if we can figure out what they mean." Remember, professors are experts in their fields and have reasons behind every assignment and all feedback.
6. Be careful about casual comparisons, such as, "You have a much better developed paper than the last one of these I saw." You may think you are complimenting the client, but what you are really doing is sending the message that you compare and contrast the work of clients, which means you are constantly judging client work. It is not your place to judge and will cause the client to feel insecure.
7. Make the most of the appointment time. Ask yourself if you have taken the opportunity to teach the client a strategy, technique, or method and if you and the client have created a take-home product that can be used independently to help with not only the current assignment but also a similar future assignment. Fill the forty-five minutes meaningfully by having clients practice applying a strategy, technique, or method in your presence so that you can guide them. In your report, state what the take-home

product was and how it can be used to guide independent work. Remember: you must try to give clients ways to improve their writing methods, not just finish one assignment.

Time Management

Tutors are expected to demonstrate time management. To make this easier, make sure you have access to an accurate clock. You have sixty minutes for each session—forty-five for working with the client and fifteen for writing your session report. Make sure your client understands this time structure at the outset of the session to avoid confusion later. At the end of forty-five minutes, give clients access to a *Client Feedback Survey*. Ask them to complete it before they leave; meanwhile, write the session report.

Session Structure Protocol

A successful session follows all of the following protocol.

1. Review past client reports.
2. Check to assure client signed in properly.
3. Start on time.
4. If it is your first time working with that client:
    - Introduce yourself during the professional greeting.
5. Ask if the client has been to the Center before. If not, give a brief orientation to the Center, including:
    - How to make an appointment.
    - Description of sessions we offer (regular, weekly, and walk-in).
    - Description of 45-minute appointment followed by client feedback form and report to professor.
6. Ask questions to orient yourself to client's stage in the writing process and how client feels about the paper so far.
7. Request and review the assignment sheet.
8. Request and review all other products client has regarding this assignment (i.e. notes, outline, sources, drafts, professor comments, etc.)
9. If client previously worked on this paper with another Writing Center tutor already, ask to see products produced in that session
10. If client has a draft, familiarize yourself with its argument, structure, and organization.
11. Ask for and record due date of the paper and consider this date in setting goals for the session; if under a tight deadline, be positive but realistic.
12. Set and write goals for the session.
13. Point out both positive and problematic patterns in the client's writing.
14. Teach techniques, strategies, or methods that client can use independently.
15. Recap session, per list of goals.
16. Before the session ends, talk about client's next steps and check client comprehension of the technique, strategy, method, or concept focused on in the session.
17. Produce a written product during the appointment (list, chart, notes, thesis, etc.).
18. Keep client and yourself aware of time.
19. End the session by quarter to the hour.
20. Provide client with *Client Feedback Survey* and privacy to complete it.

21. Write and submit the session report by the end of the hour.
22. When working with trainees, have a brief conversation after the session to answer their questions about the session.

Session Reports

Tutors are expected to submit a session report immediately after each session. Session reports entered by tutors into the Writing Center Report System are used not only to document each and every session with clients but are also used to inform professors when their students have come to the Center. Thus, they play in important role in annual data for College statistics and proof of course participation. These reports are also used to record what each client works on in the Center so that before working with a returning client, tutors can inform themselves about what the client may know and where they might be in the process. This helps tutors work as a team, reinforcing concepts and helping the client progress rather than repeat steps. Reports must be written factually, without judgment; they must be written in formal academic tone with clarity, concision, and grammatical correctness. These reports demonstrate your professionalism and thus the professionalism and effectiveness of the Center to professors, other tutors, and, on occasion, to clients.

Reports must follow this template:

1st sentence: What client brought to the appointment
2nd sentence: What types of appointments client had/strategies client worked on in most recent Writing Center sessions—or if client is new to the Center
3rd sentence: What client thought must be accomplished and the session goals you ultimately set together
4th sentence: Focus of the session
5th sentence: Key details about the session—specific strategies or interactions, learning outcomes, sentence-level issues discussed
6th sentence: Specific accomplishments: "[name of client] left the session with an annotated assignment sheet, an edited annotated bibliography entry, another partially drafted annotated bibliography entry, and an online resource about MLA citations." Or: "[name of client] left with an editing checklist and two edited paragraphs as well as ways to find run-on sentences."
7th sentence: If a standing appointment, end the report with a plan for next week: "Next week, [name of client] will bring a partial draft of POL paper 2 so that we can check for clear transitions."

Walk-in reports should be shorter (2-4 sentences), but must include the following:

1st sentence: What client brought to the walk-in appointment: "[name of client] brought an assignment sheet and an outline to a walk-in appointment."
2nd sentence: What the client wanted to do
3rd sentence: Key details about the session—specific strategies or interactions, learning outcomes, list of sentence-level issues discussed
4th sentence: What client left with: "[name of client] left with several revised sentences and helpful pages in the Hacker manual." Or: "[name of client] left with two new signal phrases introducing quotes and plans to ask a reference librarian about citation format."

It is your responsibility to assure that your reports include all of the information listed in the above template. Before you send your client report, be sure to carefully edit your work. Look for areas to clarify or expand, use precise word choice, and correct your grammar, mechanics,

and punctuation. Consult the Writing Center Style Guide regularly. Consistently poor reports will be remedied by recommendations for improvement from the Writing Center Coordinator.

Teaching vs. "Fixing"

Tutors are expected to do more than simply edit papers for clients; they are expected to engage clients in the writing process. Developing a writing process is a lesson in reflection and resiliency. For example, experienced writers have a growth mindset—they are resilient in the face of revision and actively look for ways to more effectively inform readers at the global (argument, content) and local (grammar, word choice) levels. In contrast, new writers sometimes save any words they produce just to meet a length requirement or use words that make sense to them but not necessarily to a reader because these seem like easier choices. If you just give clients more words to use and correct their mistakes for them, then you do not help them become experienced writers who understand the benefit of including revision in their writing process. You do not help them build resiliency in the face of change. You do not make them feel confident that they have something to say and that they can articulate it clearly. Effective tutors acknowledge clients' innate writer instincts and build on their strengths. Effective tutors point out patterns in clients' writing habits and writing styles. They give clients ways to recognize instances of these patterns. Then, they suggest several ways to address recurring errors in argument development, evidence integration, grammar, and mechanics before guiding clients on how to use these suggestions to improve written work in the future. We do not simply edit; rather we help clients better understand how to communicate academic knowledge through clear writing.

Tutoring Writing, Not Content

Tutors should not tutor the content of any class. Tutors should inform the Coordinator immediately if a classmate wants to work on a paper from a shared course; the Coordinator will switch tutors or reschedule the appointment. Tutors should also avoid representing a professor, a professor's standards, or a course (despite a tutor's past experience). Focus on addressing the current assignment's requirements as the client understands them. Tutors are expected to tutor writing, including assistance with brainstorming, argument development, structure, grammar, style, and global or local organization. As guides rather than writing instructors, tutors cannot assign or suggest supplementary reading, research, or exploration. Tutors can, however, guide clients in using library databases and online tools (Yewno; Ask a Librarian) to demonstrate ways to further research.

Team Orientation

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

1. Attend and participate in all Friday staff meetings.
2. Support and respect the work of fellow tutors.
3. When not with a client, check with the Coordinator to help with Center tasks.
4. Identify areas of need in the Writing Center and suggest ways to address them.
5. Volunteer to help with Writing Center projects.
6. Respect and collaborate with the most senior tutor during evening shifts as well as the receptionist managing walk-ins.

Commitment to Growth
Tutors are expected to be committed to growth as writers, students, and teachers-in-progress. Tutors should use their professional development time and the contract discussed during annual rehire meetings as a foundation for independently addressing their own development as peer tutors. A tutor that is committed to growth will:

1. Continually reflect on tutoring strengths and weaknesses.
2. Set goals at each stage of tutor development (i.e., trainee, second semester, lead, etc.).
3. Work towards achieving goals.
4. Gather and record evidence that supports goal achievement.
5. Communicate goals and growth during annual rehire meeting.

When tutors dedicate themselves to growth, they not only build their own resiliency skills but also develop motivational techniques to use when coaching clients and trainees.

II. Writing Center Positions and Pay

How Staff Determines the Position Level
Staff determines the level of an employee based on College and Writing Center guidelines. The rate of pay is based on each tutor's continued growth and value to the Center's operations and programs. The Writing Center Coordinator will annually review each employee with the college's Re-Hire Form and the Self-Assessment form on the Report Page. This evaluation will dictate position level and rate increase, if applicable.

Position Levels
The College has four levels of student employees. Pay raises within each level increase by fifteen cents; level 1 begins at $7.75/hr, level 2 begins at $8.50/hr, and level 3 begins at $8.95/hr. The Writing Center is approved for level 1, 2, and 3 positions as detailed below.

- *Trainee*: This title is used throughout the tutor training process. This is a level 1 position, and employee pay falls in the mid to high end of this level.
- *Experienced Tutor*: The title "Experienced Tutor" is typically used for Writing Center employees who have demonstrated continued growth and positively added to Center operations and programs. Experienced Tutors progress from focusing on individual skill building to work as part of a team, eventually leading a project or initiative that develops Writing Center culture. The Writing Center Coordinator will often turn to Experienced Tutors for standing appointments; employee pay will fall in the low to mid end of Level 2.
- *Training Assistants*: "Training Assistants" (TAs) serve as mentors to trainees. The Training Assistant(s) also works with the Writing Center Coordinator to implement and facilitate the training program. TAs earn this title from not only their experience but also their ability to articulate the skills that they themselves use while tutoring, writing reports, and building staff relationships. In other words, Training Assistants are model tutors. The Coordinator will often turn to Training Assistants for standing appointments and special projects. The "Training Assistant" position is a level 3 position, and employee pay will fall in the lower end of this level.

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

How Pay Increases are Determined within Position Level

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

1. *Job knowledge and skills*, e.g. employee effectively structures a session; employs session protocol; communicates client ownership of the paper by providing options for corrections; is able to explain and provide examples to clients regarding argument, structure, and grammatical and mechanical rules; has various approaches to one issue (e.g. argument, theses, etc.); writes effective client reports; and is familiar with and able to navigate the Writing Center's computers, printer, report system, scheduler, newsfeed, etc.
2. *Attendance and punctuality*, e.g. employee consistently arrives to staff and all other Center-related meetings on time, notifies supervisor in timely manner if unable to work or will be tardy, and responds to emails from administration in timely manner.
3. *Time utilization*, e.g. employee begins and ends sessions on time, writes reports in the allotted time, makes the most out of allotted time for employing a session, and meets deadlines of requested material or information per supervisor's request.
4. *Attitude*, e.g. employee is team-oriented, positive, and engaged in sessions and staff meetings; positively implements Center policies and procedures; and is committed to having a growth mindset, using reflection and goal-setting; re-frames weaknesses, critiques, or negative experiences as opportunities to learn.
5. *Initiative and leadership*, e.g. employee notices problem areas and suggests improvements, works to find resources to guide client development, and volunteers to help with other Writing Center projects; positively influences and actively contributes to building Center culture.
6. *Adaptability*, e.g. employee readily commits to new responsibilities (such as Center projects or standing appointments) and welcomes learning and applying new techniques, policies, and procedure.

III. TRAINING

Training Philosophy

As tutors, we acknowledge that we are writers-in-progress, and, as such, we are continuously learning from our experiences with each other and from every appointment with our peers. To learn from experience effectively, we need to become highly reflective, observant of our clients' reactions and responses, and metacognitive (thinking about our thinking) as we tutor. We need to articulate the choices we are making as well as reflect on our decisions and suggestions made during each session. We must recognize that every writing assignment is a learning opportunity for our clients to grow as critical thinkers, effective students, and as communicators. In this way, we teach with the paper in the foreground and the context of the client in the background. By remaining conscious of each, we structure our guidance and feedback to not only address the paper at hand but also the writer's needs in becoming able to confidently and consistently meet college-level writing expectations.

Learning how to think and teach in this way is challenging, especially since it is not instinctual and cannot be fully learned in just four weeks. You should consider training as an opportunity to discover your existing strengths as a writer and communicator and possible ways to build on those to help you develop a strong tutoring practice. You should also consider training as an opportunity for us to learn from one another, to share ideas and practices, and to admit confusion and mistakes. We will provide resources and motivation to one another as we work to become resilient community members who commit to growth as tutors, students, and employees in the service of Lake Forest College.

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

Communication during Training

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

Writing Center Coordinator

The Writing Center Coordinator must give approval for trainees to progress through the stages of training. Trainees will be oriented to the training process and introduced to the Training Team (TT) at the Orientation Meeting. Thereafter, trainees can expect regular feedback from the Coordinator each week. This feedback will include 1) performance feedback based on Observation Reports, Reflections, Client Feedback Forms, TT feedback, etc., 2) progress made in each stage, and 3) goals to focus on to reach the next stage. Once trainees are approved to Week 4 (Self-Directed Development), they will meet with the Coordinator to determine their schedule.

Lead Tutor

Recognized by the College as “Student Supervisor,” the Lead Tutor(s) (LT) is the highest-level student position in the Writing Center. An LT serves as a primary liaison between the tutor staff and the Writing Center Coordinator, communicating and mediating concerns of tutors and supervisors, anticipating problems in the Center, and seeking solutions for them. An LT may also work with the Coordinator on the Center schedule, Friday meetings, development of staff, observations, assessment and evaluation of staff, assignment of standing appointments, and special projects.

Training Assistants

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

Experienced Tutor

Experienced tutors, i.e. tutors that have worked in the Center for at least one semester, will welcome trainees to the Center, make themselves available to answer any questions that trainees may have, and, after working in a session with them, be ready to share session details with the Coordinator as requested.

Trainee

The training process is an opportunity for trainees to display their communication skills. Questions are encouraged and should be directed to the Training Team, Lead or Experienced Tutors, and the Writing Center Coordinator. Upon receiving feedback from the Coordinator, it is the trainee’s responsibility to confirm understanding of the feedback. Trainees’ growth as tutors is connected to the level of communication that they are able to maintain. Trainees are expected to make the most of their time and take advantage of gaining experience from the TT, Lead and Experienced Tutors, and the Writing Center Coordinator.

Training Modules

Trainees are expected to complete training modules every week, as assigned in the Training Schedule. These modules have been created to expose trainees to a number of relevant topics, such as session structure, report content, punctuation, etc. The modules should be downloaded from the Writing Center website’s "Become a Tutor" page. Trainees should complete these modules independently in a timely manner during the two hours per week outside of the Center. The Coordinator will review the trainees’ module answers and discuss any questions at the start of each training session.

If trainees have an intense course load, they may negotiate for specific module deadlines with the Coordinator. Failure to complete these modules thoroughly, consistently, and punctually may lead to termination. Remember, all tutors are expected to dedicate seven hours per week

to the Center; thus, trainees should budget five hours in the Center and two outside of their training shifts for studying modules, observation forms, and training session notes.

Returning from Abroad

When returning from abroad, tutors must complete a "training refresher" program. This will include a mock session, a policy and procedure review/orientation session, and at least one week of observed tutoring by the Coordinator and/or a Lead Tutor. The mock session and review will be scheduled on the tutors' own time. In other words, tutors will not be paid for these sessions. Tutors must successfully follow session protocol and demonstrate effective communication techniques including reflective listening; those tutors who do not will be expected to do additional work on their own time to come up to speed. This work needs to be completed either before the semester begins or during the first week the Center is open.

IV. PROCEDURES

Daily Procedures for Tutors

Arrive Early for Your First Scheduled Appointment

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

1. *Read the Report System News Page*—The Writing Center Coordinator and Lead Tutor(s) will utilize this page to keep you up to date on policy changes and announcements. You will be expected to know and act on any notes published on this page. Assigned readings for Friday staff meetings and professional development will be announced here as well as where to find them (either hard copies in the Center or online).
2. *Enter Hours on Your Timecard*—Develop a habit of routinely logging your shifts on ADP. This routine will help you complete your timecard by the due date and accurately enter your hours. If you wait until the night before the due date, you are more likely to forget a day you were ill or a day the Center was closed.
3. *Check Your Calendar on the Online Scheduler*—Find out whether you have clients and who they are; always double check if the appointment is a standing or regular and if the client or Coordinator have added any specific goals or directions for the session.
4. *Use the Report System to Look Up the Clients Scheduled for Your Appointments*—Search for and review any past appointments the clients scheduled with you may have had. Note what was addressed during previous appointments and how that information might help you approach your session. Be sure to 1) avoid contradicting previous tutors, 2) reinforce and build on previously covered skills and concepts, and 3) anticipate where the client might be in the writing process for a paper previously worked on with a different tutor so that you are ready to help the client progress to the next phase of the assignment.
5. No Cell Phones—Cell phone use for personal reasons is not allowed in the Center. Clients are not allowed to use them and neither are you. Your cell phone should not be visible when in the Center, which means no checking texts or sending texts while in the Center and working. If your client uses a cell phone in the Center, say that you are sorry,

but the Center's policy is no cell phones for personal calls and ask them to both turn the sound off and put it away. There are two exceptions: Clients can use their phones to find an online resource or document relevant to the session; Sunday and evening shift leaders can use their phones to text the Coordinator if issues arise.

Opening the Center

If you are scheduled first thing on Sunday or in the morning and discover the doors to Hotchkiss are locked and the Coordinator is not available, contact Public Safety at x5555 so that they can come and unlock the door for you. Please note that they may ask to see your college ID.

Greet and Welcome Your Client

If there is no receptionist, make clients feel welcome and at ease by greeting them. Say, "Hi! Welcome to the Writing Center. Can I help you?" Some clients are not even sure if they are in the Writing Center, so assure them that they are in the right place. If you realize a person is your client, go to the front desk, shake hands while introducing yourself, and ask your client to choose a table. Follow your client to the seat he/she chooses and ask a few friendly questions. Questions can be as simple as "How are you today?"; "How's your semester going?"; or "How is your paper/assignment going so far?". A little small talk will help your client warm up to the Writing Center environment, and a client's comfort can make or break the productivity of a tutoring session.

If You Run Out of Sign-in Sheets

Receptionists will keep sign-in sheets ready. However, if there is no receptionist during your shift, there are folders titled "Sign-in Sheets" and "Walk-in Sign-in Sheets" in the bottom drawer of the rolling cart to the right of the front desk. If these folders are empty, notify the next receptionist or the Writing Center Coordinator.

Supplies

Having certain supplies and enough of them help you tutor more effectively. If you find that there is something you need to help you tutor, please ask a receptionist to check the WC Supplies shelves in Stephanie Edgar's office and the Kitchen or contact the Writing Center Coordinator for supplies.

Keep the Center Clean, Tidy, and Professional

The Writing Center has a kitchen with a refrigerator, microwave, coffee maker, and sink. This area is for all WC and QRC tutors as well as all Center for Academic Success staff. Feel free to bring in your lunch or a snack. Help yourself to coffee, hot cocoa, paper plates, plastic cutlery, etc. While the kitchen offers perks to you as a staff member, it also creates new responsibility. If you bring something that you do not want to share, make sure you put your name on it. Wash your dishes, turn off and empty the coffee maker, and keep counter clean and tidy.

The Writing Center also shares a Tutor Storage room with the QRC tutors. Hang your coats and store your backpacks in this room. You will find standing appointment client folders in the middle drawer and your tutor folder in the bottom drawer. This room also has a copier and

printer. Printing directions are on the whiteboard in the Center. If you would like to give your client a handout from the Tutor Binder, receptionists can use this copier to make a copy.

Timecards
Your timecard will be processed every two weeks; if you fail to complete it before the deadline, you must email a list of dates and hours to be approved by the Writing Center Coordinator, Center for Academic Success Department Assistant, and the Business Office in order to be paid. Completing your timecard should include notes detailing any shift changes or additional hours and for what they were used. Stephanie Edgar approves all timecards. All ADP questions, including setting up an account or technical difficulties, should be directed to the Business Office (contact Yang Choe).

Requirements for Evening Shift Tutors
Evening shift tutors are responsible for ensuring that evenings in the Writing Center run smoothly. If a receptionist is not there, tutors must attend to front desk duties, including sitting at the front desk before and after tutoring, ensuring that every client in the Center has been greeted and served, greeting and communicating with walk-in clients about wait time, and arranging appointments for trainees when training is underway. As a result, evening tutors may need to stop their own appointments to greet incoming walk-in clients.

Evening tutors must also lead their peers by managing changes in the Writing Center schedule. These changes might include managing order of walk-in appointments, contacting tardy tutors, and checking the online scheduling system for changes. Evening tutors should ensure that appointments begin on time, that every tutor and client is engaged in a Writing Center-related activity, and that the Center's noise level is low. The tutors will report any problems that occur during the evening to the Writing Center Coordinator and be ready to respond to managerial inquiries about the evening, including timeliness of coworkers and walk-in hours demand.

Finally, if no receptionist is there, evening shift leaders working the last shift of the evening must attend to building duties, such as ensuring that windows are closed (step ladder is behind Kitchen door), the coffee maker is turned off, food is in a closed container, tables are straightened, materials on tables are neat, lights are turned off, and doors are shut.

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

Recommending a Potential Tutor
When you want to recommend a student for a potential Writing Center staff position, please send an email to the Writing Center Coordinator with the student's name.

Procedures for Client Service

When the Schedule is Full and a Client Needs an Appointment

If there is no receptionist, follow these steps:

1. Check for flexibility. Does the client absolutely "need" the appointment in the time frame indicated?
2. Help the client log into the online scheduler and check for options.
3. Write the client's name, email, and preferred days/times.
4. Email this information to the Writing Center Coordinator, cc the client, and let the client know to look for a reply from the Coordinator.

When a Client is Late

If a client is nine minutes late, you can still work together. If the client is ten minutes late, the client loses that appointment slot and, even if the client arrives after the initial ten minutes, is marked as a no-show. This rule also applies to clients who call to say they will be ten or more minutes late. If a client is upset, both you and the client should contact the Writing Center Coordinator. Depending on tutor availability, walk-in demand, and the time the client arrives, you may be able to offer a fifteen-minute walk-in appointment. Use your judgment: under no circumstances should the late arrival be seen if another client is already in the Center waiting for an appointment; also, if it is more than thirty minutes past the hour, consider how much you can actually accomplish and still write a report and prepare for the next scheduled clients. If you do work with the client, write a walk-in style report beginning with: "[Client name] brought X to a walk-in appointment."

No Shows

If a client has an appointment and is ten minutes late or more (or calls to warn of a late arrival), the client is considered a "no show," and you will need to do the following three things:

1. Mark the client as a "no show" in the Online Scheduler. To mark the client as a no show, click on the appointment in the Scheduler. An appointment window will appear. In the window, use the scroll option and click the "save changes" box.
2. If the "no show" is a standing appointment, mark the client as a "no show" on the Online Scheduler AND email the Writing Center Coordinator that the client missed a standing appointment. Tell the Coordinator if this is the second late arrival or absence.

Client Attendance Issues

The Writing Center's goal is to serve as many clients as possible while empowering each client to move forward as a writer. To best reach this goal, we must help clients use the Center effectively. Clients learn more when they meet with a tutor and then work independently for a while before meeting with another tutor. Clients also learn more if they work for shorter time periods; both the tutor and client are too tired to produce quality work after an hour and fifteen minutes. Finally, clients must contact the Coordinator to schedule standing appointments; clients cannot schedule these on their own. Alert the Coordinator when you notice the following:

- A client routinely schedules appointments but the does not attend them
- A client schedules back-to-back appointments

- A client schedules more than two sessions in one day
- A client schedules an appointment on the same day and time every week

In these cases, the Coordinator will contact the client and discuss more effective ways to use the Center.

Client Emails

Tutors should not email clients, and tutors should tell clients not to email them. If you receive email from a client, forward it to the Coordinator.

Walk-ins

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

Evening Walk-in Hours

Walk-in hour demand fluctuates throughout the semester. While one tutor is the designated evening walk-in tutor, all tutors must help as possible:

1. If a tutor that is scheduled for regular Writing Center hours (not evening walk-in hours) is available (e.g. no client is scheduled or a scheduled client did not show up before ten minutes past the hour), then the tutor should take walk-in clients.
2. If there is no receptionist, all tutors are busy, and a client walks in, the most experienced tutor (who has worked in the Center the longest) should stop tutoring for a few minutes to greet the client and explain the walk-in list (i.e., if there is one, when he/she will likely see a tutor, whether or not he/she should come back, should he/she not bother waiting because there will not be time, etc.).

Start and End Times for Walk-in Appointments

You will need to carefully record start and end times of appointments, as these appointments typically last ten-thirty minutes, unless there is time for a full forty-five-minute session. Walk-in appointments are meant to be flexible and to meet the client's immediate needs. Clients should be encouraged to make regular appointments to address their writing issues more in depth at a later date. Clients should be sent to the library with citation format questions.

Reports for Walk-in Clients

Reports can be very brief and should be logged in AFTER all of the walk-in clients have been seen. These reports can be as brief as two sentences and should start with, "Joe came to walk-in hours with X to address Y. We covered Z. Joe left with [something written, something revised, a resource, a plan of some kind]." Optional sentence: We did not have time to address

X, so I suggested another, regular appointment to address this issue. See our Walk-in Session Protocol Module for more information.

Expectations for Walk-in Clients

Faculty have been told (but clients may need to be reminded) that we do not guarantee required appointments during walk-in hours. If the professor has required an appointment and a client cannot be seen during walk-ins, the client needs to contact the Writing Center Coordinator directly. Take the client to a computer to send the Coordinator an email OR have the client write a note and slip it under the Coordinator's door for follow up the next day.
All walk-in clients need to sign in, and receptionists or evening shift leaders must keep to that order when assigning walk-in clients to tutors. All available tutors should take walk-in clients, not only the tutor who has been assigned as such; this results in more efficient time use and improves client satisfaction. If there is a high number of walk-in clients, the assigned walk-in tutor is overwhelmed, and other tutors can end their regular appointments at the half hour mark with a reasonable/helpful amount of work done, then the other tutors should take a walk-in client for up to fifteen minutes before their next session begins.

When signing in for a walk-in session, clients should note their main goal or question. Receptionists and tutors should work together to estimate the time necessary for that appointment. When necessary, let waiting walk-in clients know that they may or may not be able to see a tutor given the time commitments of earlier appointments. Let the client make the decision about whether or not to wait or contact the Writing Center Coordinator for an appointment the next day. If it is a busy night, make a general announcement that anyone with citation formatting questions (e.g., punctuating in-text citations, the indents on a Works Cited page) should go to the library and ask a reference librarian.

Clients should know but may need to be reminded that walk-in hours cannot be reserved; they are first come first served. They also cannot sign-in and then leave the Center, otherwise they forfeit their spot.

Only One Paper Per Session

A client may ask you to work on two separate papers during one session. You should not feel pressured to cover both papers. In fact, we strongly discourage it. Simply tell the client to pick which paper is due first or is the hardest. That being said, use your judgment. If a client has two half-page response essays, the amount of work is feasible. On the other hand, if the client has two two-page essays, prioritizing one will result in the highest quality, helpful work; help the client understand that the strategies you practice on one paper can be applied to the other outside of the Center. Successful sessions usually devote thirty minutes to one paper and fifteen minutes to answer quick questions about another. Regardless of the number of papers worked on during a session, the client should pick only one instructor to send the report to. If absolutely necessary due to course requirements, you can ask the Coordinator to send the report to a second professor by including the following in your session report: “NOTE: Please send a copy of this report to Professor X.”

No Consultations on Resumes or Non-Lake Forest College Analytical Assignments
Refer clients who have content-related questions about resumes or cover letters to Career Services; tutors are not trained to advise on what to include in these. Tutors can, however, show clients how to proofread for grammatical or mechanical errors. Tutors can also help clients edit transitions to better guide first-time readers from sentence-to-sentence.

Tutors are also not trained to work on creative writing projects. In some circumstances, tutors may be able to suggest limited grammar edits or direct clients to online vocabulary resources; check with the Writing Center Coordinator. Also, we do not tutor transfer application essays. The written work must be directly affiliated with Lake Forest College. If the assignment is a midterm or take-home final exam, we cannot help unless the professor has permitted Writing Center visits; if you cannot find permission in writing and the Coordinator is not available to ask, err on the side of caution and give the client a resource related to their question. You and your client can also use session time to email the professor and ask.

Computer Use
Writing Center computers are prioritized for tutors submitting reports and clients who do not have laptops. Therefore:

- Do not use Center computers 45 minutes after the hour when the Center is busy (busy means more than two clients in the Center) unless you are filing a report or checking upcoming client reports. You should feel free to bring your own computer for writing reports as well, particularly if you work a shift with three other tutors.
- You may use computers in the Center for work only. Neither clients nor staff should see your personal social media accounts, such as Facebook or Instagram. The Writing Center Coordinator will periodically check that this rule is followed.

Digital and Hardcopies Accepted
A client may come to the Center with digital or hardcopies of a paper, assignment sheet, or other materials. Tutors should decide whether or not something needs to be printed based on the nature of the session work. If more work can be accomplished faster using a hard copy, ask the client to print by following the directions on the whiteboard. If there are technical difficulties, the Coordinator can print out work in a pinch. Note: We print drafts for Writing Center work. We do not print final drafts to be submitted to the professor.

- Benefits of using a computer during tutoring session:
    1. Clients can make changes directly to their documents, allowing them to save their work more easily and conveniently.
    2. Tutors can direct clients to save work and verify that a paper is submitted via email or Moodle.
    3. Clients and tutors can start electronic files (like OneDrive) that track the work clients do each week. These files could prevent documents from being lost and could also allow tutors and clients to have discussions about client progress.

- Disadvantages of using a laptop during tutoring session:

1. Tutors and clients are unable to view entire document at one time. For example, they cannot simultaneously view an introduction and a body paragraph on a later page.
2. Tutors might struggle to instruct on laptops. Asking clients to "press enter" or "scroll down" might seem awkward and take time.
3. Careful proofreading work or revising paragraph order in longer papers is often easier using a hard copy.

Standing Appointments

The Standing Appointment Program developed from a tutor suggestion. Tutors wanted to see long-term growth from their clients; they wanted to help frustrated clients who could not move beyond the same question or challenge. As a result, the Center began offering weekly appointments that helped clients work through the writing process and measure progress in becoming a more confident and efficient writer. As the program developed, standing appointment tutors noticed that consistent meetings revealed "the problem beneath the problem"—for example, a lack of argument development resulted from drafting without an outline, uncited source material resulted from an inefficient annotation system, or chronically late papers resulted from an all-nighter habit.

Thus, today's standing appointments help clients not only by developing writing skills but also in task management. Successful college-level writers have effective "executive function" skills they use to plan and complete their papers. The National Center for Learning Disabilities explains "executive function" as thought processes we use to connect past experiences with present action. With strong executive function skills, clients can apply professor feedback from an earlier paper to a current one, break an assignment into steps, prioritize assignments, multi-task, and hand papers in on time. Effective standing appointment tutors show clients how to approach and complete different kinds of papers step-by-step. They teach clients ways to schedule time realistically, organize pre-writing work (i.e. putting source material and brainstormed ideas into skeletal outlines), and adapt writing processes to best meet the demands of college-level writing.

All standing appointments are arranged through the Writing Center Coordinator; clients cannot create a weekly appointment for themselves using the online scheduler. Assigned tutors will work systematically with these clients, developing their writing skills, rather than focusing on particular paper assignments exclusively.

1. Standing Appointment Policies
    - *Requirements*: Clients with standing appointments agree to come to this appointment once a week. They agree to work on their general writing skills, not just individual paper assignments. They understand that attendance and progress between appointments are necessary to keep this appointment.

- *Attendance Policy*: Clients with standing appointments must attend weekly. After one unexcused absence, clients will receive a warning from the Coordinator. After two unexcused absences, standing appointments will be cancelled. The Coordinator will excuse absences for academic events, religious holidays, and illnesses documented by the Health Center.
- *Privacy Disclosure*: Clients with standing appointments understand that the Coordinator reserves the right to share information about their progress in this program, including termination of this appointment, with their academic advisor.
- *What to Bring*: Course syllabi, A Pocket Style Manual by Diana Hacker, and current and upcoming writing assignments. If clients do not have a current paper that they are working on, they agree to bring past, graded papers to analyze and revise for practice. Clients should look ahead, as well, to upcoming writing assignments and bring assignment sheets, relevant readings, and related class notes, etc.

2. Procedure for First-Time Standings

Effective standing appointment tutors set clear expectations, follow a calendar, and address goals consistently. Each standing client will have a folder in the file cabinet in the Tutor Storage room. Review the forms in the folder and use them to stay organized throughout the semester. These forms have been developed by tutors to protect the tutor-client relationship from misunderstandings and stagnation.

Week 1: Complete the How Standing Appointments Work Form with your client. Make sure the client's name and advisor's name is recorded. Clarify your role as the tutor and their responsibility as the client. Then, show them how much you can help by doing quality, useful writing work for at least thirty minutes. This is your chance to impress and reassure them that you can help them state their ideas clearly, that a standing appointment is worth their time and energy. Set a goal and expectations for what to bring to the next appointment.

Week 2: Create a semester-long plan and a specific plan for slow weeks. Your standing should bring course syllabi, which you can use to create a writing calendar for both you and the client. Use this calendar to backwards plan for all stages of the writing process, leaving enough time for stages that are especially difficult for your client (e.g. sentence-level editing for second language learners). Encourage client to communicate with professor about assignments in advance as necessary preparation for sessions with you. Then, do quality, useful writing work related to the current or next writing assignment for at least thirty minutes; this is your chance to begin helping them feel prepared for college-level assignments. Set a goal and expectations for what to bring to the next appointment. NOTE: If your client does not bring any work to this week, complete both the calendar work and Week 3's goal-setting work during this second meeting.

Week 3: Set writing goals for the semester; ask your client to bring writing samples and check the client folder for a completed Self-Assessment Form to aid in this process. Ask the Coordinator if you cannot find the Self-Assessment Form. If the Coordinator is unavailable, use a blank one (look in file folder in bottom drawer of rolling cart to right of front desk) and review it together. Then, link a newly-set goal to that day's session goal and do quality, useful writing work for at least thirty minutes; this is your chance to show them you will be able to help them progress toward larger goals. NOTE: You should link larger goals to the assignments on the calendar from Week 2 at the beginning or end of all subsequent appointments. You can either do this together during a slow week, or you can do this independently during a free hour at work.

Standing Appointment Reports: Clearly state if the How Standing Appointments Work form, calendar work, and Self-Assessment goal-setting work was accomplished. Doing so will help you stay organized and provide the same level of service to each standing client. Be sure to list at least two or three long-term writing goals in a report once they are set. Always, always end the reports with a specific plan for next week: "[Client name] will bring SOAN data report so that we can practice editing for concision."

3. Procedure for Returning Standings

During the first two-to-three appointments with a returning standing client, complete tasks 1-5 below. They are listed in prioritized order, meaning that you should try to finish 1 and 2 first. You should not complete all of these in one session; you should still strive to do actual, quality writing work for thirty minutes during these initial weeks, using either current assignments or papers from the previous semester. Your goal is to celebrate the client's past and ongoing commitment to increasing their writing know-how and establish clear expectations, schedules, and goals so that more progress can occur this semester.

1. Discuss expectations for how you will work together. Before your first appointment, review your standing's previous client reports and look for patterns in the types of appointments. Note how many appointments included prewriting (brainstorming, assessing the assignment, outlining, drafting theses, etc.) and how many included actual drafts. You will want to use this information when discussing goals with your client in order to encourage a variety of types of appointments, including as many appointments with drafts as possible. You will want to come to an agreement about expectations for what the client should bring to sessions and what you will prepare for sessions. Explain again that you will have things to work on at each appointment whether or not an assignment deadline is eminent, so they should always attend every session. Feel free to review the How Standing Appointments Work form to facilitate this discussion.

2. Address any attendance or progress issues from last semester. Check how often your client missed appointments last semester. Discuss this with your client. Ask why this happened and what will be different this semester. Also, remind your client of standing appointment policies on attendance and progress. During this discussion, encourage change by asking client to remember how it felt to make progress versus how it felt to fall behind deadlines and praise all their efforts. Help clients recognize and get excited about any dedication and any progress they experienced as writers.

3. Create a writing calendar. On this calendar, show the client how to backwards plan all writing assignments to plan for all stages of the writing process. Note which stages of the process are especially difficult for your client and be sure to leave adequate time for support in these phases of projects. Using these notes, plan what the client will bring to upcoming appointments to make progress on writing assignments over time. Feel free to encourage the client to ask instructors to get assignments ahead of time if your client's particular challenges and goals indicate this is necessary. Make a copy of this calendar for yourself. Explain that the client should bring updated due dates or priorities to their appointments.

4. Celebrate progress and set new goals. Review the goals that were set at the end of last semester. Discuss these in terms of the courses, syllabi, and types of writing challenges the writer will face this semester. For example, consider art papers as opportunities to practice analysis skills and SOAN data reports a chance to edit for concision. Note these on a Goal Log Form and calendar.

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

5. Keep track of what you have discussed in session reports. You should report on completion of numbers 1-5 and relevant points of discussion that occurred. Write their long-term writing goals, and use your reports to track these goals over the course of the semester. Always end reports with the plan for next week.

V. POLICIES

Policies for Tutors

Staff Meetings
Staff meetings are MANDATORY. Only second semester seniors can miss staff meetings. If you have any suggestions for a staff meeting topic or any announcements you would like to make, please e-mail the Writing Center Coordinator before Thursday at 9:00am.

Requesting Time Off
Generally speaking, requests for time off for academic-related activities and College functions will be viewed favorably and will be approved. Requests for time off for personal and family events should not exceed one per semester and may or may not be approved depending on the schedule and the needs of the Center. At the start of the semester, look ahead and set travel plans for breaks and holidays around your shifts.

All requests to miss a shift or Friday staff meeting must be made in writing. The requests should be made as soon as possible to ensure that other tutors will be able to cover the shift(s). These requests should be emailed to the Writing Center Coordinator. You should check with your coworkers to see if anyone can cover your shift(s) for you; if you find a coworker to cover your shift, email the name of the tutor covering for you along with the date and time.

Never Sign Yourself Out of the Scheduler
Tutors should never sign themselves out of the online scheduler. Only the Writing Center Coordinator has this responsibility.

If You are Running Late
Punctuality is essential to successful tutor sessions. In the event you are going to be late for your scheduled hours, call the Writing Center' front desk and the Coordinator, allowing your coworkers to adjust as necessary. (See phone numbers on last page of this manual.)

Personal Emergencies
The Writing Center recognizes a personal emergency as a phenomenal event that is happening to you (physically or emotionally) or your close family. In the event of a personal emergency, please contact the Writing Center Coordinator. You must receive permission from the Coordinator in order to have permission to leave the Center, even if you are not scheduled for an appointment.

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

Illness
Dependable tutors keep our Center efficient and reliable. If you are ill and unable to tutor effectively, you must call the Writing Center and the Coordinator until someone answers. Sending an email is not acceptable. (See phone numbers on last page of this manual.)

What to Do if a Scheduled Colleague Does Not Arrive on Time or at All
Excuse yourself from your client and check to see if there is an available tutor that can take the appointment. If no tutor is available to take the appointment, check to see if the Writing Center Coordinator or a Lead Tutor is on campus and available. If neither is, reschedule the client for another day or time if possible using the online scheduler. If not possible, apologize to the client and explain our day-time and evening walk-in options. Explain that you will make the Center administrators aware of the situation. Send an email with details to the Writing Center Coordinator. The email should be sent no matter if the tutor shows up later or not and no matter if the client finds another appointment.

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

- Do not disturb you while you work.
- Do not disturb others while they work.
- Do not sit behind the front desk.

Guests may use the computers but may not use cell phones. Guests are welcome to study at any table not in use. Keep discussions with guests quiet and to a minimum to avoid distracting any in-progress sessions.

Professional Judgment/Sexual Misconduct
You are expected to observe professional boundaries and limit personal interactions during a Writing Center appointment. Asking a client out on a date, asking a client personal questions, and commenting on a client's physical appearance are examples of unacceptable personal interactions. You are also not allowed to use client information (e.g. telephone numbers) for personal reasons. You are expected to remain aware of and respect physical boundaries (e.g. avoid touching or hugging) at all times. In short, you are expected to comply with the College Policy on Sexual Discrimination and Misconduct (see pp. 70-92 of the Student Handbook).

While at work, you are acting as a College employee, which means that you have reporter status in the Center. Under reporter status, you are legally obligated to promptly report any sexual misconduct that you become aware of during hours you work for the College to the Title IX Coordinator. Thus, when you are in the Center, if you witness misconduct or if a client or visitor begins sharing a misconduct event, you must tell them that as an employee you are mandated to report any instances of misconduct you witness or learn of to the Title IX Coordinator; encourage the client or visitor to seek confidential resources at the Health and Wellness Center or off campus (see pp. 78 of the Student Handbook).

Here is the current Title IX Coordinator's contact information for your reference:
Joan Slavin, Title IX Coordinator
Rosemary House
847-735-6009

slavin@lakeforest.edu

Inclusivity/Bias Incidents and Complaints
You are expected to actively promote a safe, inclusive environment free of bias. The College defines a bias incident as "behavior or speech…which expresses hostility, harms, or has the potential to harm…an individual or group based on actual or perceived identity characteristics…" (see pp. 93-96 of the Student Handbook). When you are at work, if you witness a Bias Incident, you should inform the Coordinator about the incident and report it to the Bias Incident Response Team (BIRT). You can use the Bias Incident Report Form on the Office of Intercultural Relations webpage or report it directly to Public Safety, the Office of Intercultural Relations, the Dean of Students, or Residence Life.

If you feel the Writing Center Coordinator or other Center for Academic Success staff member has shown bias, you should use the Bias Incident Report Form or report it to the Associate Dean of the Faculty for Student Success, the Dean of Students, or the Director of Human Resources.

Due to the nature of our work, you may be exposed to biased speech in client materials. For example, your client may be assigned historical texts that contain derogatory terms; your client may write an inaccurate generalization that sounds prejudiced without correct framing and specifics (e.g., "Boys are always stronger than girls" v. "According to the study, more boys can lift more weight than girls if/when…"). The Student Handbook states: "For speech/expression to constitute a Bias Incident, it must lack a reasonable relationship to an educational, political or artistic goal, and must threaten, intimidate or marginalize an individual or group…" (p. 93). Typically, biased language is corrected during the normal course of tutoring because tutors help clients frame language, interrogate claims, and provide specific evidence for claims. As a peer tutor, you are in a unique position to "play Devil's advocate" by asking for evidence supporting a potentially prejudiced claim or raising possible counterarguments. However, if the offensive speech seems threatening because it is not related to the academic work or it triggers you and you cannot finish the session as an objective tutor, tell the client you need to take a break, and then find the Coordinator, a Lead Tutor, or another tutor immediately so they can take over the session and/or help that client contact the Coordinator for another appointment.

Warnings, Probation, and Termination Policies
You are responsible for obeying and sustaining the policies of the Center. The Writing Center Coordinator are responsible for letting you know when you are not meeting those expectations. If you are not meeting the expectations of staff, you will receive a warning. If you continue to not uphold the policies of the Center, you will be placed on probation. Probation, which means your job performance will be carefully monitored, is designed to give you time to sufficiently prove that you are capable of making good decisions about maintaining policies. Probation may be shortened or lengthened depending on the nature or severity of the problem. After being placed on probation, if you still continue to not uphold policy, you will be terminated.

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

Rehire Conferences and Procedures
Rehire conferences take place at the end of the academic school year. During these conferences, individual tutors will meet with the Writing Center Coordinator to discuss job performance. Tutors will complete the Self-Assessment Form on the Report Page before the meeting; this form will guide the discussion. Possible topics to be covered include: 1) tutor goals and progress made on those goals, 2) tutor performance, 3) the tutor's role in the Center in the following year, and 4) the tutor's pay raise for the following year. Tutors are required to prepare for these conferences per the instruction of the Writing Center Coordinator.

Phone Numbers to Program into Your Cell Phone
Save these numbers in your phone so that you can communicate quickly when situations occur. Do not use cell phones for personal reasons in the Center; however, if the Coordinator is not available, you can use your cell phone to address Center-related issues.

Writing Center Coordinator: 715.864.0476 (cell) and 847.735.5233 (office)
Writing Center Front Desk: 847.735.5264
Public Safety: 847.735.5555

Policies Regarding Clients

All Client Sessions Must Take Place in the Writing Center
All tutoring must be in the Writing Center. This is for both your and your client's protection should the need arise for the Coordinator to share what transpired in the session. For example, if a professor questions the work or the client includes the session during an academic appeal, the Coordinator can verify the nature of the session. While sessions cannot be held in a different location, they can be held at different times; for example, if the Center is closed on the Sunday of Spring Break and a Sunday client wants a make-up a weekly session, the Coordinator can approve a session in the Center with that client outside of your typical hours.

If your client has a disability, whether a physical or a learning disability, you may need certain equipment, furniture, or space. For example, a client with migraines or ADHD might work better in a proctoring room; a client with a wheelchair will need an alternate arrangement if the elevator is broken. It is your responsibility to communicate these needs to the Coordinator, and if the Coordinator is not available, to attempt to meet those needs.

Confidentiality and Session Reports
Tutors write reports for all sessions, even though the report may not be sent to a college official. This is important for maintaining records for Writing Center review and development.

Tutors are obligated not to share with professors any information about a client beyond the descriptive session report. Also, tutors are obligated not to discuss their clients with other students, including other tutors, outside of the Center. For example, if clients share that they have a learning disability, tell or email only the Coordinator. Do not include it in the report and do not discuss it with anyone outside of the Center. Similarly, if the Coordinator tells you that your client has a learning disability, you should only discuss it with the Coordinator.

When signing in to the Center for any appointment, the client has the right to choose not to have a report sent to faculty members. In this case, Writing Center personnel can only share whether or not the student completed an appointment. Keep reports objective and professional, not evaluative or judgmental. See the Writing Center Style Guide for examples of how to remain a descriptive reporter.

Tutoring Writing

All Writing Center employees should focus on writing, including assistance with brainstorming, argument development, structure, grammar, style, and global or local organization. Tutors should not tutor the content of any class or tutorial, assign reading, or act in any way as an instructor, as opposed to a tutor. Furthermore, a tutor should not represent a professor, a professor's standards, or a course. Explain that you have been trained to help clients use strong academic writing to explain ideas and present research, but that only the client can know the professor's exact expectations.

If You Encounter Plagiarism in a Client Paper

1. Definition of Plagiarism:
    - To steal or pass off as one's own.
    - To use without crediting a source.
    - To willingly commit literary theft.
2. Forms of plagiarism:
    - The author's failure either to transform the original material or to identify its source
    - Intentionally taking the literary property of another without attribution and passing if off as one's own
    - Having failed to add anything of value to the copied material and having reaped from its use an unearned benefit
    - Unknowingly copied published materials and presented as one's own
3. How to deal with obvious, *intentional* plagiarism:
    - Ask why they chose to use material from a source rather than write it in their own words or cite it.
    - Discuss strategies for targeting the issue that caused their choice to borrow material rather than write or cite it.
    - Explain why plagiarism must be avoided due to potential suspension risks and reference the Student Handbook online to explain the College's policy on plagiarism.

- Send an email to the Coordinator that states:
  - the client's name
  - the client's advisor
  - the assignment containing alleged plagiarism
  - a brief description of the plagiarism

4. How to deal with obvious, *unintentional* plagiarism:
   - Ask the client if they wrote the material or if they found it in a source.
     - Often, longer/less common words are a starting point to a quote/material from the source.
   - Explain why it is considered plagiarism and say that a writer must always cite the work of another.
   - Correct the citation issues by using the Hacker Manual.
     - Ask a client what type of citation they need and have them practice a citation on their own.
   - Discuss ways to keep source material organized so that citations are preserved through the course of a project.
   - Reference the Student Handbook's policy on plagiarism.
5. How to deal with potential, intentional or unintentional plagiarism:
   - Ask the client if the potential idea or language comes from another source.
   - If the client says no, but the tutor is sure the idea or language has been plagiarized, the tutor should follow procedure for "How to deal with obvious, *unintentional* plagiarism."
   - If the client says yes, review Lake Forest College policy. Then follow the instructions for "How to deal with obvious, *intentiona*l plagiarism."
   - If the potential plagiarism is shown not to be plagiarism, explain why it might have been considered plagiarism and explain that proper citation is essential by reviewing the Student Handbook's policy.
6. What to remember when dealing with plagiarism:
   - Plagiarism is not plagiarism until the paper is "published" or turned in.
   - Always remind clients of College policy and proper citation.
   - Do not accuse clients of plagiarism but do express concern that something could be considered plagiarism. Always convey your concern to the Coordinator.

Concerns for the Well-Being of a Client or the Campus Community

If anything occurs during a session that causes you to be concerned for the safety or wellbeing of the client or the campus community (e.g. client strongly expresses a physical, mental, or emotional issue—such as severe depression or self-harm), it is your responsibility to bring these concerns to the attention of the Writing Center Coordinator immediately. If the Coordinator is not available and you think the client needs Health and Wellness Center or Counseling Center services immediately, then stop the session and help the client use a phone to call those centers. You can also call Public Safety and ask them to give the client a ride to the centers.

If a Client Arrives for an Appointment Inebriated
If a client arrives inebriated, conduct an abridged version of an appointment, politely and quickly addressing the main concerns. After the client leaves, immediately notify the Writing Center Coordinator.

If You Feel Uncomfortable or Unsafe Working with a Client
If you are scheduled to work with a client whom you feel uncomfortable about tutoring for any reason (e.g., current/former relationship, in your friend circle, etc.), bring it to the Writing Center Coordinator's attention immediately so your client can be reassigned.

If a client arrives in an agitated state or at any point during the appointment becomes agitated and makes you feel unsafe, politely excuse yourself and notify the Writing Center Coordinator immediately. During evening shifts, politely excuse yourself and find a private room to call Public Safety. Contact the Writing Center Coordinator after you call Public Safety.

Clients with Possible Mental Health Concerns
The Writing Center is a space in which people exhibit an array of emotions about their academic work and college experience. It is normal for students to feel nervous, excited, sad, depressed, or angry throughout the course of a semester due to a variety of personal and academic reasons, and when working on an assignment with a peer, they may vent some of those feelings.

When you work with a new client for the first time and this client seems extra anxious, sad, or angry, you cannot know if these are symptoms of a deeper problem. However, when you work with the same client every week, you may notice a recurring stressor or a change in a client's demeanor, habits, or general attitude. Alert the Coordinator as soon as you notice any of the following during the course of your work with weekly clients:

- Turns everything in late
- Does not truly engage in sessions—moves so fast that they barely listen to you
- Wants to talk about ideas rather than write them
- Will not write in front of you or will only write exactly what you tell them
- Wants the session goal to be making specific elements *perfect*
- Will not move past small mistakes (hyper-editing)
- Does not submit work to professors, even work you know they have written
- Does not want to or refuses to show you professor feedback
- Does not bring planned materials for that day's session
- Does not bring in a goal or question for that day's session
- Does what you ask them to do in a session, but never initiates work or asks follow-up questions based on the session material

Clients with Substantive Writing Skill Deficits

Please alert the Director of Writing Programs and/or Writing Center Coordinator when you encounter a client with substantive writing skill deficits (e.g. unable to write a complete sentence, confused about simple sentence or paragraph structure).

Client Attendance in Standing Appointments

First Semester Standing Appointments

The only requirement for maintaining these appointments is attending them. When first semester standing appointment clients miss an appointment, they receive a warning from the Writing Center Coordinator. If they miss a second appointment, their standing appointment is cancelled, and they will have to make appointments using the online scheduler for the rest of the semester. They can request to be placed on the waitlist for another standing appointment. Only the Writing Center Coordinator can reinstate cancelled standing appointments.

Returning Standing Appointments

Because we have a high volume of new clients in need of standing appointments at the start of each semester, clients keeping standing appointments for a second semester risk losing their appointments if they are not making sufficient progress in their appointments OR if they do not show up for a single appointment. Since they have already benefited from working closely with a tutor for a full semester on their skills, we expect to see progress on these skills every week and a high level of commitment to attend. Calling ahead is not sufficient reason for missing a standing appointment. Returning standing appointment clients can request to be placed on the waitlist for another standing appointment. Only the Writing Center Coordinator can reinstate cancelled standing appointments.