

TUTORING & WRITING SERVICES

MONMOUTH
UNIVERSITY

WHERE LEADERS LOOK *forward*

Writing Services

FACULTY/PROFESSIONAL
WRITING ASSISTANT
HANDBOOK

Fall-2018

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Introduction

Dear New Writing Assistant,

Congratulations! If you are reading this handbook you are on your way to being a Writing Services Writing Assistant (WA)! Monmouth University's Writing Services prides itself on hiring the best and brightest of the MU student body and faculty to partake in this truly unique campus employment opportunity. For students, being a Writing Services WA is a fun and fulfilling job that allows you to become an important part of Monmouth University's academic community while gaining valuable career and life skills in the process.

In this handbook, which has been compiled by Writing Services WAs and staff, you will find the answers to many of the questions that you will undoubtedly have during your first semester as a WA. You will also find information about your responsibilities as a WA and about the resources that will help you and your writers master specific skills.

Please make sure that you are familiar with the entire handbook prior to your initial sessions. If you have any further questions, do not hesitate to contact our secretary, Sara Riggi, or me. Thank you for your interest in Writing Services. We look forward to working with you.

Amanda Connelly
Director
Writing Services
Center for Student Success
Monmouth University

New Writing Assistant Training

Although each WA is encouraged to develop his or her own style of assistance, there are a few elements that must be common in every WA's approach to make the Writing Services experience equally helpful and enjoyable for all students. New training of WAs provides both the knowledge and experience for successful sessions.

The following describes the training and evaluation goals which must be accomplished by all new WAs in Writing Services. Check the boxes below as you finish each requirement on the checklist. When all items on the checklist have been completed, please return this form to the Director of Writing Services and Supplemental Instruction.

1. New Writing Assistant Handbook/Evaluating Your Own Writing

As a new WA, it is important that you have an extensive understanding of the Writing Assistant Handbook. Please read through the entire Handbook. When you have finished, it is necessary that you begin your training by reviewing the Handbook with the Director/experienced WA. During this meeting, the Director/experienced WA will also be evaluating your own writing samples and discussing areas that need improvement. After these tasks have been completed, please check the corresponding boxes.

(1 hour)

- Handbook Review Complete Date _____
- Writing Evaluation Complete Date _____

2. Roundtables and Workshops

During the initial orientation, you will be required to attend three Writing Services workshops. These workshops are led by experienced Writing Assistants and faculty members and focus on writing strategies which may be helpful to you during tutoring sessions. All workshops are one hour each. After completing each workshop, please fill in the following information: (3 hours)

- Workshop #1 Topic _____ Date _____
- Workshop #2 Topic _____ Date _____
- Workshop #3 Topic _____ Date _____

Note: If you are unable to attend any of the scheduled workshops at orientation, please see Amanda to make alternative arrangements for you to complete this part of your training requirement. There will also be additional professional development opportunities for all WAs throughout the fall and spring semesters.

3. Accudemia Training

Accudemia is an online appointment scheduling software program used by Tutoring and Writing Services. While some students still call to make an appointment, we strongly encourage that they make their future appointments online. As a new WA, you should be familiar with this process. Not only will you assist students in making future appointments, but you will also be required to log students in and out of the system before and after your sessions. Have your mentor WA show you the following procedures, and check the box after each task has been completed. (1/2 hour)

- Making Future Appointments Date _____
- Logging into Your Own Schedule Date _____

4. Observations of Experienced Writing Assistants

As a new WA, you are required to observe experienced WAs for a *minimum* of two sessions before you may begin working with students. This way you can become familiar with Writing Services' practices and more comfortable in assisting your first students. After each observation, discuss with the experienced WA what you learned from the session and ask any questions that you may have. Upon completion of each observation, you are required to fill out an observation sheet which must be signed by the experienced WA and then returned to the Director. Please fill in the following information and check the corresponding boxes when these tasks have been completed. (2 1/2 hours)

- 1st Observation Completed
Date _____
Experienced Writing Assistant's Name _____
- 2nd Observation Completed
Date _____
Experienced Writing Assistant's Name _____
Observation Sheet Completed

5. Documentation Style Evaluation

After you complete your initial observations of experienced WAs, you will be evaluated on your knowledge of the documentation style(s) in which you will be available to tutor. You will be asked to complete a worksheet on each of the documentation styles with which you are familiar (i.e. MLA, APA). You will then sit down with an experienced WA who will review your answers with you and notify you of any areas within your knowledge of the documentation style that need improvement. The goal of this evaluation process is to prepare you with the documentation skills you will need for your own tutoring sessions. Once this evaluation is complete, you may move on to advanced observations, in which you will lead the tutoring session along with the experienced WA.

- Documentation Style Review Complete

MLA _____ Date _____
APA _____ Date _____

6. Observations by Experienced Writing Assistants

After completing the required observations of the experienced WAs, you are ready to start leading the tutoring sessions. An experienced WA will sit with you for a *minimum* of two sessions to assist you with the session and provide support, similar to a team tutoring approach. After each session, the experienced WA will spend time discussing the session with you. The goal of these sessions is to make you feel more comfortable when it comes time to take your own students. Remember, you will team tutor for a *minimum* of two sessions; you may continue tutoring with an experienced WA for additional sessions if needed. (2 hours)

- 1st Observation Completed
Date _____
Observed by _____
- 2nd Observation Completed
Date _____
Observed by _____

7. Self-Evaluation

After completing all of your training requirements, you should take the time to reflect on how you have grown as a WA. Think about all of the sessions you have conducted during the semester as well as those which you have observed. What did you learn? In what areas have you improved? In what areas do you still wish to learn more? As a WA, what are your specific strengths and weaknesses? Think of this as a journal entry. When you are finished writing your self-evaluation, please turn it in along with this completed checklist to the Director. Your completed training checklist and self-evaluation will be reviewed before you are eligible for rehire in Writing Services the following semester. (1 hour)

- Self-Evaluation Complete

Congratulations! You have successfully completed Writing Services' new
Writing Assistant training program!

- Upon completion of the Writing Assistant training program, all WAs will receive certification from the College Reading and Learning Association (CRLA).

Writing Services Philosophy

While a Writing Services WA may read and write effectively, the key to effective guidance is knowing how to assist others in developing those skills. Although each WA is encouraged to develop his or her own style of assistance, there are a few elements that must be common in every WA's approach to make the Writing Services experience equally helpful and enjoyable for all students.

- **The privacy of our students is of the utmost importance to us.**

Writing Services WAs must follow the procedures outlined elsewhere in this handbook as well as those included in the Family Educational Rights and Privacy Act (FERPA) when handling students' documents. WAs must also refrain from discussing students' grades and other information with other WAs and students (see "Privacy Statement" for more information on student privacy policies).

- **Writing Assistants are professional and encouraging during sessions.**

Some students may be self-conscious about their writing abilities. Therefore, WAs should be sensitive to this possibility and proceed in their sessions with a high degree of professionalism and encouragement. Our goal is to make all students feel *comfortable* and *respected* in Writing Services.

- **Writing Assistants support faculty members in an effort to do what is best for the student.**

In essence, WAs are extensions of faculty members and do not contradict or undermine their teachings. Instead, we are here to clarify assignments and help students sharpen their overall writing and mechanical skills. Faculty members and WAs communicate through student progress forms like the Writing Assistant Report Form as well as by email, telephone, and personal meetings. We believe that this communication is key to the academic improvement of the students.

- **Writing Assistants listen first, question second, and then react.**

The students who come to us have taken the first step and, in doing so, have shown that they want our help. As such, WAs should first allow students to explain their situations or the difficulties that they believe they are having with their writing. By listening first, WAs are able to react and provide students with the help that fits their situations best. If students are vague or do not know where to begin, the WAs should raise questions that elicit thoughtful responses. The result is more individualized tutoring sessions where students' particular needs are addressed.

- **Writing Assistants always open with a positive assessment of a student's work.**

To reduce students' discomforts about having their papers reviewed, WAs should always begin assessments of students' work by first accentuating what they have done well. By discussing the positive aspects of students' papers first, WAs then create a more open atmosphere in which to discuss areas of needed improvement. WAs should focus their positive feedback on specific areas of the paper rather than providing a general positive comment which could be misinterpreted by the student.

Privacy Statement

The privacy of the students who utilize Writing Services is of the utmost importance. WAs not only provide help and guidance but they also must ensure that confidential student information is not shared with anyone outside of Writing Services. Professional ethics, University policy, and federal law require that WAs respect and preserve the confidentiality of students' personal and academic information. These courtesies should extend to faculty and staff who utilize Writing Services as well. To that end, WAs must follow specific procedures when handling the following types of student information.

Student Grades and Personal Information

Often, a student will come to a session with a graded paper that includes a faculty member's comments. According to University policy and federal law (FERPA), the grade and related comments belong to the student and are released to the WA under the conditions that they are not shared with other parties in identifiable ways and that they are held confidential. Regardless of the grade or the comments, **WAs may not disclose grades or faculty-written comments to other students or fellow WAs.** When there is a question as to how to assist the student most effectively or how to assist other students in a particular skill, a WA may discuss the content of a session with another WA in a discreet, professional manner in private. If at any time a WA has a question about what grade information may be disclosed to what parties and under what conditions, the WA should contact the Director immediately.

Similarly, during a session, a student may disclose personal information of a sensitive nature. Such information is given in trust and should not be shared with others. If the WA is concerned about the nature of either the personal information or the manner in which it was disclosed, the WA should contact the Director immediately.

For more information on students' rights to privacy, consult the FERPA statement in the Undergraduate and Graduate catalogs.

Responsibilities of the Writing Assistant

Writing Assistant Responsibilities:

- Assist students with gathering ideas, organizing and developing drafts, achieving clear expression of ideas, and editing in an affable and professional manner.
- Assist students with the basic *process* of locating sources. Refer students to a Research Librarian if they are experiencing difficulty with locating pertinent source material.
- Check your schedule on Accudemia regularly as students are constantly making appointments.
- Use the 30-minute sessions as effectively as possible. Determine the students' needs and decide what can feasibly be accomplished during the session, focusing on higher order problems/issues first.
- Provide detailed feedback to each professor concerning his/her student's progress via the session comments.
- Wait at least ten minutes for a student to attend his or her scheduled session before noting that student's absence.
- In the absence of a student, check with the Director or Secretary for additional work in Writing Services.

Note: WAs may not work with students on papers for a class in which they are both currently enrolled. If

WAs notice that they are scheduled to assist a classmate who is working on an assignment for their mutual class, they must notify Sara or Amanda immediately so that the students can be scheduled with alternative WAs, thereby avoiding a conflict of interest.

Personal Responsibilities:

- Work collaboratively with staff and WAs.
- Participate in training sessions and professional workshops.
- Give adequate notice when an absence is expected, even if no student is scheduled for an appointment.
- Call or e-mail, if sick.
- Accurately fill out timesheets and submit them on time.

Policies and Procedures

Writing Services maintains the following policies and procedures:

- WAs may not work with students on a paper for a class in which they are both currently enrolled. If WAs notice that they are scheduled to assist a classmate who is working on an assignment for their mutual class, they must notify Sara or Amanda immediately so that the students can be scheduled with alternative WAs, thereby avoiding a conflict of interest.
- Faculty WAs must take care of class issues (i.e. meeting with a student outside of class, administering a makeup exam, etc.) during office hours, not during Writing Services hours.
- Online sessions must be done during the allotted session time for which they are assigned; even if the WA does not have any appointments booked for the rest of the day, he or she must treat the assigned session as a formal appointment and finish it on time.
- Students may only book up to two weeks in advance for longstanding appointments; in addition, students may only book up to two hours a week of combined assistance from Writing Services (this includes the total combination of all hours requested for online and face-to-face sessions).
- WAs should not contact students, or be contacted by students, via e-mail, Facebook, text, or any other means for scheduling or cancelation of appointments. All appointment scheduling and cancelation should occur through Writing Services. Please notify Amanda or Sara if this is occurring.
- Faculty members should no longer be requiring students to attend Writing Services before submitting their papers. Should the WA work with a student for whom this is required, please see Amanda, and she will contact the respective faculty member.

A Typical Day

Although we can sometimes accommodate walk-ins, all students are encouraged to schedule appointments ahead of time. When they do so, their names are recorded in our online scheduling software, Accudemia. The WA will know who he/she is working with by either checking the day's printed schedule near Sara's desk or by logging into Accudemia with a username and password.

Upon arrival, students are asked to sit in the lobby to await their WAs. **It is the WA's responsibility to check if his or her student has arrived and to bring the student back to the tutoring room to start the session.** Additionally, a WA must wait ten minutes before concluding that a student is not going to be present for a session. **If a student is deemed a "no show" after the appropriate amount of time, the WA must inform the Secretary or the Director that he or she is available to assist another student or to perform other work for Writing Services.**

When the student arrives, he or she will log into Accudemia using the laptop at the front desk. When beginning the session, the WA should ask the student what he or she has to work on for that day. Often, the student will be in some stage of the writing process, which is the basis for a productive session. A number of useful and meaningful exercises and research and documentation skill sheets are located in the Writing Assistant Resource cabinet for distribution as well as on the Writing Services Web site. It is up to the WA to decide on which skills his or her student needs to work. Early in the session, the WA should determine a strategy in order to get the most out of the session.

When the session is finished, the WA will write session comments in Accudemia.

To Recap:

- Check Accudemia for your schedule of students.
- Check to see if the student is waiting in the lobby.
- Make sure the student logged into Accudemia.
- Begin the session.
- Before the student leaves, check to see if the he/she would like to schedule another appointment.
- Fill out the electronic session comments.

Note: Although there is a 45-minute time block for scheduled sessions, each tutoring session is only 30 minutes. This means it is the WA's responsibility to keep track of the session time and end the session at the 30-minute mark, which will allow the WA 15 minutes to fill out the session comments and prepare for his/her next session. The same rule applies for double sessions; although there is a 90-minute block for double sessions, the WA will work with the student for 60 minutes. Students are not permitted to book more than 60 minutes of appointment time per day, whether that be two single sessions spread throughout the day or one double session per day.

Guidelines for the New Writing Assistant

The following are some useful guidelines that you should follow in order to ensure successful sessions with your students.

DO...

- Be welcoming toward all students;
- Be professional and respectful at all times;
- Ask the student for the nature of his or her assignment;
- Position the paper so that both the student and you can view the paper together;
- Allow the student to always maintain ownership of his or her paper;
- Allow yourself to become the listener—ask open-ended questions during the session;
- Praise the student for his or her strong points prior to noting the areas that need further work;
- Allow the student to ask questions and voice concerns prior to ending the session;
- Encourage students to return to Writing Services.

DON'T...

- Be late for an appointment;
- Forget to make sure the student logs into Accudemia;
- Forget to write session comments in Accudemia;
- Forget to end your session on time (either 30 or 60 minutes);
- Simply proofread—this does not improve the writing process;
- Make corrections on the student's paper.

The Essay

Unless given specific directions by a faculty member, the WA should follow these steps when reviewing a student's essay.

- First ask what concerns the student may have about the paper and when the paper is due. If the student possesses an assignment sheet, review that quickly.
- Then either read the paper aloud or have the student do so to get an overall idea of any improvements the essay needs. Consider what can be accomplished during the session, in light of the paper's due date.
- When reviewing an essay with a student, take a holistic approach, focusing first on higher order skills in the writing. Problems with the organization, development, and coherence of an essay should be addressed before any revision can be made on the sentence level or below. Although the WA's goal is to improve student writing in all areas, improving the lower order skills in an essay that lacks focus and logical development will be ineffective. Consider this order when reviewing an essay with a student:
 - I. **The Essay Level-** Does the student's essay have a purpose or direction? Does it sufficiently answer the questions posed by his/her professor? Is the essay organized, developed, and coherent? Is the student's argument logical? Does the essay exhibit the student's own writing style or "voice"?
 - II. **The Paragraph Level-** Does each paragraph support the thesis or main purpose of the essay? Does each paragraph connect to those that precede and/or follow it? Is each paragraph well developed through the use of examples, details, and descriptions? Are all quotations or paraphrases well integrated and documented correctly?
 - III. **The Sentence Level-** Are all sentences structurally clear and complete? Does the essay use appropriate word choice, diction, grammar, and punctuation?

Remember, the student must retain his/her own writing style and voice in an essay. The WA must resist the urge to make the paper sound like his or her own. The WA's primary role is that of a facilitator—to supplement what a student is being taught in his/her courses. **Under no circumstances should a WA undermine or criticize a faculty member's assignments and/or teaching methods.** Remember, we're here to help.

Face-to-Face Sessions

The function of the Writing Assistant during face-to-face sessions is to provide one-on-one assistance to students at any stage of the writing process, from brainstorming ideas and writing drafts to polishing the final revision and reviewing documentation styles. After discussing the assignment with the student, the Writing Assistant's first step is to identify areas needing improvement within the student's writing. Unless otherwise noted by the student or referring professor, Writing Assistants are to focus on higher-order concerns of writing first, such as focus, development, and organization, before moving on to lower-order concerns, such as grammar and punctuation.

Face-to-face sessions allow the Writing Assistant to vary between minimalist and more directive approaches based on the student's needs; therefore, it is important that the Writing Assistant and the student engage in dialogue throughout the session to determine these needs. Writing Assistants are trained to make suggestions about student writing through non-directive techniques to foster independent learning.

For effective writing assistance to take place, allow the student to become involved in the session by taking a minimalist approach and becoming the listener. By the Writing Assistant asking open-ended questions, the student becomes an active participant and maintains ownership of his or her own writing. The following are some examples of open-ended questions that may be asked during a session:

To make decisions:

- Do you think that would be helpful?
- Would you like to include that?
- Is that important to make your point?
- Where do you think that belongs?

To direct the student:

- How could you develop that?
- How can you explain that more?
- How can you show your reader more?
- Can you clarify your idea here?
- What did you intend to convey?

To evaluate and analyze:

- Can you identify the sentence that contains your thesis/focus?
- Can you show me other places in the text where your focus is supported?
- Explain what you mean by.....

Online Tutoring

Once you make the transition from novice to experienced Writing Assistant, you may have the opportunity to assist students online. Writing Assistants who have worked in Writing Services for more than two semesters and have displayed exceptional tutoring skills may be asked to tutor online. Online tutoring is much different from face-to-face tutoring; without the student in front of you during the session, the opportunity to discuss elements of the paper is not possible.

At the beginning of each semester, online tutoring workshops will be available to those experienced Writing Assistants chosen to participate in Online Writing Services. These workshops will train the Online Writing Assistants in all of the technical aspects of the online tutoring process, including working in eCampus and with Microsoft Word reviewing tools, as well as provide techniques for responding to student writing asynchronously.

The Online Tutoring Handbook contains specific information and instructions for how to conduct online sessions.

Accudemia is an online appointment scheduling software. While students may still call to make an appointment, we strongly encourage them to make their future appointments online after their first visit. WAs are strongly encouraged to be familiar with this process so that they may best guide their students.

Logging Students In and Out of Accudemia

All students who visit Writing Services must log in and out of the Accudemia system, so Writing Services may track the precise number of students who visit Writing Services each semester. Furthermore, it is the responsibility of the Writing Assistants to enter session records with complete accuracy in order to preserve all Writing Services data. This information includes the exact length of each session and all items contained on the conference summary.

All students must be logged in prior to working with a Writing Assistant. The student may be logged into the system by typing his/her student ID number into the laptop computer at Sara's desk. Once the student is logged in, a message will appear to confirm his/her login. If the student is a walk-in (rather than a scheduled appointment), the student must select the course for which he/she would like assistance—and select the Writing Assistant with which the student will be working, too.

Students do not need to log out of Accudemia. The system tends to log students out automatically, so when students try to log out, they often log themselves in a second time by mistake. To resolve this problem, Writing Assistants must ensure students do not sign themselves out of the system. Later, this information can be manually adjusted if needed.

How to Make Appointments

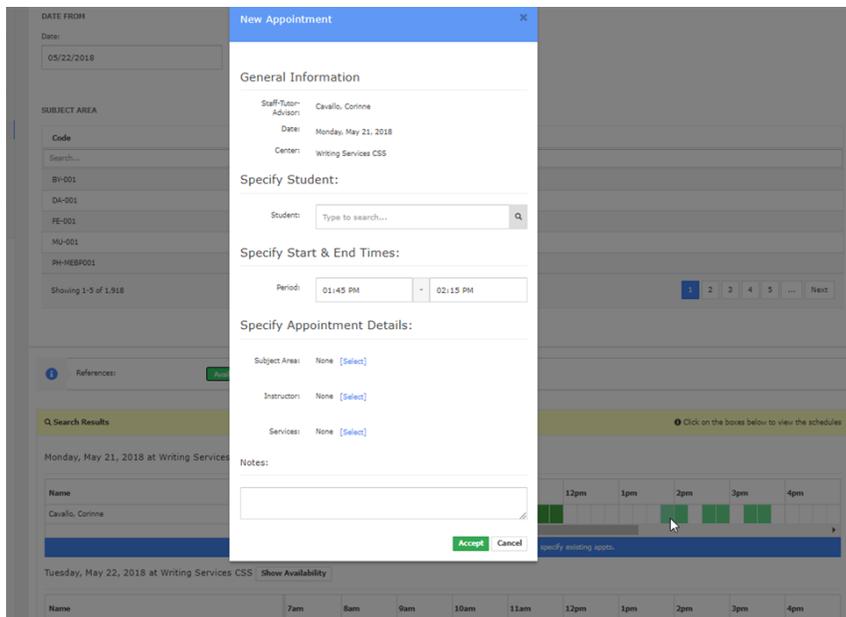
30-Minute Appointments – To make a 30-minute appointment for a student, first login to Accudemia. In the left-hand window, scroll over *Appointments* under *Center Attendance* and click *New by Date*. Click on the small calendar icon and select the date the student wishes to come in to Writing Services. This will populate a calendar. The green boxes indicate available appointments, while the red boxes are designated for appointments that are already taken.

The screenshot displays the 'New by date' appointment interface. At the top, there are fields for 'DATE FROM' (Date: 05/21/2018) and 'CENTER' (Writing Services CSS). Below this is a 'SUBJECT AREA' table with columns for 'Code' and 'Title'. The table lists several subject areas: BI-001 (100 Lvl Biology Elect), DA-001 (100 Lvl Dance Elect), FE-001 (100 Lvl Free Elect), MU-001 (100 Lvl Music Elect), and RH-MEBP001 (100 Lvl RH MEBP Elect). Below the table is a 'Search' button. Underneath, there are 'References' buttons: Available (green), Available Segment (yellow), Not Available (red), and Not Working (grey). A 'Search Results' section is highlighted in yellow, with a note to 'Click on the boxes below to view the schedules'. The main calendar view is for 'Monday, May 21, 2018 at Writing Services CSS'. It shows a grid of time slots from 7am to 4pm. The student 'Cavallo, Corinne' has appointments in the 10am, 11am, and 12pm slots, which are highlighted in green. There are also green boxes in the 2pm, 3pm, and 4pm slots. A blue bar at the bottom of the calendar says 'Click on an available slot to schedule an appointment. Numbers in this slots specify existing apps.'

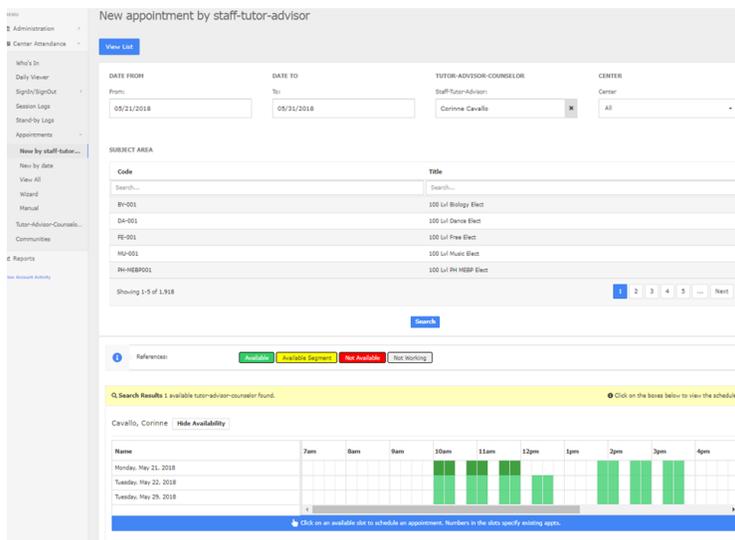
If for any reason the student would like to view another date to check availability, click the calendar icon again and select a different date. A new schedule will populate below; however, the original calendar will remain so the student may compare.

The screenshot displays the 'New appointment' interface for 'Tuesday, May 22, 2018 at Writing Services CSS'. The interface is identical to the previous screenshot, but the calendar view now shows the schedule for Tuesday, May 22, 2018. The student 'Cavallo, Corinne' has appointments in the 10am, 11am, and 12pm slots, which are highlighted in green. There are also green boxes in the 2pm, 3pm, and 4pm slots. A blue bar at the bottom of the calendar says 'Click on an available slot to schedule an appointment. Numbers in this slots specify existing apps.'

Once the student has selected a date, have the student choose a time. A new window will open. In this window, type in the student's name or ID number. Then, ask the student for which class the appointment is desired, and select that course in the drop-down box. Click *Accept* to confirm the course. Then click *Accept* once more to confirm the appointment.



To make an appointment with a specific Writing Assistant for a student, scroll over *Appointments* under *Center Attendance* and click *New by Staff*. Type the name of the Writing Assistant, choose the dates and click *Search*. Then click *Show Availability*. This will populate a calendar with the availability for that specific Writing Assistant. The green boxes indicate available appointments, while the red boxes are designated for appointments that are already taken.



60-Minute Appointments – In order to schedule a 60-minute appointment, scroll over *Appointments*, and click *New by Date*. Follow the same instructions that you would to schedule a 30-minute appointment; however, you must schedule two consecutive 30-minute appointments for the student to schedule for the full hour.

Editing Appointment Logs

All appointments logs can be edited within the Accudemia system manually. In order to edit appointments logs, click on *Session Logs* (this selection is on the left-hand side). A list of all appointments (for students who signed in before their appointments) will then appear on the screen.

Student Last	Student First	Subject Area	Services	Sign In	Sign Out	Period	Staff-Tutor-Advisor Last	Staff-Tutor-Advisor First
Basile	Alyssa	Research Methods	Writing Services - Previous...	5/1/2018 11:47 AM	5/1/2018 12:14 PM	00:27	Swanson	BethSara
Basile	Alyssa		Writing Services - Personal...	4/30/2018 3:30 PM	4/30/2018 3:59 PM	00:29	Burke	Julia
Harris	Alexandria	Hist of Graph Des	Writing Services - Graduate...	4/30/2018 2:41 PM	4/30/2018 3:14 PM	00:33	Burke	Julia

Select the student's name, and click on *Edit* at the top of the screen. Make sure to check the length of session as well as other items to ensure the student was logged in correctly.

How to Check Your Schedule

To check scheduled tutoring appointments for the day, login to Accudemia and view the *Homepage*. All scheduled appointments will be listed by date under *My Appointments*. To check the full list of appointments for all Writing Assistants, select *View All*. A comprehensive list of all scheduled appointments by date, time, and Writing Assistant will appear.

Appointments

From 06/08/2015, to 06/21/2015. Canceled and Voided are not displayed.

Start Time	Duration	Staff	Student	Center	Status	Details
6/8/2015 10:00 AM	0:30	Pagano, Susan	Fabio, Michelle M	Writing Services	⚠	Details
6/8/2015 10:45 AM	0:30	Pagano, Susan	Fabio, Michelle M	Writing Services	⚠	Details
6/8/2015 11:30 AM	0:30	Pagano, Susan	Fabio, Michelle M	Writing Services	✅	Details
6/10/2015 10:00 AM	0:30	Pagano, Susan	Fabio, Michelle M	Writing Services	✅	Details
6/17/2015 10:00 AM	0:30	Pagano, Susan	Fabio, Michelle M	Writing Services	✅	Details

Showing 1-5 of 5 [0 selected]

To

view the appointments in the schedule, instead of in list format, select *View Schedule*. This will populate the schedule with all appointments for a designated period of time. You may choose the dates you wish to view by selecting *Show Filters* and selecting a date.

Appointments

From 06/08/2015, to 6/21/2015. Canceled and Voided are not displayed.

	Mon 06/08	Tue 06/09	Wed 06/10	Thu 06/11	Fri 06/12	Sat 06/13	Sun 06/14
7 AM							
8 AM							
9 AM							
10 AM	Fabio, Michelle M (10:00 A)		Fabio, Michelle M (10:00 A)				
11 AM	Fabio, Michelle M (10:45 A) Fabio, Michelle M (11:30 A)						
12 PM							
1 PM							
2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
7 PM							
8 PM							

Conference Summaries

Expectations of Writing Assistants

It is the responsibility of every Writing Assistant to ensure that every student who has an appointment signs in during the appointment time and to enter all conference summaries into the system—with complete accuracy. All summaries must be entered prior to sending them out, and it important to send out all summaries in a timely manner. Conference summaries should be sent out to professors on a weekly basis. Sara will complete the process of sending out the conference summaries.

Filling Out Conference Summaries

Conference summaries must be completed for all appointments in Writing Services. This is to keep track of how many students we see and how much time we spend with each student. The conference summary will take the place of both the Writing Conference Record (paper card) and the online WARF that was previously used to capture session information.

After the appointment has ended, the Writing Assistant should enter the conference summary into the **Session Logs** in Accudemia. This is done by first selecting the appropriate student's name and then selecting **Comments** at the top of the screen. Note: Writing Assistants no longer have to fill out comments for no-show appointments. Accudemia self-detects when students have not shown up for an appointment.

The screenshot displays the Accudemia 'Session Logs' interface. At the top, there is a navigation bar with 'MONMOUTH UNIVERSITY' and various user options. Below this, a sidebar on the left contains navigation links like 'Home', 'Administration', and 'Center Attendance'. The main content area is titled 'Session Logs' and includes a 'Comments' button, a 'Show Filters' section, and a table of session data. A 'Comments' pop-up window is overlaid on the table, showing a 'Comment history' section with the message 'No comments have been entered' and a 'New comment:' text area with an 'Add comment' button.

Student Last	Student First	Subject Area	Services	Sign In	Sign Out	Period	Staff Last	Staff First
Fabio	Michelle	BM-327-BSJ Ethics Div Soc Resp	Undergraduate - APA Format	6/10/2015 7:35 AM	6/10/2015 7:54 AM	00:19	Pagano	Susan
Fabio	Michelle	BM-327-BSJ Ethics Div Soc Resp	Undergraduate - APA		06/08/2015 10:52 AM	0:30	Pagano	Susan

The Writing Assistant can then enter the conference summary into the *New Comment* field. Once the summary is entered, select *Add comment* to log the summary into the system. If a student indicates on his/her login that he/she would like a professor notified of his/her visit to Writing Services, a conference summary will be sent to the appropriate professor accordingly.

The screenshot shows the Monmouth University website interface for Session Logs. The page title is "Session Logs" and it includes navigation tabs for "Comments", "Tutoring Assessment", "Edit", and "Delete". A "Show Filters" button indicates "Showing students, from 6/3/2015". Below this is a table with columns for "Student Last", "Student First", "Comments", "Sign Out", "Period", "Staff Last", and "Staff First". Two rows of session data are visible, both for student "Fabio" and staff "Pagano" and "Susan". A "Comment history" window is open, displaying a detailed comment from "Susan Pagano" dated 6/10/2015 11:38 AM. Below the history is a "New comment:" form with a text input field and an "Add comment" button.

Student Last	Student First	Comments	Sign Out	Period	Staff Last	Staff First
Fabio	Michelle	Comment history Susan Pagano Michelle came to Writing Services to work on a paper for her BM- 327 B50. Michelle had her paper completed, so we read through the paper aloud together. As we went along, we revised some issues with APA formatting, especially with in-text citations, direct quotations, and headings. Additionally, there was one section of the paper that seemed a bit out of place, so we discussed either making a clearer link to the main idea of that section or putting this information in another section of the paper. Overall, Michelle's paper seemed focused, and she was prepared for the session. She seemed to understand ways to improve her draft. 6/10/2015 11:38 AM	6/10/2015 7:54 AM	00:19	Pagano	Susan
Fabio	Michelle		06/08/2015 10:52 AM	0:30	Pagano	Susan

Observations

Writing Services WAs include undergraduate and graduate students, professionals from the workplace, and faculty members, all from a variety of backgrounds and disciplines. There are WAs who have been working in Writing Services for years, as there are WAs who have recently joined the Writing Services family. In order to ensure that the less experienced WAs are as comfortable, confident, and skilled as possible throughout their first semester, they are paired with more experienced WAs who serve as role models, guides, and mentors. Novice WAs are then required to complete two sets of observations: Observations of Mentor Writing Assistants (Initial Observations) and Observations of Peer Writing Assistants (Advanced Observations).

Observations of Mentor Writing Assistants (Initial Observations)

Novice WAs observe their mentor WAs for a *minimum* of two sessions. The two observations should be arranged as quickly as possible so that novice writing consultants can become familiar with Writing Services practices and more comfortable in assisting their first students. **Remember that completing two observations is simply the minimum** and that novice WAs are encouraged to complete as many as necessary to build confidence and comfort. Upon completion of each observation, novice WAs are to fill out a “Mentor Observation Sheet” with their names and any comments/opinions about the sessions. The sheets must be signed by the mentor WAs and turned in to the Director.

Observations by Experienced Writing Assistants (Advanced Observations)

After observing for at least two sessions, novice WAs will tutor along with an experienced WA for a *minimum* of two additional sessions. The novice WA will lead the tutoring session, and the experienced WA will remain in the session for additional support, similar to a team tutoring approach. During these sessions, the novice WA will be observed by the experienced WA. Upon completion of each observation, experienced WAs are to fill out an “Advanced Observation Sheet” with their names and any comments/opinions about the sessions. The novice WA may request additional tutoring time before being opened to take his or her own students should the minimum of two sessions not be enough.

Please see the following pages for a sample Initial Observation Sheet and Advanced Observation Sheet.

4. Who did most of the talking? How was this effective or ineffective?

5. How would you characterize the role of the Writing Assistant: editor, coach, authority figure, peer?

6. Did the Writing Assistant provide closure, helping the student to identify the next steps?

Advanced Observation

Observation of Experienced Writing Assistant (Advanced Observations)

The experienced Writing Assistant performing the observation will need to fill out this form in order for the observed WA to get credit for the observation. Please consider your responses carefully, as they provide a learning opportunity for the new WA. If time permits, go over your responses with the WA at the end of the session. The observation sheet should then be given to the Director or the Secretary. Both Writing Assistants will have copies of the observation sheet in their files.

Name of Experienced WA: _____

Name of Observed WA: _____

Date of Session: _____

1. What concern does the WA have regarding his or her tutoring skills?

2. Was the WA's concern warranted? In what manner did this problem manifest? Did you make any recommendations? (Use the back of this sheet if necessary.)

3. What did the Writing Assistant say or do that was particularly effective?

4. What would you have done differently?

Writing Services Workshops

Professional Development Workshops

Workshops provide the opportunity for Writing Services WAs to enhance their tutoring and writing skills. All workshops are led by faculty members or experienced Writing Assistants and are on topics concerning critical reading strategies, the writing process, and the challenges of non-native speakers of English. The goal of any workshop is to enhance the writing skills of the participants and create better, more confident WAs. Past workshop topics include Tutoring the ESL Student, Moving Beyond the Five Paragraph Essay, Sentence Structure: Typical Problems and Possible Solutions, The Strategic Connection Between Reading and Writing, and Decoding Questions: Key Words and Critical Readings. Novice WAs are required to attend at least three workshops or roundtables in their first semester in Writing Services; all WAs are strongly encouraged to attend as many workshops as possible to enhance their tutoring skills.

Writing Services Workshops

Writing Services Workshops are conducted by Writing Assistants (peer, professional, or faculty) and presented in the classrooms of faculty whom request them. These workshops vary in time and may focus on specific grammar and punctuation concerns, such as run-on sentences/sentence fragments, comma usage, subject/verb agreement, etc., or commonly used documentation styles, such as APA or MLA format. If you wish to sign up for a particular topic, or have a topic suggestion that we should advertise in the future, please see the Director.

EN 101

EN 101 is a course that provides a transition into university-level academic writing; identifies student writing skills, builds upon strengths, and addresses weaknesses; prepares students for EN 102; and helps to prepare students for university writing requirements and assignments in other courses.

By the end of the course, students should be able to:

- plan, draft, edit, proofread, and revise a unified essay with a clear thesis or focus to convey an idea or opinion;
- develop unified and coherent paragraphs to support the thesis and give substance to ideas;
- produce clear and varied sentence structure;
- demonstrate an understanding of standard English grammar, punctuation, spelling, and usage;
- employ a style and tone that are appropriate to audience and purpose;
- critically read and synthesize multiple viewpoints to make informed judgments about the rhetorical techniques used and the issues presented;
- acknowledge sources according to University policy; and
- understand how persuasion is achieved through emotional appeals, the student's credibility, logical appeals (inductive and deductive reasoning), and a variety of rhetorical patterns of development.

The WA's primary purpose when working with an EN 101 student is to help facilitate the objectives mentioned above. The WA should review both upcoming writing assignments and returned essays with the student. (Prior to sessions, WAs may consult faculty members' syllabi and assignment sheets, located in the filing cabinet in the Tutor Resource Room.) It is not the WA's place to revise or correct the student's essay for him/her. Instead, the WA should help the student sharpen his/her own proofreading/revision skills in an effort to make that student a better overall student.

EN 102

EN 102 is a course that all Monmouth University students must take prior to graduating. This course focuses on the process of drafting a research-supported argument. Throughout this course, students are taught methods of argumentation as well as how to properly and effectively analyze, use, and document sources.

By the end of the semester, students will be expected to:

- demonstrate proficient academic writing skills through essays that include a) a thesis or central idea that directly answers a question; b) an argument that is sufficiently developed, clearly organized, and logically argued; c) unified, coherent, and developed paragraphs; d) sources integrated into the essay's arguments, used appropriately, and cited completely and consistently; e) clear and varied sentence structures; f) word choice, usage, and diction appropriate to the purpose and audience; and g) standard written English grammar, punctuation, spelling, and mechanics;
- demonstrate an understanding of audience and purpose in writing, and consider discipline-specific writing conventions;
- research, analyze, and evaluate print and Internet sources from different disciplines, and use those sources to develop and support written arguments;
- explore one or more theories of argumentation (for example Toulmin, Rogers, classical) with emphasis on credibility, evidence, logic, and rebuttal; and
- demonstrate an understanding of intellectual property and academic honesty; produce writing that differentiates quotation, paraphrase, and summary, and that distinguishes a source's ideas, words, and syntax from the student's own.

The WA's primary purpose when working with an EN 102 student is to help facilitate the objectives mentioned above. As such, the WA should be familiar with the basic elements of argumentative writing, library and Internet research, and the documentation style of the Modern Language Association (MLA). In addition, the WA, as with students from all courses, should review both upcoming writing assignments and returned essays with the student. (Prior to sessions, WAs may consult faculty members' syllabi and assignment sheets, located in the filing cabinet in the Tutor Resource Room.) It is not the WA's place to revise or correct the student's essay for him/her. Instead, the WA should help the student sharpen his/her own proofreading/revision skills in an effort to make that student a better overall writer.

Resources for Writers

As a WA, you should also be aware of the electronic and print resources that are available to you and your students through our Writing Services Web site. The Resources for Writers page provides supplemental resources for writers on a variety of writing issues and strategies. This page can be accessed through the Writing Services Web site: <http://www.monmouth.edu/writing>.

The following is a brief description of what resources are available:

- Under **Grammar and Punctuation**, you will be able to access pages specific to either area. Under **Grammar** you will find pages ranging from simple parts of speech to more complex grammar elements. Under **Punctuation**, you will find many resources available on how to punctuate correctly.
- The menu listed as **Other Resources** contains helpful links gathered from other writing Web sites and includes grammar exercises for independent practice.
- Under **Types of Writing**, you will be able to access descriptions and examples of different types of writing styles and formats such as discipline-specific writing requirements, research papers, scientific reports, abstracts, resumes, and cover letters.
- Under **Research and Documentation**, you will find skills pages on how to prepare an annotated bibliography, how to summarize and paraphrase, and how to avoid plagiarism. Also, any help you may need on APA or MLA documentation styles can be found under this heading. There are many resources available on both APA and MLA formatting.
- The **Effective Strategies** skills pages will provide you with helpful tips on how to read and write more effectively.
- Clicking on the **Writing Services Menu** will allow you to choose from a few different options. This is where you want to go if you are looking to schedule an appointment for Writing Services, if you are interested in finding out more about the tutors in Writing Services or becoming one yourself.

Additional Information

Finally, there are a few things that every Writing Services WA should know:

- A faculty Writing Assistant is available for any student who needs help with the analysis of a work of literature or help with an assignment pertaining to a work of literature. Only English faculty and approved peer WAs are eligible to assist with the analysis of literature.
- The Writing Services Web site and brochure help make our presence on the Monmouth University campus known. All WAs are encouraged to help get our name out there and devise new advertising and promotional strategies.
- You may be asked to monitor the front desk. Do so professionally and quietly. Sara's desk is often the first impression students get of Writing Services.
- When in doubt, ask Amanda or Sara. Even if they don't have an answer for you, chances are they can find one.