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Writing Center Tutor Handbook

MOTLOW STATE COMMUNITY COLLEGE
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General Information

Mission Statement

The Motlow State Community College Writing Center is a free service available to all Motlow students. We offer one-on-one sessions with knowledgeable, attentive tutors. We can assist you with any writing project at any stage in the writing process. We can help you brainstorm for an English essay, revise a lab report, or polish a cover letter for a job application. And while we are happy to help you improve any individual assignment, our ultimate goal is to help you become a more confident, competent writer!

Locations

Fayetteville: FC 030

McMinnville: MC 191

Moore County: CGL 219

Smyrna: STH 122

***for hours of operation at each location, go to www.msc.edu/writingcenter**

Who Works in the Writing Center?

Coordinator:

The Writing Center Coordinator will be responsible for hiring and training tutors, setting tutoring schedules each semester, scheduling and leading regular staff meetings, assigning off-hour projects, tracking and reporting Writing Center usage data, making short and long term plans for continuous improvement of services, evaluating personnel, and acting as a contact and resource for all tutors and student writers.

Embedded Tutors:

Embedded Tutors will be assigned to sections of co-requisite Learning Support Writing; they are in-class resources for both students and Learning Support instructors. Their primary goal is to help the students in that class to become more effective and confident writers. Primary duties include assisting students as they navigate online learning programs, tutoring students one-on-one or in small groups, and helping students to understand both assignments and comments on their writing. Embedded tutors will not be responsible for lesson planning or grading.

Faculty Tutors:

Primary duties include conducting one-on-one tutoring sessions (both in-person and online), providing class visits for instructors, maintaining tutoring records, and contributing to the Writing Center's bank of online resources by completing off-hour projects as assigned. In

addition, faculty tutors will participate in regular staff meetings, develop and provide in-class workshops, and serve as mentors for peer tutors.

Tutors will assist students with writing at any level, in any discipline, and at any stage in the writing process. Whether they are helping students to understand an assignment, conduct research, make a revision plan, review grammar rules, or master a documentation style (MLA, APA, etc.), tutors will help students to develop the skills necessary for successful academic writing.

**Please note: this is a description of duties for faculty members exchanging three hours of load for six hours of tutoring in the Writing Center. Full time faculty that choose to donate one to two office hours per semester to the Writing Center will have limited duties including conducting one-on-one tutoring sessions in person and maintaining records of those appointments.*

*****A note on Faculty/Embedded Tutors: each Writing Center contract will be fulfilled in one of three ways: tutoring for six hours per week in the Writing Center, embedding into two sections of co-requisite Learning Support, or embedding into one section of co-requisite Learning Support and tutoring three hours per week in the Writing Center.***

Peer Tutors:

Primary duties include conducting one-on-one tutoring sessions (both in-person and online), providing class visits for instructors, maintaining tutoring records, and contributing to the Writing Center's bank of online resources by completing off-hour projects as assigned.

Tutors will assist students with writing at any level, in any discipline, and at any stage in the writing process. Whether they are helping students to understand an assignment, conduct research, make a revision plan, review grammar rules, or master a documentation style (MLA, APA, etc.), tutors will help students to develop the skills necessary for successful academic writing.

Peer tutors will be selected based on their performance in English 1010/1020, instructor recommendations, and an evaluation of a short writing sample. Before beginning work in the Writing Center, peer tutors will complete mandatory paid training.

Information for Tutors

Policies & Best Practices

1. Make sure all students register for their tutoring session via WCONLINE. Last minute walk-ins can be added to the schedule using a Writing Center computer. Making sure all students log their appointment in the system gives us a way to track important data about who is using the Writing Center.
2. All sessions are 50 minutes in length (leaving 10 minutes after each appointment for post-session notes). This is another important way that we track data. Having detailed records of each session helps us to continuously improve our services.
3. Even if a student just pops in to ask a quick question, please record that mini-session by filling out an Off-Schedule Client Report Form. (Click on the icon shaped like a folded piece of paper in the upper left of WCONLINE.)
3. Be friendly, attentive, and respectful (even if you're reading your seventeenth essay of the day on the legal drinking age).
4. Remember, a tutor is not an editor or proofreader. Students need to do their own work, assisted by the tutor. Some ideas to make sure students stay in the driver's seat:
 - Make sure the student is in control of the keyboard or the pen. Tutors should take notes on a separate sheet of paper (which the student can take at the end of the session).
 - Tutors should sit next to the student with the student on his or her non-dominant side (i.e. a right-handed tutor would sit with the student on his or her left). The tutor will be less tempted to take control of the pen or keyboard.
 - Ask leading questions. Rather than simply making a statement like: "You don't have a thesis," ask the student "Can you show me where your thesis is?"
5. Be prepared to help a student with any part of the writing process. Remind students that writing is a recursive rather than linear process; more than one visit to the Writing Center for a single assignment is not only okay, it's encouraged!
6. Differentiate between revising to deal with global concerns and editing/proofreading to deal with sentence-level concerns. If time permits, encourage students to sign up for a follow-up session to focus primarily on sentence-level concerns.
7. Avoid critiquing an assignment prompt or comments written by another instructor or tutor. (It can be easy to sympathize with a struggling student and have your implicit agreement misinterpreted later.)

8. Avoid making comments about grades. Students will inevitably ask direct questions like: “Do you think this essay really deserved a D?” or “Do you think this could be an A paper?” Simply remind them that the instructor is the only one that can give them a grade.
9. Respect student privacy. Treat the content of tutoring sessions in the same way instructors treat student work in their classes.
10. Before you leave the Writing Center for the day, fill out all Client Report Forms. See the “Recording Post-Session Notes” section for more details.
11. If for some reason you are going to miss your regularly scheduled Writing Center hours, it is your responsibility to find someone to cover those hours. Once you’ve found a sub, email the Writing Center Coordinator the date and time you’ll be out and the name of the person who will be subbing for you or swapping hours with you. Please try to make arrangements in advance, but in case of a last-minute emergency, contact the Coordinator ASAP at writingcenter@mscc.edu or 800-654-4877 ext. 1724. (Please note: If you know in advance that you will miss more than one or two days of scheduled tutoring in a single semester, please contact the Coordinator before the semester begins so we can find an alternate way for you to meet your contract hours.)
12. Inevitably, there will be down time in the Writing Center. If you have a 50-minute slot without an appointment, please use that time to catch up on “Recommended Reading” or to work on an off-hour project. (Contact the Coordinator if you need a new off-hour project or have an idea for one.)
13. If you identify a student that might benefit from a regular, repeating appointment (for example, a standing appointment at 3:00 every Monday for the duration of the semester), email that student’s information to writingcenter@mscc.edu. (While there are no guarantees that we can accommodate every request, this intensive tutoring might be especially beneficial for writers who lack confidence but are willing to put in the hard work to improve.)
14. Per the Academic Misconduct policy, disruptive behavior “may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment, text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others.” At a tutor’s discretion, students who are very disruptive in the Writing Center may be asked to leave before their appointment is finished.
15. If a tutor suspects that a student has plagiarized — intentionally or unintentionally — he or she should set aside time in the session to discuss plagiarism, the consequences of plagiarism, and related issues like effective paraphrasing and appropriate citation. Tutors are not responsible for reporting plagiarism to instructors or administrators.

A Typical Appointment

1. A typical appointment begins before the student even walks through the door. When you log into WCONLINE to view your schedule for the day, you can click on each appointment to get some information about the students you'll be working with. You can also click to "View Existing" Client Report Forms to learn about that student's previous visits to the Writing Center.
2. When a student arrives, introduce yourself and welcome the student to the Writing Center. If you didn't see any existing client report forms in the system, it is also a good idea to ask if he or she has ever been to the Writing Center before. If not, take a moment to give a brief overview of Writing Center services.
3. The first few minutes of the appointment should be used to set the agenda for what the student hopes to accomplish during the session. Information from the Appointment Form (like the assignment type and due date) will be very helpful here. Reviewing the assignment prompt should also be part of setting the agenda. If the student does not have the assignment prompt and cannot access it via D2L, explain how this will affect the session.
4. If a student has a completed draft, the next step will usually be reading the essay aloud. If the student would prefer for the tutor to read while they listen, that's fine. The goal here is to read the entire essay through without stopping. It is a good idea to mark hings to circle back to and discuss.
5. After the read through, compliment the student on something he or she has done well. Even acknowledging something as small as proper MLA formatting or an engaging title can give the student a much-needed confidence boost.
6. Now is the time to go back through the essay to discuss issues and errors in greater detail. Generally, you will start with HOCs (higher order concerns like organization and thesis) and follow up with LOCs (lower order concerns like comma usage and formatting details). Remember to stick to the agenda, though! If the essay is due tomorrow and the student will have little time for major revisions, starting from scratch with a completely new thesis probably isn't realistic.
7. Point students to concrete resources they can consult after they leave the Writing Center. For example: a Writing Center handout or workshop from our website, a chapter or exercise in their *Little Brown Handbook*, a search they can do in PearsonWriter, a page they can read online via the Perdue OWL, UNC's Writing Center website, or the GrammarGirl blog.

8. Watch the clock! 50-minute sessions will fly by. Try to give the student a 5-minute warning and leave enough time to create a revision plan. (Tutors, avoid the temptation to run over! Not only are the ten minutes set aside for post-session notes very important, very long appointments can overwhelm students. Even if you have no appointment in the next time slot, plan to finish up at the 50-minute mark.)
9. Make sure students leave with a written revision plan. As a rule of thumb, a total of three revision suggestions, listed in priority order, are workable without being overwhelming.
10. After your session concludes, remind students to take a minute to fill out the anonymous Student Feedback Form which will be automatically emailed to their @mscc email address.

***A Note on E-tutoring**

While the majority of students opt for face-to-face tutoring sessions, for online students or those with tricky schedules, there are e-tutoring appointments available. An e-tutoring appointment is simply an asynchronous online tutoring appointment; when selecting the e-tutoring option via our online scheduler, students will be prompted to upload their assignment. In the designated time block selected, a tutor will read the uploaded essay and then upload their own comments and responses. Tutors will also complete the Client Report Form as usual. At the end of the session, students can log in and download the tutor's comments by clicking on their own appointment.

E-tutoring appointments do have some unique constraints, but the tutor's goal should be to create as similar an experience to a face-to-face appointment as possible. For example, tutors should still introduce themselves, read through the entire essay before making any comments or marks, and leave the student in the driver's seat by using marginal comments and an end note outlining a revision plan rather than rewriting sentences of the essay itself. Also remember that you can provide links to Writing Center handouts and other online resources!

Using WCONLINE

WCONLINE is our online scheduling and data-gathering system for Writing Center appointments on all four campuses. You can access it via a link on the Writing Center homepage (www.mscc.edu/writingcenter) or by going directly to this web address: www.mscc.mywconline.com. At the start of each tutoring block in the Writing Center, tutors will pull up the schedule to see their appointments for the day.

All students are required to make appointments using the online scheduler. (Even if they haven't made an appointment ahead of time, we will ask students to sit down and create an appointment when they walk into the Writing Center.) When students first register with the WCONLINE system, they will fill out a Registration Form (which gives us key information like Native/Home language). For each appointment, students will fill out an Appointment Form (which tells us the course/type of assignment/what they are seeking help with). Tutors will also register (filling in "staff" and "n/a" where necessary on the Registration Form), and be given Basic Administrative status. This will allow tutors to see the information provided on the Registration/Appointment Forms as they get ready for sessions.

After an appointment, tutors will also be able to click on a session and make post-session notes on the Client Report Form (see more on this in the next section).

WCONLINE provides some really excellent data-tracking capabilities! Not only will we be able to see who is using the Writing Center, when they are using it, and for what classes, we'll also be able to glean really important information from Appointment Forms and Client Report Forms regarding what new resources the Writing Center needs to develop for the future.

Recording Post-Session Notes

Tutors will be provided with ten minutes at the end of each 50-minute tutoring block to enter post-session notes. Recording your notes immediately after the end of your sessions will ensure they are as accurate and complete as possible. Feel free to refer back to students' Appointment Forms or your own handwritten notes to jog your memory.

When you click on a completed session, an appointment window will pop up. You'll see this red-shaded box at the bottom of the window:

The screenshot shows a user interface with a red-shaded box containing the following elements:

- Admin Options:**
 - MOVE APPT.
 - ATTACH A FILE
- Walk-In/Drop-In: | Missed: | Placeholder: ? | Email Client? ?
- Add New or View Existing Client Report Forms

Clicking on “Add New” will allow you to record post-session notes for that appointment. “View Existing” will allow you to see post-session notes from other appointments made by that same student. (It is a very good idea to review existing Client Reports before meeting with a student. It may give you some idea of what your session may be like and what the student may need help with.)

If a student didn’t make an appointment beforehand, and just filled in an Appointment Form on the spot when you happened to have a free appointment slot, click on “Walk-In/Drop-In.” This helps us track how students are using the Writing Center and what might need to be done to better staff or better publicize the Center.

If a student does not show up for their scheduled session (or a student signed up for an e-tutoring appointment fails to upload a document), click “Missed.” Any student that misses three sessions in a single semester will have a temporary hold put on his or her account. (Students are able to log in and cancel sessions right up until the time of their tutorial. When they don’t cancel, other students lose out on that free time slot!)

What should and shouldn’t be included in a Client Report?

An ideal Client Report records some of the same information an Appointment Form does. In some cases, it may even correct the Appointment Form! For example, if a student marked “I’m not sure” in response to the question “What stage of the writing process are you in?” a tutor might indicate that they discussed the writing process and determined that the student was still in the brainstorming stage. The Client Report should also include a brief summary of what was discussed and accomplished in the session, what resources were used or recommended for later use, what the student’s revision plan looked like at the end of the session, and if the student made or plans to make a follow-up appointment for the same assignment. In some cases — especially in the case of referral by an instructor — it may also be helpful to note the student’s attitude.

While a report may note that a student was “hesitant” or “didn’t really seem to want to be here,” it should never be derogatory. Remember: these session notes are viewable by administrators and other tutors. They are intended as a way for administrators to track overarching student needs and to help prepare other tutors for follow-up sessions with the same student. Although it may be tempting, they should never be a place to for tutors to vent. A good rule of thumb: tutors should use the same tone in a Clients Form that instructors use when grading or making notes on a student paper. Comments should be concise; limit yourself to just a few sentences.

If students have been referred to the Writing Center by an Instructor, they may also request that you provide a Proof of Attendance Form (found on page 14 of the Handbook). You can print it out and fill it out in much the same way you would fill out a Client Report.

Recommended Reading

Usually, the first couple of weeks of the semester are pretty slow in the Writing Center. That time can be well spent checking out the many excellent resources available for writing tutors!

The selected texts below (most accessible via links) will provide you with some background on Writing Centers and many ideas for how to handle different types of tutoring sessions. You'll also find echoes of many of our own Best Practices.

Leigh, Ryan and Lisa Zimerelli. *The Bedford Guide for Writing Tutors*. 5th ed. Boston: Bedford, 2009. If a copy is not already available in the Writing Center on your campus, you can request a copy from the Writing Center Coordinator. This brief text is an invaluable resource and well worth a cover-to-cover read! (ISBN: 978-0312566739).

Brooks, Jeff. "Minimalist Tutoring: Making the Student Do All the Work." WLN 15.6 (1991): 1-4. This article, is available here: <https://wlnjournal.org/archives/v15/15-6.pdf> Comprehensive archives of all past issues of *The Writing Lab Newsletter*, are also available here: <https://wlnjournal.org/resources.php>

Powers, Judith K. "Rethinking Writing Center Conferencing Strategies for the ESL Writer." W CJ 13.2. (1993): 39-48. This article offers solutions for collaboration and conferencing with ESL students. Find it here: http://casebuilder.rhet.ualr.edu/wcrp/publications/wcj/wcj13.2/WCJ13.2_Powers.pdf and a searchable full-text archive of many past issues of *The Writing Center Journal*, here: <http://casebuilder.rhet.ualr.edu/wcrp/wcjournal/search.cfm>

Fulwiler, Toby. "Provocative Revision." W CJ 12.2. (1992): 190-205. This article demonstrates that teaching writing is really teaching re-writing. Great revision strategies! Also available as part of the *WCJ* archive: http://casebuilder.rhet.ualr.edu/wcrp/publications/wcj/wcj12.2/WCJ12.2_Fulwiler.pdf

Carino, Peter. "Power and Authority in Peer Tutoring." *The Center Will Hold*. Ed. Joyce Kinkead and Michael Pemberton. Logan, UT: Utah State UP, 2003. While most of the essays in this excellent collection have to do with Writing Center administration, Carino's article, reprinted as Chapter 5 here, provides an excellent counterpoint to Brooks's "Minimalist Tutoring." The entire book is available as a free download here: http://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1143&context=usupress_pubs

Boquet, Elizabeth. *Noise from the Writing Center*. Logan, UT: Utah State UP, 2002. This ebook is available through the Motlow Library.

Inman, James A. and Donna N. Sewell. *Taking Flight with OWLs: Examining Electronic Writing Center Work*. Mahwah, NJ: L. Erlbaum Associates, 2000. This text provides a lot of insight regarding online tutoring. This ebook is available through the Motlow Library.

Off-hour Projects

Since Fall 2014, our tutors have been hard at work developing a bank of resources for our students, found here: <http://www.mscc.edu/writingcenter/handouts.aspx>. Take some time at the beginning of each new semester to familiarize yourself with the new additions.

Through off-hour projects, we hope to further develop this bank of handouts, exercises, and workshop presentations. Some days in the Writing Center will be hectic, but sometimes there will be lulls. All Writing Center tutors will be assigned off-hour projects to work on during hours when they do not have tutoring appointments. At the beginning of each semester, off-hour projects will be discussed and assigned. As the semester goes on, if you need another new off-hour project to work on, or have an idea for a new resource you'd like to create, contact the Writing Center Coordinator.

To get an idea of what this bank might eventually look like as it expands, check out what these established Writing Centers have on hand:

George Mason University: <http://writingcenter.gmu.edu/writing-resources>

Lipscomb University: <http://www.lipscomb.edu/writingcenter/handouts>

MTSU: <http://www.mtsu.edu/uwc/handouts.php>

UNC Chapel Hill: <http://writingcenter.unc.edu/handouts/>

Walters State Community College:

<https://www.ws.edu/academics/humanities/writing-lab/resources/default.shtm#behavioral>

Of course, we can also continue to use familiar resources like *The Little Brown Handbook*, Pearson Writer, and the Perdue OWL.

As we move forward, we hope to create more resources that are tailor-made for Motlow students and their particular needs. This is where the data-tracking capabilities provided by WCONLINE will really come in handy!

The English Faculty's Description of Excellent Writing

Because uniform grading standards and policies are essential to effective education, quality assurance, and student success, the English Faculty has established the following description of Excellent Writing. Based on SLO's, we have divided the characteristics of Excellent Writing into five basic categories. Writing assigned the grade of "A" should match the following description:

Focused Purpose / Clear Thesis / Adherence to Assignment Requirements

An Excellent essay represents a focused purpose that is expressed in a compelling thesis and then carried out fully in the body of the essay. The reader readily sees why the author is writing and what the author hopes to accomplish by writing. The thesis is clear, arguable, appropriately limited, and offers more than the obvious. The essay adheres to length, approach, and content requirements as stated in the written assignment distributed by the instructor.

Narrow Audience and Convincing Support

An Excellent essay is clearly directed to a narrow audience, not a broad "general audience." A reader who is not the intended audience could read the essay but might not grasp its points as fully or recognize its vocabulary and use of special references as readily as the intended audience. The intended audience will find sufficient background information and examples but is not burdened with excessive detail. The essay uses support that encourages the intended audience to respect the essay's logic. When appropriate, the essay incorporates information gathered from sources in such a way that the reader can easily distinguish between the writer's words/ideas and any words/ideas taken from sources.

Careful Organization and Well-Constructed Paragraphs

An Excellent essay employs a recognizable rhetorical pattern or strategy with each paragraph fitting effectively into an overall outline of organization resulting from attentive engagement with the writing process from Invention to Drafting to Revision. Paragraphs are unified and well-developed, the Introduction is inviting, and the Conclusion is satisfying. Transitions between ideas help the reader navigate the essay with ease.

Sophisticated Sentence Construction / Clarity of Phrasing

An Excellent essay is a collection of individual sentences constructed in a variety of styles. This sentence variety creates a smooth flow throughout the essay and reflects the level of complexity readers expect from a college-level essay. There are no awkwardly constructed sentences or awkward phrasing to confuse the reader. The reader should never feel they are unsure of what is being said.

Correctness of Surface Features and Style Format

An Excellent essay employs correct diction, syntax, usage, grammar, and mechanics. When appropriate, the essay adheres to the assigned style guidelines that govern proper format, use and punctuation of quotations, and proper documentation of sources listed on the essay's Works Cited or Bibliography page.

Information/Forms for Students

This section includes some basic information provided to students on our website. Tutors are also encouraged to check out other links and resources provided on our website under the “For Students” tab.

What to Expect from Your Tutoring Session

Although we are happy to help walk-in clients, it is a very good idea to make an appointment in advance using our online scheduling system: <https://mscc.mywconline.com>. All appointments are 50 minutes in length.

We’re happy to help with any writing project at any point in the writing process. We can help you brainstorm for an English essay, revise a lab report, or polish a cover letter for a job application.

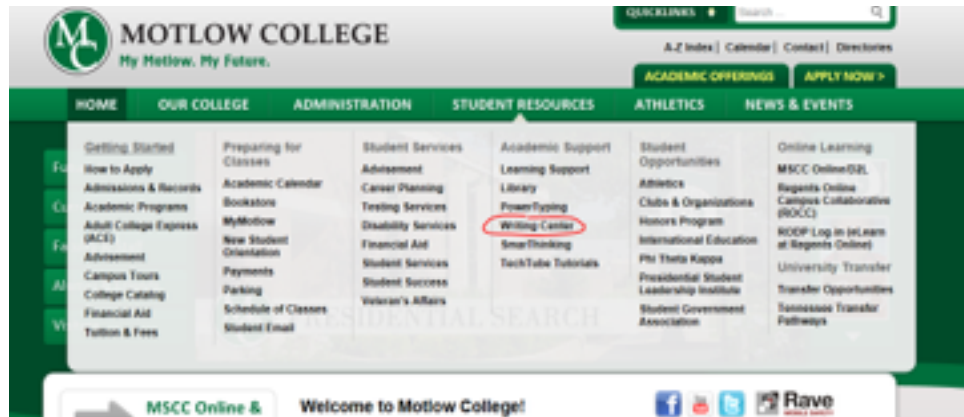
A little advance planning will help you get the most out of your session. We know that the very best writing is the product of a recursive writing process that proceeds through multiple drafts, and this takes time. To ensure you’ll have enough time to revise based on tutor comments, try avoid scheduling a session on the very same day your essay is due! (Please note: if we can’t cover everything in one session, we are more than happy to schedule follow-up appointments for the same assignment.)

When you come to the Writing Center, you should bring your essay, either in hardcopy or on a flash drive, and the assignment prompt. It may also be helpful to bring your syllabus, any relevant class notes, and any drafts you’ve already worked through.

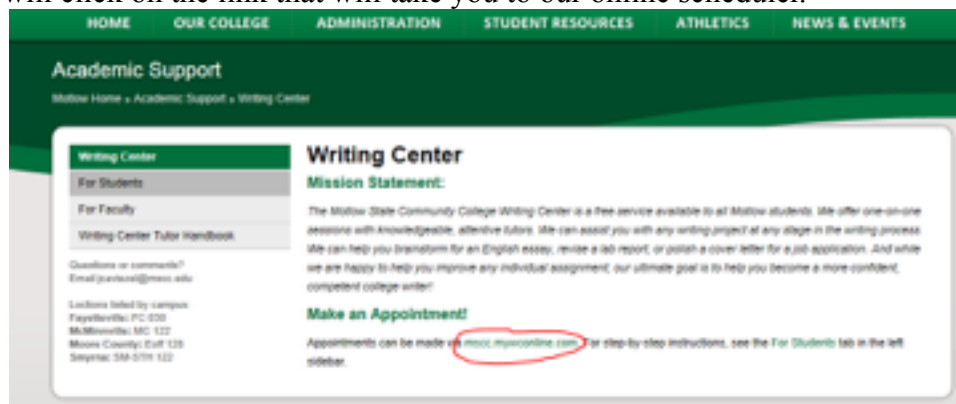
It is important that you maintain ownership of your own work. Because we are in the business of creating better writers — not just better essays — we *will not* write, edit, or proofread any section of your assignment for you. We *will* listen, ask questions, make suggestions, and point you toward helpful resources. We’ll also make sure that you leave your session with a concrete revision plan.

Making An Appointment with WCONLINE

To make a Writing Center tutoring appointment, students will first go to the Writing Center web page which can be accessed via the Motlow home page under the Student Resources tab:



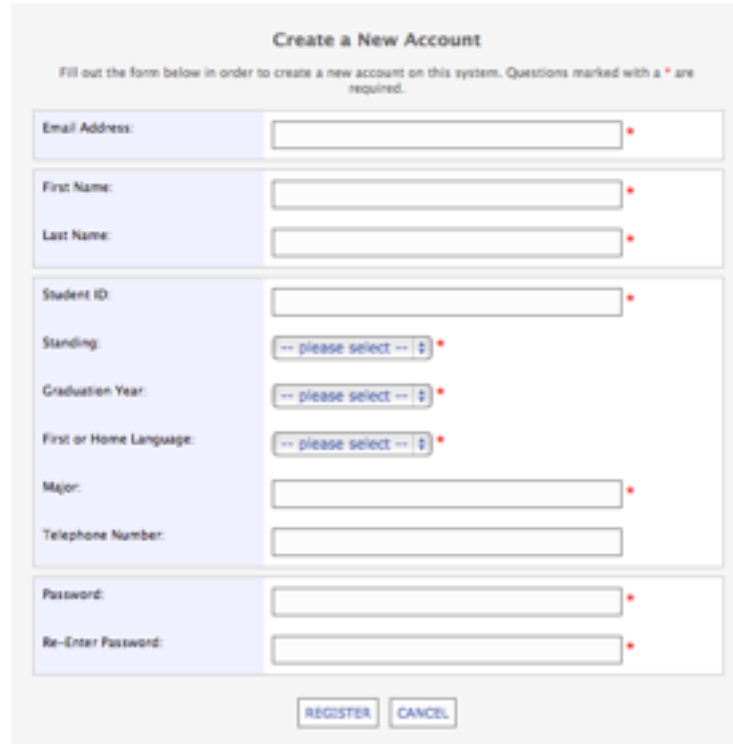
Then, you will click on the link that will take you to our online scheduler.



This link will take you to the login screen. The first time you use the system, you'll need to register.

 This is a screenshot of the 'MCCC Writing Center' login screen. At the top, it says 'MCCC Writing Center'. Below that, it asks 'First visit? Click here to register.' and 'Returning? Log in below.'. The 'Click here to register.' link is circled in red. There are input fields for 'EMAIL ADDRESS:' and 'PASSWORD:'. Below these is a 'CHOOSE A SCHEDULE:' dropdown menu with 'Fall 2014 - Moore Co.' selected. There is a 'Check box to stay logged in:' with an unchecked checkbox and a 'LOG IN' button. At the bottom, there are links for 'Having trouble logging in? Click here to reset your password.' and 'Using screen reader software? Click here for the text-only scheduler.'

When you register, you'll fill out a form that looks like this:



The image shows a registration form titled "Create a New Account". Below the title is a note: "Fill out the form below in order to create a new account on this system. Questions marked with a * are required." The form contains several input fields, each with a red asterisk indicating it is required:

- Email Address: [text input]
- First Name: [text input]
- Last Name: [text input]
- Student ID: [text input]
- Standing: [dropdown menu with "-- please select --"]
- Graduation Year: [dropdown menu with "-- please select --"]
- First or Home Language: [dropdown menu with "-- please select --"]
- Major: [text input]
- Telephone Number: [text input]
- Password: [password input]
- Re-Enter Password: [password input]

At the bottom of the form are two buttons: "REGISTER" and "CANCEL".

IMPORTANT: You must use your @mscc.edu email address when you register!

After you have created an account, you can select the correct schedule (Fayetteville, McMinnville, Moore Co., or Smyrna) and log in to see available appointment times.



The image shows the login page for the MSCC Writing Center. It includes the following elements:

- Header: "MSCC Writing Center"
- Text: "First visit? [Click here to register.](#)"
- Text: "Returning? Log in below."
- Form fields: "EMAIL ADDRESS:" [text input] and "PASSWORD:" [password input]
- Form field: "CHOOSE A SCHEDULE:" [dropdown menu with "Fall 2014 - Moore Co." selected and circled in red]
- Text: "Check box to stay logged in:
- Button: "LOG IN"
- Footer links: "Having trouble logging in? [Click here to reset your password.](#)" and "Using screen reader software? [Click here for the text-only scheduler.](#)"

You can click on any empty white box on the schedule to select that open appointment. (Orange and blue boxes represent sessions that are already booked or times the Writing Center is not open.

When you choose a time, you'll be prompted to fill out an Appointment Form that looks something like this:

Will Brown - Smyrna

Fill out the form below in order to save this appointment. Questions marked with a * are required.

Location: Smyrna
Appointment Limits: Appointments must be 30 minutes in length.

Time: Wednesday, June 25: 9:30am to 10:00am

Course: *

Instructor: *

What would you like to work on today? *

Fill it in as completely as possible. The more a tutor knows before a session, the more focused and helpful your time together will be!

If, for any reason, you cannot make it to an appointment you've already scheduled, you can login and cancel it right up until the time of the session. **When you cancel your session, that time block becomes available for another student!** If you fail to cancel your appointment or attend it (thus taking that time away from someone else who might have needed it), you'll be marked down as a "no show." After three "no shows," a hold will be placed on your WCONLINE account and you will not be able to make any more appointments! Contact writingcenter@mscc.edu to discuss having your account reset.

****A Note on E-tutoring***

The Writing Center offers two types of tutoring appointments: face-to-face and e-tutoring. An e-tutoring appointment is ideal for WEB students or students with hectic schedules. To learn more about how to make an e-tutoring appointment, go to: http://www.mscc.edu/writingcenter/make_an_etutoring_appointment.pdf

Filling Out the Survey Form

After your Writing Center tutoring session, an email will automatically be sent to your @mscc account. Please take a few minutes to follow the link and fill out the anonymous survey! Student feedback is invaluable. Not only do we use your feedback to continuously evaluate our own performance, we also consult student feedback as we plan for the future and create new resources.

Proof of Attendance Form

This form is intended to act as proof that a student has visited the Writing Center at an instructor's request. If an instructor does not recognize the tutor name on the form, or has trouble reading the tutor's handwriting, he or she can seek further verification by emailing writingcenter@mscc.edu.

_____ attended a Writing Center tutoring session with
(student name)

_____ on _____. Together, we worked on
(tutor name) (day & date)

_____.
(assignment name)

Some things we focused on in the session were: _____

Tutor signature: _____

Information/Forms for Instructors

This section includes some basic information provided to faculty on our website. Tutors are also encouraged to check out other links and resources provided on our website under the “For Faculty” tab.

What to Expect from the Writing Center

We're happy to help students with any writing assignment for any class. We're also prepared to help at any stage of the writing process, from brainstorming to proofreading. We can also assist students with formatting, citation, and research.

The Writing Center is in the business of creating better writers, not just better essays, and we *will not* do students' work for them. We *will* listen, ask questions, make suggestions, and point them toward helpful resources.

If you send a student to the Writing Center with an assignment that has already been graded, the tutor will use your comments on that assignment to set an agenda for the tutoring session. However, the tutor will not make any comments about the grade you assigned. Inevitably, students will ask direct questions like, “Do you really think this paper deserved a D?” or “Do you think my new revision deserves an A?” Our answer to questions like these will always be: “Your instructor is the only one that can assign you a grade.”

Due to our limited staff, we ask that you do not require entire classes to go to the Writing Center for a single assignment. You can, however, refer individual students using the form on the next page.

If you have questions or if there is any other way the Writing Center can assist you, please send an email to writingcenter@mscc.edu.

Class Visits

If you would like for a tutor to visit your class and give a short 5-10 minute presentation about the Writing Center and its services, please email writingcenter@gmu.edu. We may not be able to accommodate every class time on every campus, but we'll do our very best!

Writing Center Referral Form

_____ , please make an appointment to meet with a
 (student name)
 Writing Center tutor to work on _____

If possible, I'd like you to go before _____ .
(date)

At the end of your session, please request a Proof of Attendance form and return it to me in class.

Go to mscc.mywconline.com to make an appointment and to view tutor availability on all four Motlow campuses.