**Writing Assistant Handbook**

**2020-21—*remote campus edition***

“Our goal is not just to inspire better papers, but create better writers.”

**Director:** Dr. Molly Hiro hiro@up.edu Or chat me on Teams. Or text me: 503.724.0661. Actual office: DB 112.

Office hours: M 1-3; R 2:30-4:30. Also available many more hours.

-Scheduling Coordinator: Meredith McMurray mcmurray21@up.edu

-Hotline Sweep: *OPEN*

-Resources/Website Coordinator: Emily May may21@up.edu

-WC Hotline/listserve: writing@up.edu (reaches all WAs and WC Director)

-Learning Commons Administrator: Prof. Jeffrey White/BC 163/ white@up.edu

**Websites to use**:

 -[Writing Center](https://www.up.edu/learningcommons/writing-center/index.html) (will be updated this semester with more resources in absence of handouts in the WC)

-**[WCOnline](https://up.mywconline.net/)** (schedule for student appointments)

 -[**Conference Evaluation**](https://uportland.qualtrics.com/jfe/form/SV_6Va3WHtNEA9VHYV) **or** bit.ly/survey\_wc (Qualtrics form where students evaluate WA session; have a look to

remind yourself what you’re being evaluated on)

-[**Paperless Payroll**](https://www.up.edu/studentemployment/employee-checklist/timesheet-completion.html) (to enter hours worked, bimonthly): via Self-Serve (PilotsUP).

**Protocol for Virtual Conferences, Fall 2020**

1. Students make appointments through the Scheduler, as normal.
2. 2-3 minutes before the appointment, WA should click “Start or Join Online Consultation”—this is IN the appointment form.
3. In first few minutes of appointment, fill out [Intake Form](https://forms.office.com/Pages/ResponsePage.aspx?Host=Teams&lang=%7Blocale%7D&groupId=%7BgroupId%7D&tid=%7Btid%7D&teamsTheme=%7Btheme%7D&upn=%7Bupn%7D&id=STmP6hwjtkCjP1aHOvlvhxnRbL3x5nFBib5m80xJbglUME9LN08yNTlXM09SU1ZPVDNUTUNVRDA0My4u) [you might start the form before you begin the conference to save time.
4. Meet as usual. You can enable Share Screen for the student by going to the little Share Screen arrow on bottom menu, clicking “Advanced Sharing options” and then clicking “All Participants” under “Who can share?”
5. Re. looking over paper—some students will have uploaded theirs to the appointment form; others may just share their screen, or you can ask them to upload to google docs and drop a link into the chat. (Everyone will probably find their preferred approach from among these)
6. With 2-3 minutes to go, encourage completion of post-conference eval: drop link to [**Conference Evaluation**](https://uportland.qualtrics.com/jfe/form/SV_6Va3WHtNEA9VHYV) into chat (or into shared doc you’ve been using), or ask them to go to bit.ly/survey\_wc .
7. Within 24 hours of conference (or 48 at most) please be sure you’ve completed Conference Report as normal, by way of Scheduler.

**2020-21 WA List**

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| --- | --- |
| **Returning WAs**Carlos Fuentes (ENG, ENV)McKenna Gallagher (NRS, THE)Angelica Garcia (PHL, POL)Abby Groh (ENG, ED)Maria Grossen (EGR, THE)Camryn Hagihara (NRS)Benjamin Hecko (HST)Kenny Hiroaka (BUS)Margaux Lynch (CST)Emily May (BIO, THE)Meredith McMurray (PHL)Jazmin Moreno-Garcia (ENG)Claire Nelson (ED, THE)Katie Wojda (ENG) | **New WAs** (major and/or rec. disciplines)Grace Adam (BUS)Abe Ahn (HST)Bela Arney (BIO, ENG)Jordan Ducree (ENG, BIO)Shannon Ferguson (NRS, ENG)Anna Hicks (CHM, ENG)Charlie Menke (ENG, PHL)Maxwell Park (ENG)Teanna Salazar (SW)Sadie Wuertz (ENG) |

**The WC’s Motto**: “You Have Options!” (We don’t tell ‘em what they “must” do, but rather remind ‘em all they **can** do.)

**The Writing Center** is one of five tutoring units in the Learning Commons – Buckley Center 163 Phone: 503.943.8002

-**Campus handbook**: *Pocket Cengage Handbook*, 7th ed with MLA update. L. Kirszner & S. Mandell.[Cengage, 2017. ISBN*9781337279932*]

-**Things the Center has**: pens, reference books (Oxford Bible, Thesaurus, Dictionary, Pocket Cengage, *They Say/I Say*, guides to MLA, APA, Chicago, etc), a few [very slow] desktops, scratch paper, whiteboards + markers, handouts for your clients (wall), your ID badge.

-**Things you could bring to sessions**: laptop, your tutoring notebook from 317 (where you may continue to journal after sessions), any writing reference books you like to use, homework, this reference sheet, a smile.

-**Things to include in your sessions**: rapport, energy, a sympathetic ear, a plan for the session (just the trio or so of things one can get through comprehensively), pens in the hand of both you and the student (?), a completed online Conference Goals form (have the student enter this at the Center before you begin if he/she hasn’t done so already), possible use of white boards to plot out structure of essay, student-centered learning, discussion to inform not only the paper at hand but for the student in general as a writer, on-line conference evaluation for them to fill out at the end of 20+ min. meetings, your completion (5-10 min) of a Conference Report detailing/reinforcing your advice to them (and their prof.), perhaps some reflection on the session in your tutoring notebook.

**Writing Assistant Policies & Advice for the Writing Center**

**I. SCHEDULING:**

\*You are responsible for all open hours under your name on the Online Scheduler. In other words, it’s your

responsibility – not the Scheduling Coordinator’s – to be proactive about any hours you’re scheduled for that you can’t make. Check the schedule at the start of each week to be aware of appointments, errors, unexpected adjustments, holiday changes, etc. **Scheduled appointments where the WA doesn’t show up seriously undermine your reputation, our collective credibility, our service to the campus, and potentially our funding.**

\*The scheduler closes at midnight the night before appointments. Please check in the morning to see what you have scheduled for that day.

\*If you know you cannot make scheduled hours, block out any open slots, contact the hotline to find a replacement for any filled slots (or reach out to a WA directly), and/or—only if this is a long-term conflict—ask the Scheduling Coordinator to adjust the schedule.

\*When choosing your standing hours for the semester, consider helping to fill holes in availability at the Center. We generally avoid scheduling more than 2 WAs at the same time, and ideally, we want our hours spread evenly across the hours the Learning Commons is open: 9-9 M-R, 9-5 F, 5-9 Sun.

\*NOTE: if you are meeting a student outside of the hours of the Learning Commons (most often before 5 on Sunday), you will meet instead in the Digital Lab of the Library (second floor). You can either let the student know this before your session by email, or you can meet the student at the door of the Learning Commons and walk together to the library.

\*When choosing your weekly scheduled hours, you should budget the possibility of fitting in one or two more, should the need arise from hotline requests or fellow WAs’ needs for substitutes. [On the topic of illness, it is valid to cancel appointments to preserve everyone’s health, but you need to take the time to arrange for replacements, and you also need to be flexible enough when you’re healthy to leap in as a substitute for fellow ill WAs]. Flexibility is a major part of our role as a Writing Center team; we should not work as merely individuals here, but as a well-functioning group.

\*When our schedule fills up or when no open appointment fits a student’s schedule, we will receive hotline requests for appointments. **Reply all to the hotline if you can meet with the student**; then be sure to make an official appointment for them in the Scheduler (see “How to Use the Scheduler” video for more detail).

\*If you need to eliminate some of your appointment hours on a particular day (i.e., block out times), please use the following process: click on the purple space before your appointment block. It should open a “blackout window” and you can change the ending time of the blackout window to the end of your scheduled shift. Your entire shift should then be blacked out. If you’re starting at 9 AM, you can also do this in reverse (click in the purple space after your shift and extend blackout hours to the beginning of the day).

**II. WRITING CENTER general stuff:**

\***WA No-shows**: If you forget about a virtual appointment, please reach out to the student directly. You can either reschedule with them (use the Hotline appointment bar) or encourage them to re-book with someone else. I’d appreciate a heads-up about what happened and what you’ve done to remedy the situation. Repeated no-shows, especially ones you neglect to self-report to me, are grounds for dismissal.

\***Student No-shows**: students who fail to appear for appointments are a serious drain on WC resources. First, on the online scheduler, mark the appointment as “Missed,” which will trigger an email to the student that reminds them of our 3-strikes policy. You might consider also emailing them directly, especially if you’ve worked with them before. Then email me to let me know the student’s name and the time of the appointment they missed. I track these “repeat offenders” so I can give them a personal “warning” when they reach 2 strikes…so they don’t get cut off.

\*Since training new WAs involves a long process, it is crucial you let me know as soon as you can if you will not be working in an upcoming semester. Please let me know at least a semester in advance if you will not be working the following semester, as I will need to make arrangements to fill your slot/specialization.

\*The only people who are allowed to schedule Writing Center conferences are students currently enrolled in UP classes.

**III. Listserve/Hotline**

\*The listserve/hotline writing@up.edu reaches all WAs and the Director. Any available WA should reply, for we state that we respond to all questions within 24 hours. \_\_\_\_\_\_ is the “hotline sweep,” i.e., the one to keep us on top of otherwise missed emails, but anyone can and should jump in to answer questions (e.g., about how to make an appointment…)

\*When you reply to a query, always hit REPLY ALL so that we know the question has been answered.

\*Each semester, a number of students are referred to us from AES (Accessible Education Services), in need of a “Dedicated Writing Assistant” – someone who has a weekly or biweekly standing appointment to work consistently on their writing. Each WA should expect to take on at least one student per year (especially if they seek help in your specialized field) as these needs arise. Note that most of these requests arise early in the Fall.

\*Another expectation of all WAs is to give presentations in the early part of the semester in classes at professors’ request. Everyone should commit to doing at least one of these per semester. You may count your time in preparing for, traveling to and from, presenting, and answering any follow-up questions from this intro session as **30 minutes of paid work.** [If you have never done one before, you may count up to 1 hour of prep time as well.]

**IV. HOURS/PAYROLL:**

\*You are responsible for keeping accurate track of the hours you work at the Writing Center. Billable hours include time spent in tutoring sessions and writing conference reports; 15 minutes’ time if there is a no-show you are waiting around for; writing WC-related emails; working at workshops or doing classroom introductions; mentoring; attending WC meetings; and reviewing WC-related notes/student assignments/handouts/reference books.

\*Be sure you’ve not only logged these hours in Paperless Payroll by the semimonthly noon deadline, but also that you have hit the “Submit for Approval” button. (If you miss the deadline, you will need to go through a longer process with Student Employment in order to get paid.)

\*Whenever you get your paycheck, be sure it matches up with the hours you logged.

\*Enter time in 15 minute increments, using the 7/8 rounding rule to round time appropriately (7 minutes worked should be rounded down while 8 minutes worked should be rounded up).

\*Student wage rates are $13.25/hr.

\*Payday is the 10th and 25th of the month.

**V. CONFERENCES:**

\*Our aim is to assist students in achieving competence in a very specific form of writing: American academic prose. This mode comes with certain rhetorical moves and values that include clarity, specificity, succinctness, flow, unity, and a certain formality. This is only one among many styles and forms of writing, but it is the one most college-level courses demand, and is also transferable to a great many careers.

\*Stay positive and upbeat about a paper’s potential, remembering that all papers are drafts.

\*Be attentive and flexible; watch body language; gauge mood; offer positive comments; ask open-ended questions.

\*Focus on *higher-order* concerns (purpose, audience, thesis, organization, paragraph structure, consistency), before tackling *lower-order* concerns (grammar, spelling, style). The one exception is if a student or their instructor directly specifies something they wants to work on, in which case that’s what you should prioritize, moving later toward higher-order concerns if time permits.

\*Frame your advice not as what they “must” or “should” do, but what ***options*** they have. Foreground this idea of **choice**, even as you weigh in on your sense of the best one.

\*Our service is one of helping students become stronger writers so they can write stronger papers. Please limit your advice to that goal; unless you have a professor’s permission, we should not help students with *take-home exams* and *non-writing-based assignments*.

\*WAs should avoid doing full rewritings of a student’s sentences or paragraphs. As much as possible during the session, the student should be wielding the pen.

\*As trained Writing Assistants, you are responsible for helping students with their writing regardless of the subject, course, or the citation style they use.

\*During sessions, actively use your writing reference books or websites to chase down specific answers. Using these resources not only leads to solid answers but also models how students can find answers on their own.

\*If you find yourself stumped by a question during a session, admit you don’t know the answer. But seek out answers (from reference books, fellow WAs, peers, or professors) so that you can respond knowledgably the next time the question arises. (Pass along your good findings to fellow WAs via writing@up.edu if you deem them particularly useful; likely, we could all benefit from your research.)

\*At the end of the session, have students fill out an [online evaluation](https://uportland.qualtrics.com/jfe/form/SV_6Va3WHtNEA9VHYV). Ideally, this happens on the spot—they take the last 2 minutes or so to do the eval on their laptop or phone. If there wasn’t time for that, you can email the link, but our rate of return is much lower that way…

**VI. CONFERENCE REPORTS:**

\*Conference Reports (CRs) are a vital way to reinforce your advice to the student, and to allow the student’s professor to hear about the session. As proof of students’ attendance at the WC, CRs are especially important for professors who require a visit. Please get in the habit of submitting CRs soon after the appointment – ideally within 24 hours, but 48 hours *at the latest*.

\*To submit a CR, go to the bottom of an appointment window, and click on “Add New Client Report Form.” Fill in the report **making sure that you add in the professor’s email address**. If you would like a copy you can click “Email Resource.” In the rare case of a student asking if we can block the CR from going to their professor (for whatever reason), we can certainly honor that request.

\*Once you are ready to send your CR, click on “Email Student” and fill in professor’s name.

\*Always check to ensure you have typed the professor’s email correctly; note that some professor emails include last name and first initial. It is also equally vital to ensure the student has spelled the professor’s name correctly, for that spelling is how they are greeted on their copy of your CR (typos coming from the Writing Center are embarrassing). You can make changes directly to the Report before sending.

\*Since you are giving advice not just for the assignment but to make the student a stronger writer, craft your report as a present-tense, active-voiced message in second-person address to the student (rather than a past-tense, passive-voiced, third-person report, which sounds too clinical and removed).

\*Be brief, but specific and precise. (e.g. don’t say “work on flow,” but specify “be sure to add transitional words in the opening sentences of your paragraphs; you can find a list of transitional phrases in Trimble, p.\_\_”)

\*A good, user-friendly structure: for every separate point of advice, start with a brief sentence stating the larger rule/suggestion, then follow with how the student could apply that rule to their current paper.

\*Since the CR arrives in email form, choose a layout that is easy to read in that format. For example, rather than type your CR as one big text block, include bullets or occasional spaces between your lines, for ease of online reading.

\*Since we want to push students to improve their draft, no matter how strong it is, avoid over-praising a paper.

\*Keep the essay’s overall quality an open-ended issue, rather than making such a broad claim as “The paper is really well written” (instead, specify which elements are strong, e.g. “X, Y, and Z are in good shape…”).

\*Avoid such definitive claims as, “The only thing you need to fix is…” or “All that’s needed is…” for likely there are other things that could potentially be strengthened.

\*The CR is also an excellent place to add any points you realize you forgot to cover during the session.

**Thank you for the work you do at the UP Writing Center this year. You are helping to increase students’ power to communicate, which is a mode of democratic social justice in the world.**