

# etutoring

## Writing Lab Manual

2024

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## INTRODUCTION

Welcome to eTutoring! You have this manual in front of you because you have what it takes to be an eTutor! This manual provides all of the information you will need to be an exemplary online tutor.

If you're new to eTutoring, you'll be expected to read this manual in order to complete your training. If you have been tutoring for some time, you can use the table of contents to skip to the section or sections of interest.

### USING THIS MANUAL

This manual was designed with several viable approaches and audiences in mind. Coordinators, for example, may use this manual to familiarize themselves with eTutoring's policies, practices, and tutor training exercises.

However, this manual was mainly designed for tutor training purposes. Every eTutor must read the manual, complete the exercises in the manual, and pass a quiz with a 90% or higher in order to complete their training and become an eTutor.

Because both new and experienced tutors will use this manual, some of the content found in one section can also be found in others. This was done to increase clarity for new tutors and to make the linked table of contents easy for experienced tutors to use.

**Note:** Pay special attention to the notes in the boxes (like this one)! They convey essential information!

If you're unfamiliar with Google Docs, you might want to check out this [Google Docs guide](#).

## THE STRUCTURE OF ETUTORING

### What is eTutoringOnline.org?

eTutoringOnline.org is an online tutoring platform adopted by the Washington State Board for Community and Technical Colleges (SBCTC) on July 1, 2019. The app was originally created by the Connecticut Distance Learning Consortium in 2001.

### How does eTutoring work?

Every member institution provides at least one tutor to the eTutoring's tutor pool. The tutors then work according to a single, unified schedule. Every student from every participating institution has access to every eTutor. This allows us to cover a broad range of subjects and help a large, diverse group of students from all over the US. It also means that although you might be tutoring from your

apartment near Seattle, your student may be at home in Oregon, California, or Massachusetts. If you're curious, you can find a complete list of our member institutions by clicking on the "Start Here" button at [www.etutoringonline.org](http://www.etutoringonline.org) and selecting each state.

### **When is eTutoring open?**

Students may access eTutoring 24 hours a day, 365 days a year. Live eTutors are generally available from about 6 AM until 11 PM (Pacific Time). In order to keep our member institutions' costs down and make sure tutors are not simply staring at their computer screens, eTutoring turns to "read-only" during certain periods during the year. These dates include Independence Day, Thanksgiving Day, and the days falling between the end of the fall semester and the beginning of the winter quarter (usually about December 22<sup>nd</sup> through January 1<sup>st</sup>).

### **What is the structure of eTutoring? Who is responsible for which tasks?**

#### *The students*

Each institution chooses which students will have access to the site and uploads their accounts to the site. However, most institutions give eTutoring access to all of the students currently enrolled at their institution. Students do not have to pay a fee; they experience the site as a free online tutoring option sponsored by their college. Because the app includes their school logo, students don't often realize that our tutors live and work all over the US. Every uploaded student has access to all of our services: live tutoring via Zoom, the Writing Lab, and eQuestions.

#### *The eTutors*

Our tutors start out as the best face-to-face tutors at their institutions. The tutor's institutional coordinator contacts the director, who provides the tutor with this manual and everything else the tutor needs to be an eTutor. All of our tutors undergo a rigorous training process before they are given access to the site.

Meanwhile, the tutor and the institutional coordinator discuss hourly pay and work on any payroll forms. Every tutor is paid by their own institution. Once they are trained, they are provided with unique login credentials, and they fill out an online form indicating their shift preferences. The tutors are then put on a single schedule that everyone can see when they log in to the app. eTutors are also expected to attend semi-annual online training sessions to ensure that they are up-to-speed on the latest eTutoring policies and protocols.

#### *The Quality Assurance Coordinators (QAC)*

The Quality Assurance Coordinators evaluate the tutors twice a year and provide the tutors with the feedback they need to improve.

#### *The Institutional Coordinators (IC)*

The Institutional Coordinators (ICs) are responsible for making sure their institution honors their contract with eTutoring. They also pay annual membership fees; pay their tutors; attend semi-annual Advisory Council meetings; communicate with tutors, fellow ICs, and the director; advertise eTutoring on their campuses; solve student login issues; and increase weekly tutoring hours when student usage at their institution crosses certain predetermined thresholds. The ICs are the tutors' and students' first points of contact when they have concerns or questions regarding eTutoring.

### *The Director*

The director is the endpoint for most tutor and coordinator inquiries. Managing eTutoring includes setting the schedule, training the tutors, determining the read-only dates for each academic year, maintaining all documents and websites, planning and directing online tutor meetings, planning and directing both the online and face-to-face Advisory Council meetings, recruiting additional colleges, increasing app functionality, communicating with the ICs, hiring and evaluating the QACs, investigating student complaints, ensuring the smooth operation eTutoring at large, orienting new ICs to eTutoring, assisting SBCTC staff with the delivery of contracts, updating the eTutoring calendar, maintaining email lists and other contact information, compiling eTutoring reports and data, and maintaining current knowledge of online learning issues, trends, and pedagogy.

### *The Washington State Board for Community and Technical Colleges (SBCTC)*

The SBCTC is responsible for maintaining and updating the eTutoring app, writing and collecting the contracts, paying wages to the director and the QACs, and collecting fees from member institutions for their use of the eTutoring app.

### *eTutoringOnline.org*

eTutoringOnline.org is the web-based application that connects our tutors to our students. The app is used to provide feedback and online tutoring to students at institutions all over the US.

## TUTORS: WHOM TO CONTACT WHEN YOU RUN INTO A PROBLEM

Below is a list of the people you should reach out to when you have problems with any aspect of online tutoring:

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### YOUR INSTITUTIONAL COORDINATOR

Contact your IC for questions about:

- How to fill out timesheets
- Pay rate
- Number of approved online tutoring hours (the number of hours ONLY, not your final eTutoring schedule).
- How eTutoring works

---

#### LOG IN AND CONSULT THE APP

Logging into [www.etutoringonline.org](http://www.etutoringonline.org) can help with the following questions:

- View your upcoming shifts & long-term schedule
- Subjects available on eTutoring
- When the other tutors are working
- Tech support contact info can also be found on the site.
- If you can't login, you can reset your password by clicking on "Forgot Your Password" on the login page.

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#### CONTACT THE DIRECTOR OF THE CONSORTIUM

The director, [Sarah Bergfeld](#), is your point of contact regarding questions about:

- Confirmation of schedule changes requested via the scheduling form
- eTutoring Policies and procedures
- Problems with the site's functionality

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#### CONTACT TECH SUPPORT

We have a tech support form, but you're better off emailing [Sarah Bergfeld](#) directly.

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#### PASSWORD PROBLEMS

If you forget your password, click on "Forgot My Password" on the login page and fill out the form to create a new password. You will need to know and input the email address that was used to create your account. If you don't know which email address it was, contact [Sarah Bergfeld](#).

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#### CHECKLIST: COMPLETING THE WRITING TUTOR TRAINING

1. Read and follow all of the steps in this manual. Please complete this step BEFORE any of the other steps in this process.
2. Find a writing sample. Your writing sample should be a 5–10-page research-based paper that has been completed as part of your college coursework. Please send the sample to [sbergfeld@sbctc.edu](mailto:sbergfeld@sbctc.edu) along with your response to the sample student paper (see below).
3. Complete a response to the sample student paper, which appears in [Appendix A](#). It also appears on the [WeTC Info Site](#). Your response to the sample student paper should be sent to the WeTC director at [sbergfeld@sbctc.edu](mailto:sbergfeld@sbctc.edu)

4. Take the Writing Tutor Quiz located at

<https://sites.google.com/site/wetcetutorinfo/home/docs/writing-tutor-training/writing-tutor-training-quiz>

**You will need the following items:**

- a. A computer
- b. An internet connection
- c. A word processing app that can open files in the following formats: .doc, .docx, and .rtf
- d. A word processing app that can create/add comments and save in .doc or .docx format.
- e. Optional: a printer. You may want to print this manual or some of the other materials you will come across in the eTutor training. Whether or not you decide to print this manual, you should save it on your hard drive for future reference.

Before we explore any further, we need to make sure your browser will work with eTutoring.

#### OPTIMIZING YOUR BROWSER FOR ETUTORING

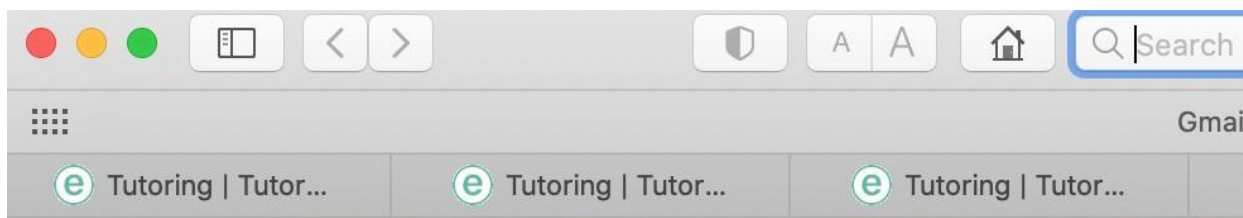
##### **Clearing your Cache**

On occasion, eTutoring will seem to slow down significantly or you may have trouble signing on. When this happens, you should clear your browser's cache, and then restart it. Click on the appropriate link below to learn how to clear your cache.

- o Firefox (the preferred browser):  
<https://support.mozilla.org/en-US/kb/how-clear-firefox-cache>
- o Chrome:  
<https://support.google.com/chrome/answer/2392709?co=GENIE.Platform%3DAndroid&hl=en>
- o Every other browser:  
<http://www.digitaltrends.com/computing/how-to-clear-your-browser-cache/>

#### TABBED BROWSING

Tabbed browsing is a better way to surf the web and manage your eTutoring shifts. Here is a picture of several tabs in a browser, all open to eTutoring:



Tabs allow you to keep all of these different pages loaded and ready for easy reference.

In your work as Writing Lab eTutor, it's useful to have at least three tabs open during all of your shifts:

1. The eTutoring homepage
2. The eQuestions queue
3. The Writing Lab queue

Please note that you can have more than three tabs open. For example, you might want to open another tab to the Purdue OWL and another tab open to another of your favorite resources. Please read [this resource on tabbed browsing](#) and use tabs when you tutor online.

## APP ORIENTATION & eQUESTIONS

### THE STUDENT PERSPECTIVE: LOGGING IN AS A SAMPLE STUDENT

The eTutor Training Institute is a branch of the app that allows you to log into eTutoring under a sample account so you can see the site.

To get started go [here](#).

The page you land on should look like the screenshot below; if it doesn't, you're on the wrong login page and the login information below will not work.



## eTutor Training Institute

If this is not your institution, please [select a new one](#).

Username:

Password:

User Type:

☒ Student ☐ Tutor ☐ Admin

[Sign In](#)

[Forgot password?](#)

## Welcome to the eTutor Training Institute!

**This site was built for tours (guided and self-guided) and tutor training**

If you're a member of the faculty or staff at an institution that is interested in joining eTutoringOnline, or if you would like a tour, please click on the "Support" link on the top right of this page and submit a Support Request.

If you're a tutor, you should have already received login information from your consortium coordinator. If you have any questions about logging in, please contact your consortium coordinator.

### Consortium Coordinators

Western eTutoring Consortium (WeTC): Sarah Bergfeld, sbergfeld@sbctc.edu

Ohio eTutoring Consortium: Karen Boyd, Karen Boyd, kboyd@ohiolink.edu

Northeast eTutoring Consortium: Nancy Thompson, njthompson@iinet.com

Green River Community College: Jamie Fitzgerald, JFitzgerald@greenriver.edu



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Log in with the following username and password:

Username: **wetcstudent**

Password: **wetc007**

User Type: student

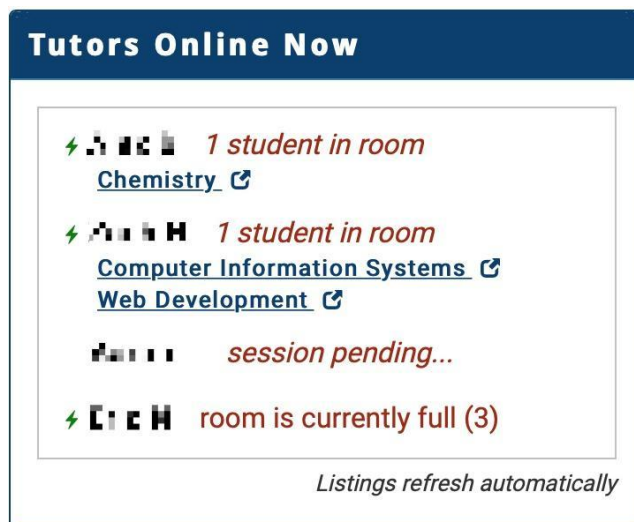
**Note:** Do NOT change any part of this account's credentials, including: username, password, first and last names, or email address. If you do, other tutors-in-training will not be able to log in and train. You will receive your own unique account and credentials when training is complete.

If you log in successfully, the student homepage will pop up. Below is a screenshot of the student homepage. Each of the options on the page is numbered and the descriptions below the screenshot correspond to each number on the screenshot. Take a look at your screen and go through the numbered options below as you explore the student homepage (your screen may look slightly different).

The screenshot shows the eTutor Training Institute homepage. At the top is a blue navigation bar with links: Home, Live Tutoring, eQuestions, Writing Lab, Schedule, Resources, and a red box labeled '1' containing a small icon. To the right of the navigation bar is a green box labeled '2' containing 'Support' and 'Logout' links. Below the navigation bar is a yellow banner with the text 'Home - eTutor Training Institute'. The main content area is divided into several sections: 
 

- Tutors Online Now**: A section with a blue header. It contains a yellow box with the text 'No eTutors online at this time.' and a blue box labeled '3' below it. At the bottom is a link 'Your past tutoring recordings'.
- Writing Lab**: A section with a blue header. It contains text about uploading documents and a green box labeled '4' below it. Below that is a light blue box with an apology message.
- My Resources**: A section with an orange header and a pink box labeled '5' below it.
- Announcements**: A section with a pink header and a pink box labeled '6' below it.
- Today's Tutor Schedule**: A section with a blue header. It lists tutors and their schedules: Accounting, American Sign Language, Anatomy and Physiology, and Biology. A black box labeled '7' is next to the Accounting entry.
- eQuestions**: A section with a blue header. It contains text about posting eQuestions and a black box labeled '8' below it.
- View eTutor Schedule**: A link at the bottom left with a calendar icon and a red box labeled '9' next to it.

1. **The Navigation Toolbar:** The toolbar at the top of the student homepage will take students to their archives under that particular heading. For example, clicking on “Live Tutoring” will take students to a list of their Zoom recordings, which they can watch for review. The “Schedule” link in the toolbar will take students to the tutor schedule page, from which they can select the days, week, or tutors’ schedules they wish to view. “Resources” will take them to the resources page on the app.
2. **Support & Logout:** The Support link takes students to our technical support page, where they can fill out a form to request tech support. Students should click on the “Support” button whenever they need help with the technical aspects of the site. Of course, the **Logout** link will log students out of eTutoring.
3. **Tutors Online Now:** Below is how the live eTutors appear to students. When a tutor is online and in their Zoom Room, the tutor’s name will appear in the box and their subjects will be listed below them, as shown by the first two tutors below (all tutors’ names are blurred). In order to enter one of the top two tutors’ rooms, the student would click on the subject they want help with, under the name of the tutor they want to help them.



Next to the tutor's name, eTutoring will indicate in **red** how many students are currently in that tutor's room. However, if there are already three students in the tutor's room, the site will indicate that the room is "full" and will not allow students to enter that tutor's Zoom room until one of the other students has left (see the bottom tutor in the screenshot above).

Please note: If a tutor does not enter their Zoom room, students will see "**session pending**" next to their name in the "Tutors Online Now" box. Students will see this until the tutor's session ends, the tutor enters the Zoom room, or the shift is deleted.

4. **Writing Lab:** This is where a student can submit a paper to the Writing Lab. When students click on the Writing Lab, they have the option of submitting a new assignment or submitting a new draft of an assignment they have already submitted. Students may submit up to three drafts of an assignment. You can also find the Writing Lab wait time in the blue banner at the bottom of the box.
5. **My Resources:** This takes the student to any resources they might have marked as favorites.
6. **Announcements:** Coordinators at the institution and consortium levels can post announcements in this box. The administrators regularly post notices about app upgrades and downtimes. Institutional coordinators may post announcements to their own students and tutors, and the director of the WeTC often posts announcements that remind students of our policies and notify them of any closures.
7. **Today's Tutor Schedule:** This box displays a list of the tutors who are scheduled to work today. The tutors are listed by subject and then by first name and the time of their shifts. Students can thus plan to drop into their favorite tutors' Zoom rooms later that day if they need help. See below for a sample of the daily schedule.
8. **eQuestions:** The student clicks on this option to post a new or follow-up eQuestion.
9. **View Tutor Schedule:** This link will take the student to a weekly schedule where tutors are listed by date and subject. Once there, the student can select or deselect multiple dates/tutors/subjects to refine their search.

## Weekly Tutor Schedule

Students can select or de-select dates and then push "Update" to refine their search.

Choose one or more dates, subjects or tutors, or any combination, and click Update. Or view the [Week at a Glance](#).

Clicking here will show you all eTutors, in every subject, for the entire calendar week.

| August 2022 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | Mo | Tu | We | Th | Fr | Sa |
|             | 1  | 2  | 3  | 4  | 5  | 6  |
| 7           | 8  | 9  | 10 | 11 | 12 | 13 |
| 14          | 15 | 16 | 17 | 18 | 19 | 20 |
| 21          | 22 | 23 | 24 | 25 | 26 | 27 |
| 28          | 29 | 30 | 31 |    |    |    |

## Accounting

|            |                     |        |
|------------|---------------------|--------|
| 08/18/2022 | 5:00 AM - 11:59 PM: | Live T |
| 08/19/2022 | 5:00 AM - 11:59 PM: | Live T |
| 08/20/2022 | 5:00 AM - 11:59 PM: | Live T |

## American Sign Language

|            |                     |        |
|------------|---------------------|--------|
| 08/18/2022 | 5:00 AM - 11:59 PM: | Live T |
| 08/19/2022 | 5:00 AM - 11:59 PM: | Live T |
| 08/20/2022 | 5:00 AM - 11:59 PM: | Live T |

## Anatomy and Physiology

|   |            |                     |        |
|---|------------|---------------------|--------|
| → | 08/18/2022 | 5:00 AM - 11:59 PM: | Live T |
|   | 08/19/2022 | 5:00 AM - 11:59 PM: | Live T |

## Subjects



**Tutors**

\_\_\_\_\_

## Update

Click on either of these boxes to choose your preferred subject, your preferred tutor, or both.

Click here after each selection to update what is shown on the right side of the page. —>

The student can select to view only a few days, or the student can choose to see the week at a glance. A sample of the WeTC “week at a glance” schedule appears on the next page.

The student can look ahead to next week's schedule or back to last week's schedule by clicking on the "Next week" and "Last week" links.

[Previous Week](#)
← Click on these buttons to see the prior or subsequent week's schedule →
[Next Week](#)

**August 14, 2022 - August 20, 2022**

|                               | Sunday<br>Aug 14               | Monday<br>Aug 15               | Tuesday<br>Aug 16               | Wednesday<br>Aug 17             | Thursday<br>Aug 18                | Friday<br>Aug 19                 | Saturday<br>Aug 20           |
|-------------------------------|--------------------------------|--------------------------------|---------------------------------|---------------------------------|-----------------------------------|----------------------------------|------------------------------|
| <b>Accounting</b>             | 5:00 AM - 9:00 AM<br>Joel J    | 6:00 AM - 8:00 AM<br>Nahid R   | 6:00 AM - 7:30 AM<br>Robert C   | 9:00 AM - 12:00 PM<br>Nahid R   | 12:00 PM - 2:00 PM<br>Irene E     |                                  | 5:00 AM - 9:00 AM<br>Joel J  |
|                               | 6:00 AM - 9:00 AM<br>Nahid R   | 6:00 AM - 7:30 AM<br>Robert C  | 10:00 AM - 1:00 PM<br>Robert C  | 12:00 PM - 2:00 PM<br>Irene E   | 4:00 PM - 6:00 PM<br>Irene E      |                                  | 10:00 AM - 1:00 PM<br>Joel J |
|                               | 9:00 AM - 12:00 PM<br>Robert C | 10:00 AM - 1:00 PM<br>Robert C | 12:00 PM - 2:00 PM<br>Irene E   | 3:00 PM - 4:00 PM<br>Fatima F   | 8:00 PM - 10:00 PM<br>Irene E     |                                  |                              |
|                               | 9:30 AM - 2:00 PM<br>Joel J    | 12:00 PM - 2:00 PM<br>Irene E  | 2:00 PM - 4:00 PM<br>Robert C   | 7:00 PM - 10:00 PM<br>Nahid R   |                                   |                                  |                              |
|                               | 7:00 PM - 10:00 PM<br>Nahid R  | 2:00 PM - 4:00 PM<br>Robert C  | 3:00 PM - 4:00 PM<br>Fatima F   |                                 |                                   |                                  |                              |
|                               |                                | 3:00 PM - 4:00 PM<br>Fatima F  | 7:00 PM - 10:00 PM<br>Nahid R   |                                 |                                   |                                  |                              |
|                               |                                | 6:00 PM - 10:00 PM<br>Nahid R  | 8:00 PM - 9:00 PM<br>Robert C   |                                 |                                   |                                  |                              |
|                               |                                | 8:00 PM - 9:00 PM<br>Robert C  |                                 |                                 |                                   |                                  |                              |
| <b>American Sign Language</b> | 11:00 AM - 3:00 PM<br>Jenna E  | 6:00 PM - 9:00 PM<br>Jenna E   | 11:00 AM - 3:00 PM<br>Brandon O | 12:00 PM - 3:00 PM<br>Brandon O | 11:00 AM - 3:00 PM<br>Brandon O   |                                  | 6:00 PM - 8:00 PM<br>Kyra H  |
|                               | 6:00 PM - 8:00 PM<br>Kyra H    |                                | 6:00 PM - 9:00 PM<br>Jenna E    |                                 |                                   |                                  |                              |
| <b>Anatomy and Physiology</b> |                                |                                |                                 |                                 | 12:30 PM - 2:30 PM<br>Elizabeth G | 10:00 AM - 3:00 PM<br>Sterling F |                              |
| <b>Biology</b>                | 7:30 AM - 9:30 AM              | 3:00 PM - 5:00 PM              | 8:00 AM - 11:00 AM              |                                 | 12:30 PM - 2:30 PM                | 10:00 AM - 3:00 PM               | 8:00 AM - 12:00 PM           |

The current day's schedule is highlighted.

Note: This schedule is visible to everyone who can log in to eTutoring, from administrators to tutors and students.

If you scroll to the bottom, you'll notice that Writing Lab tutors do not have set times for their shifts; instead, they log in at their preferred time of day and work their required hours. We also have Live Writing tutors, who are scheduled like other live eTutors, for a specific time on specific days.

## THE STUDENT PERSPECTIVE CONTINUED: SUBMITTING AN eQUESTION

Next, we'll submit an eQuestion, so you can understand and explain the steps to students when they ask.

First, go back to the student homepage and click on "View Previous Posts" in the eQuestions box.

## eQuestions

[Post an eQuestion](#) in any subject.

**eQuestion Archives**  
[View previous posts](#)

- Last Question Posted was "Cancer cells metastasize?" on Oct 31, 2019 11:21 AM
- You also have 14 New Responses!

This will bring you to the main eQuestions page (see below).

**eQuestions**  
Submit your eQuestions here

Below you will find a listing of your previously posted questions and new responses from tutors. All of the questions are grouped by subject. If you wish to view a message in detail, click on the Topic to see the message thread in full. Use the search engine below to look up a specific post.

Search Your Archived Questions

Old eQuestions

New - Indicates a new tutor reponse.

Math Questions

| Status | Date Posted               | Topic                                 | Question                                                                 |
|--------|---------------------------|---------------------------------------|--------------------------------------------------------------------------|
| New    | Mar 10, 2018 11:39 AM PST | <a href="#">completing the square</a> | Complete the square:<br>$5x^2+20x+3$                                     |
| New    | Nov 27, 2017 10:58 PM PST | <a href="#">hi</a>                    | What is your question? is this working?                                  |
| New    | Nov 15, 2017 09:49 AM PST | <a href="#">How to Solve for "X"</a>  | When I get a problem like this:<br>$3x+12=64$<br>How do I solve for "X?" |

Although your eQuestions page may not look exactly like the one above, it should look similar.

What you are seeing is a complete list of all of the eQuestions the tutors before you have submitted when completing their training as eTutors.

When you're done browsing the eQuestions, push the button that says, "Post a new Question." When you do, an eQuestion dropdown menu will appear.

Please complete the form below to help us respond effectively to your question.

[View All Your Questions](#)

### Step 1: Choose Your Subject

Choose a subject from the drop down menu.

NOTE: Only subjects with tutors scheduled are listed.

[Submit](#)

Click on the dropdown box and select "Writing Lab."

**Note:** An eQuestion can only be viewed and answered by the tutors who tutor the subject the student selected for that particular eQuestion.

When you have selected your subject, the eQuestion submission form will appear (see below). Please fill out the form as completely as possible with a question of your choice and push the button that says, "Submit your eQuestion."

### Step 1: Choose Your Subject

Choose a subject from the drop down menu.

NOTE: Only subjects with tutors scheduled are listed.

[Submit](#)

### Step 2: Post an eQuestion

**Course Name**

**Textbook Name**

(Algebra I, not Math101, for example)

**Chapter Title**

**Section Title**

**Question Topic**

Fill the form out  
as completely  
as possible

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What is your question?

What steps have you taken?

Where are you having difficulty?

Click here when you're done.

Next, return to the student homepage.

Now that you're back on the student's homepage, click on "Submit your paper to the Writing Lab," which appears in the writing lab box.

## Writing Lab

[Submit your paper to the Writing Lab](#)

Writing Lab Archives  
[View past submissions](#)

- Last Paper Submitted was "Midterm " on Jun 17, 2021 11:44 AM

The current writing lab response time is under 24 hours

## Ann

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Next, the submission form will appear. It's quite extensive, so just the top appears below.

Use the form to submit any document you happen to have available. Make sure to fill out the form before selecting your file and submitting.

[Home](#)
[Live Tutoring](#)
[eQuestions](#)
[Writing Lab](#)
[Schedule](#)
[Resources](#)
[Support](#)
[Logout](#)

## Writing Lab

Detailed view of your eWriting submission complete with corresponding tutor comments and posted documents. Add your own response using the Comment area below.

### Upload a New Writing Assignment:

In order to upload a first draft of your assignment to a tutor, you will need to fill out the form below. Please provide as much information as you can in the submission form. The more your eTutor knows about your assignment and the help you need, the better s/he can assist you with your work.

[Previous Writing](#)
[Writing Lab Main Page](#)

### eWriting Student Submission Form

**Course Name and Number**

(e.g. English 101)

**Course Subject**

(e.g. English, History, Sociology, etc.)

**Instructor's Name**

**Title**

Title for this writing sample.

**Number of Pages** [If Your Paper is Longer than 8 Pages, please see these instructions](#)

0

**Please provide a detailed description of your assignment.**  
 Include the topic, the type of submission (such as research report, personal reflection, contrast / comparison, argument, or any language like this used by your instructor), whether you are required to or allowed to refer to any sources (essays, books, etc.), and required length. Be as specific as possible.

Writing Assignment Description

Please note that students may upload their assignment sheets for your perusal, and that they're encouraged to enter their citation method, if they know it.

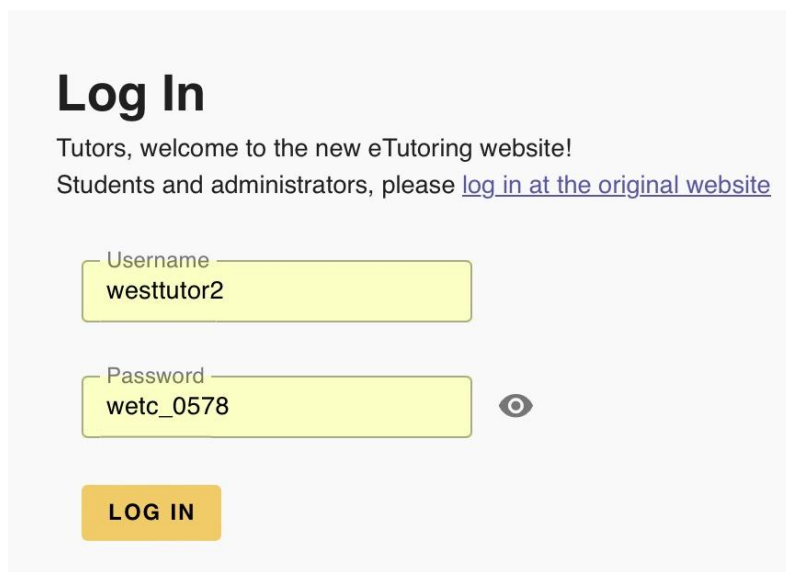
Note: The site does not require that the student fill out any of the boxes on the submission form except the part where they attach their papers. This means that students can (and often do) submit papers with little or no information. Urging the student to fill out the submission form completely is a part of every writing tutor's job.

Remember, this is exactly the process our students follow when they want to submit a new assignment. Keeping this in mind when you tutor will help you understand how students experience eTutoring.

Next, return to the homepage and push the **log out button** in the upper right corner of the page. Our next step is to view the app as a tutor.

#### THE TUTOR PERSPECTIVE: LOGGING IN AS A SAMPLE TUTOR

Next, go to [the tutor login page](#), which is currently located on a different page than the student site. The page you land on should look like the screenshot below; if it doesn't, you're in the wrong place.



The screenshot shows a login interface with the title "Log In". Below the title, a welcome message for tutors is displayed, followed by a link for students and administrators. There are two input fields: "Username" with the text "westtutor2" and "Password" with the text "wetc\_0578". A toggle icon for the password field is visible. At the bottom, there is a yellow "LOG IN" button.

**Log In**

Tutors, welcome to the new eTutoring website!

Students and administrators, please [log in at the original website](#)

Username  
westtutor2

Password  
wetc\_0578

LOG IN

Log in with the following username and password:

Username: **westtutor2**

Password: **wetc\_0578**

If you log in successfully, the eTutor homepage will appear:

The screenshot shows the eTutoring interface with the following elements and callouts:

- 1**: MAIN tab in the top navigation bar.
- 2**: Document icon in the Writing Lab widget.
- 3**: Document icon with a plus sign in the Writing Lab widget.
- 4**: Turnaround time indicator in the Writing Lab widget.
- 5**: Question icon in the eQuestions widget.
- 6**: Question icon with a plus sign in the eQuestions widget.
- 7**: Announcements section header.
- 8**: Theme switch icon in the top right.
- 9**: User profile icon in the top right.
- 10**: Document icon in the top right.
- 11**: Question icon in the top right.
- 12**: Clock icon in the Tutoring Status widget.
- 13**: CLOCK IN button in the Tutoring Status widget.
- 14**: Upcoming Shifts section header.

1. Main Toolbar: This is your main shortcut to all of the features and tools in eTutoring. The black underlining tells you which tab you have open. We'll cover all of these options as we move through the training.
2. In the Writing Lab widget, you'll find a snapshot of what's going on in the Writing Lab right now. First, you'll see how many documents are in your Responses file awaiting your response (sometime in the past, you clicked on a paper but didn't respond). If there's a paper awaiting your response when you login, you should respond to it or return it to the queue immediately.
3. This part of the Writing Lab widget indicates how many papers are currently in the writing lab queue.
4. Writing Lab turnaround time: this is the average wait time for the 10 students who most recently received responses to their papers and a general indication of how long students are currently waiting for responses.
5. Unanswered eQuestions: These are eQuestions that you've claimed (and removed from the queue) but haven't responded to yet. If you have unanswered eQuestions, you should make sure to answer them or return them to the queue ASAP.
6. New eQuestions: These are new eQuestions, currently in the queue awaiting responses. You will only be able to see the eQuestions posted in the subjects you tutor.
7. Announcements: eTutoring admins may occasionally post announcements here.
8. Theme switch: eTutoring can now be viewed in either light mode or dark mode. Click on this to change the theme.
9. Name & Profile page: If you click on your name, you can see important tutor profile settings and change some of them.. We'll cover this in more detail later.

10. Alert icon: Papers requiring responses. This orange icon shows you how many papers are awaiting responses in your responses file.
11. Alert icon: eQuestions awaiting responses. If you see this orange icon in your notification bar, you have an eQuestion in your Responses file that you need to respond to during this shift.
12. Out/In at: This shows the last time you clocked in or out.
13. **Clock in/Clock Out Button:** Every time you log in for a shift, you must push this clock-in button. Before you log out, you must push it again to clock out.
14. Upcoming shifts: This section lists your upcoming shifts; it refreshes every time you log in. When you get your own tutor login, please check this box frequently and contact the director if the shifts listed here are incorrect.

## Upcoming Shifts

|     |                              |
|-----|------------------------------|
| Thu | Dec 14 Writing Lab (2.5 hrs) |
| Tue | Dec 19 Writing Lab (2.5 hrs) |
| Thu | Dec 21 Writing Lab (2.5 hrs) |
| Tue | Dec 26 Writing Lab (2.5 hrs) |

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### THE CLOCK-IN/CLOCK-OUT BUTTON

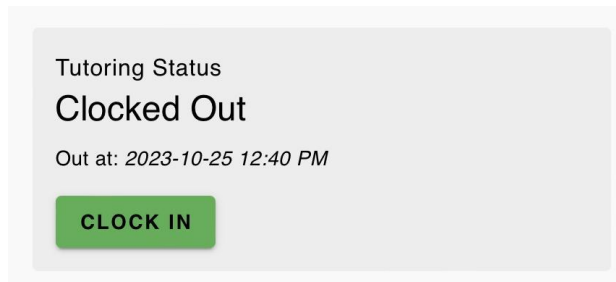
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#### CLOCKING IN

Tutors must clock in at the beginning of every shift and clock out before logging out at the end of every shift. Every clock in and clock out is recorded by the site and can be viewed in the reporting tools by your coordinator and the director. Those same reporting tools are used to determine if you are showing up for your shifts and for how many hours you will be paid. In other words:

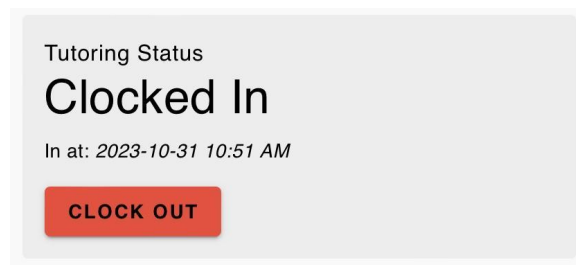
The clock in/out button determines your attendance and pay, so please read this section very carefully!

You clock in by pushing the **green** button on the right side of the page.



Note: This training account is set to Pacific Time, so if you're in another time zone, the time you see on the clock-in button may not accurately reflect the current time. Your official eTutor account will be set to your institution's time zone.

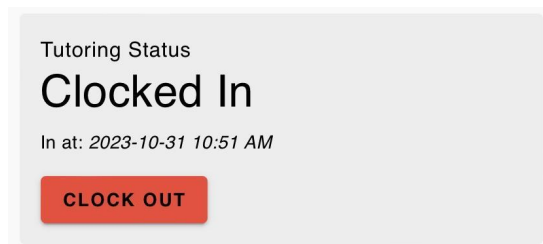
After you've pushed the clock-in button, you'll notice that it will turn red and display the last time you clocked in (see below).



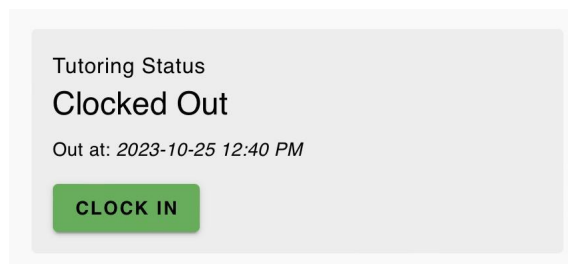
NOTE: Make sure the clock out button is **RED** and says you're clocked in **before** you start working.

#### CLOCKING OUT

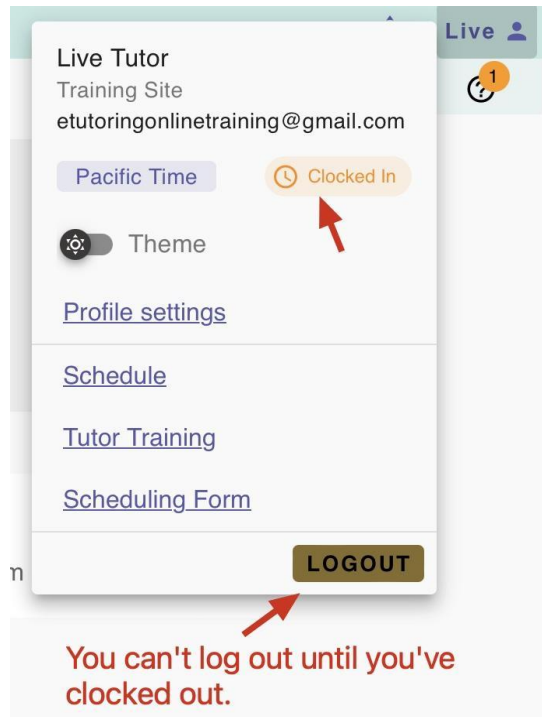
At the end of every shift, you will need to return to your eTutoring homepage and push the **red** CLOCK OUT button:



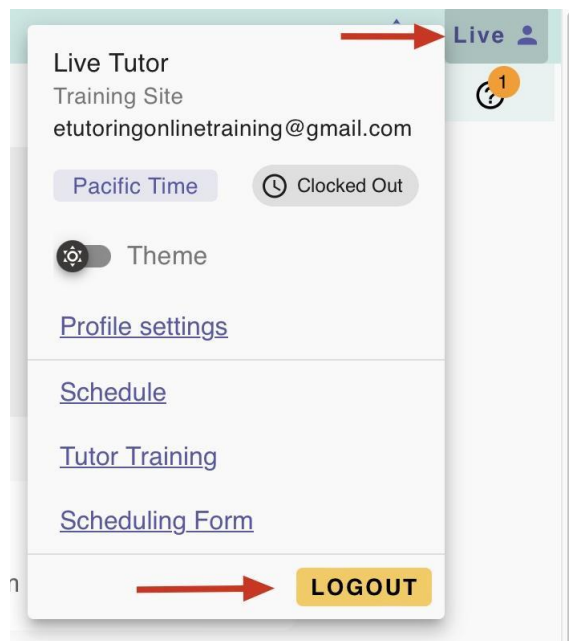
When you push the red CLOCK OUT button, it will turn **green** and show the time at which you clocked out:



After you've clocked out, you can log out by clicking on your name in the upper right corner. If you try to log out without clocking out first, eTutoring will gray out the logout button and remind you that you're still clocked in.



Once you've clocked out, the logout button will be clickable again.



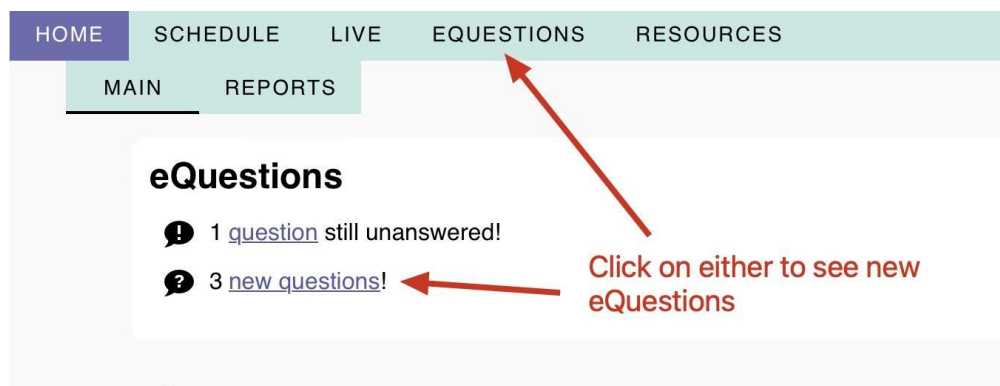
Next, you should log out and close your browser.

**Very Important Note:** Only YOU can clock in. The site cannot (and will never) clock you in or out. If you close either your tab or your browser without clocking out and logging out, you'll remain clocked in and logged in.



#### NAVIGATING THE APP: ANSWERING eQUESTIONS

Next, go back to the tutor homepage and click on “new questions,” or click on “eQuestions” on the toolbar.



As you can see from the screenshot above, if there are eQuestions awaiting answers, the eQuestions box will show you how many are in the queue. This number depends on how many eQuestions have been submitted in the subjects you can tutor; **you will only be able to see and answer the eQuestions in those subjects for which you are a tutor.**

**NOTE:** If there are no questions in the queue, it means that every eQuestion in the subject(s) you tutor has already been answered.

In other words, a math tutor will see only math eQuestions, a calculus and accounting tutor will see only calculus and accounting eQuestions, and a writing tutor will only see writing eQuestions. This

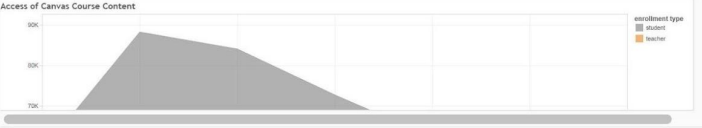
means that tutors who tutor the same subjects you tutor and who log in at the same time will see the exact same eQuestions in the queue.

**NOTE: All tutors in a given subject are collectively responsible for answering all of the questions in the queue. eQuestions cannot be deleted or removed from the queue; they MUST be answered.**

The eQuestion queue appears below. Your page will probably look different from the one below; however, the layout of the eQuestions queue is the same for every tutor.

### eQuestions Queue

Click on the Topic to respond to a question. Once you click on a question, you MUST answer it or return it back to the Queue from the eQuestions 'My Responses' page.

| Topic                                                          | Subject                | Question                                                                                                                 | Student            | Updated            |
|----------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|
| <a href="#">How to Solve Synthetic Division Problem with i</a> | American Sign Language | How do you solve a synthetic division problem where a factor of the expression includes +/- i                            | Wetc Student       | 11-27-2021 11:57am |
| <a href="#">test</a>                                           | Accounting             | Trying out some pasting of images:<br> | Sequential Numbers | 5-2-2022 8:05pm    |
| <a href="#">Creating a new java file</a>                       | Computer Science       | How do you create a new class/file in Java?                                                                              | Wetc Student       | 1-3-2023 11:10am   |

refreshed at 2:48pm

Please read the eQuestions page carefully. Here are some things to remember:

1. eQuestions are listed from oldest to newest, regardless of subject. If you tutor multiple subjects, they'll still be listed oldest to newest. If you have the expertise required to respond to the first eQuestion in the queue, then you should respond to it.
2. When you click on an eQuestion, it is removed from the queue and placed in your eQuestion Responses file (see the next section of this chapter). Once an eQuestion is in your Responses file, it will remain there until you answer it or return it to the queue.
3. To claim an eQuestion and respond to it, click on the topic in the "Topics" column.

When you're done studying the eQuestion queue, click on the eQuestion you submitted when you were logged in as a student. When you click on the eQuestion, it is moved automatically to your responses file and will appear as it does below.

HOME SCHEDULE LIVE **EQUESTIONS** WRITING RESOURCES

EQUESTIONS QUEUE MY RESPONSES QUESTION

Click here to return the eQuestion to the queue. →

Topic: Terminology RETURN

Notice that Question is underlined when you're looking at an eQuestion.

**Question Details**  
 Wetc Student student Posted: 10-5-2022 8:48pm  
 Viewed by tutor: 11-1-2023 12:58pm

|                                                                                       |                                                                                                                                                                           |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question:                                                                             | What separates a dystopia from a utopia and how can you tell in writing?                                                                                                  |
| Subject                                                                               | Writing - Live Sessions                                                                                                                                                   |
| Course Name                                                                           | Studies in Sci-Fi                                                                                                                                                         |
| Textbook Name                                                                         | The Big Book of Science Fiction                                                                                                                                           |
| Chapter Title                                                                         | Dystopia and Utopia                                                                                                                                                       |
| Section Title                                                                         | Tropes                                                                                                                                                                    |
| What steps have you taken?                                                            | I looked it up on google.                                                                                                                                                 |
| Where are you having difficulty?<br>What do you think is giving you the most trouble? | Understanding the elements that point to either a dystopia or utopia in specific sci-fi stories. Not being able to understand connotations is giving me the most trouble. |

**Responses:**  
 There are currently no responses.

**ADD NEW RESPONSE**

← → Paragraph **B** *I*

Type your response here.

p 0 words

Keyboard tip: Alt-F10 for toolbar

SUBMIT YOUR RESPONSE ← Click here to submit your response

There are a few things to notice here:

- On the toolbar, the eQuestions tab is open and "Question" is underlined because you're currently looking at an eQuestion.
- If you claim an eQuestion and then discover that you don't have the expertise required, you can return the eQuestion to the queue (more on this process later).
- At the bottom of the page is a text box where you can type your response, including any pictures or links you think might help.
- The "Submit your response" button won't be clickable until you've typed your response in the text box.

However, **before you answer your eQuestion, click on the “My Responses” tab under**

HOME SCHEDULE LIVE **EQUESTIONS** RESOURCES

EQUESTIONS QUEUE **MY RESPONSES** QUESTION

Topic: **Creating a new java file** RETURN

**Question Details**  
Wetc Student **student** Posted: 1-3-2023 2:10pm  
Viewed by tutor: 11-2-2023 12:46pm

Question: How do you create a new class/file in java?

**eQuestions.**

When you've clicked on the “My Responses” tab, your eQuestion Responses tab will open, with a complete list of the eQuestions you've claimed.

SCHEDULE LIVE **EQUESTIONS** WRITING RESOURCES eTutor Training Institute

STIONS QUEUE **MY RESPONSES**

**My eQuestions Responses** Search

| Status | Topic                       | Subject                 | Student      | Updated          | Actions |
|--------|-----------------------------|-------------------------|--------------|------------------|---------|
|        | <a href="#">Terminology</a> | Writing - Live Sessions | Wetc Student | 10-5-2022 8:48pm |         |

refreshed at 12:59pm

**eQuestion Status Types**

- Needs Response:** An eQuestion that is waiting for your response.
- Follow-up Posted:** The student has posted a follow-up to a question that you have previously responded to. Please **DO NOT** open this unless you are ready to view the new question and respond.
- Finished:** An eQuestion you have responded to in the past (no action needed).

Any eQuestion with a red exclamation point (!) requires your attention. You can either click on the eQuestion's topic to respond to it, or you can click on the “return to queue” button on the right side of the page.

### Important Note:

Any time you click on an eQuestion and then navigate to another part of eTutoring, the eQuestion will be removed from the queue and placed in your eQuestion Responses file. eQuestions you clicked on but did not answer will appear in your archives as **red exclamation points**. **They will remain there, unanswered, until you respond to them or return them to the queue.** Once an eQuestion enters your responses file, **no one else will be able to view or respond to it. If you cannot respond to an eQuestion please return it to the queue as soon as possible.**

Proceed to the next section to read more about how you should respond to the eQuestion you posted as a student earlier in the training process.

### BEST PRACTICES: ANSWERING eQUESTIONS

1. **Always thank the student for submitting.**

2. **Write in a conversational tone and do your best to make sure your responses have a human voice.** Some students already think the site is run by robots. Answering in a conversational tone and with a human “voice” will help students connect to you and shrink the perceived digital distance between you.
3. **Use encouragement:** Use positive comments and encouraging statements throughout your responses to students’ questions.
4. **Attempt to instruct/assist the student yourself:** If a question is blank, or the student has started and not finished a question, write back to the student with suggestions for providing a more meaningful submission.
5. **Avoid making assumptions** about the extent of a student’s knowledge in a given subject area. Your reply needs to be thorough enough for a student with limited knowledge to understand the information. Be as detailed as possible in your reply.
6. **Give more than one option** for answering a question or solving a problem when several options exist.
7. **Use examples and links to illustrate your point.** Your examples should illustrate the problem the student is asking about, but they should not be exactly the same. You can also include links in your answer to the eQuestion, but you should explain the links and put them in context. Do not simply paste a link into the eQuestion box; instead, explain where the link will take the student and why you think it will be helpful.
8. **Show the student some of the options and steps involved in resolving the issue and let him/her choose which is best for him/her.** For example, you don’t want to simply fix the student’s grammar or citation formatting. Give the student some options and leave the rest for the student to complete. We are always reassuring faculty and staff that we don’t simply complete their students’ homework for them. When you complete someone’s homework for them, they don’t learn as much as they do when they have to sit and puzzle it out for themselves. Let’s make sure we keep our promise to faculty members; **do not completely answer questions or solve problems for students. One or two steps is OK, making actual changes to the student’s text is not.**
9. If you don’t know an answer to a question, don’t give up right away and say you don’t know. **Attempt to research the question** and share the information you find with the student. Remember that the eTutoring **Resources** page includes resources that are available to both you and the student.

#### EXAMPLE: A STRONG eQUESTION RESPONSE

Please read the sample eQuestion below.

| Date Posted                                      | Student Post                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing Tutor, Helpful</b><br>1/21/16 9:07 PM | <p>Hello WeTC Student,</p> <p>Thank you very much for your question, I would be happy to help. I understand that beginning a summary can be a bit confusing because it is quite different from other kinds of written introductions. One of the most important things to remember when beginning a summary is to include the author of the material to be summarized, and its title. The introduction of a summary should also include a concise main idea.</p> <p>For example, I were beginning a summary of The Scarlett Letter, which is a novel by Nathaniel Hawthorne, I would do so as follows:</p> <p>In The Scarlet Letter by Nathaniel Hawthorne, the author tells the story of a young woman who is ostracized from her puritanical community because she has a child out of wedlock.</p> <p>I have also provided links to a few resources which provide helpful tips for writing summaries.</p> <p>Summary: Using it Wisely<br/> <a href="http://writingcenter.unc.edu/handouts/summary-using-it-wisely/">http://writingcenter.unc.edu/handouts/summary-using-it-wisely/</a></p> <p>How to Write a Summary<br/> <a href="http://depts.washington.edu/owrc/Handouts/How%20to%20Write%20a%20Summary.pdf">http://depts.washington.edu/owrc/Handouts/How%20to%20Write%20a%20Summary.pdf</a></p> <p>Best Regards,</p> |
| <b>Student, WeTC</b><br>1/20/16 12:06 PM         | <p>How should I begin a summary? I'm not sure what the first couple of sentences should include.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

There are a few important things to note about the tutor's response to this eQuestion:

1. The response is detailed.
2. The response is written clearly; the tutor uses space to make the response easy to read.
3. The tutor *explains* the steps involved, but doesn't take those steps for the student *or* post a solution.
4. The tutor uses an example that is unrelated to the student's topic.
5. The tutor responds directly to the student's specific concerns (especially regarding the first couple of sentences).
6. The tutor includes links, along with a detailed explanation; links are not just dropped into the response box and expected to do all the work for the tutor.

When you're done answering your eQuestion, push the "Submit Your Response" Button.

**NOTE:** When you push "Submit Response," the eQuestion will be moved to your Archives permanently, but its status as an eQuestion that has been answered changes it from a **red exclamation point** to a **black checkmark**. When you click on this sample account's archives now, you'll find that the question you posted and answered now has a black checkmark next to it, indicating that the work on that eQuestion is complete. Great work!

It's time to start learning about the Writing Lab, which makes up the bulk of a writing tutor's shift.

You have already submitted a paper to the Writing Lab queue, so you know what the process looks like from the student's end. Once you have read a bit more about the principles and best practices of responding to student papers in the Writing Lab, you'll respond to the sample student paper in [Appendix A](#). First, though, we'll cover what a response looks like and the reasoning behind why we respond to papers the way we do.

### OUR PHILOSOPHY AND PEDAGOGY

As a trained writing tutor, you are probably already familiar with writing center pedagogy. This means that most of the subjects we'll cover here will be familiar to you, even if you don't use the same terminology.

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#### QUALITY OVER QUANTITY

First, it's important to dispel some of the mistaken assumptions that many of us bring to online tutoring.

**Myth #1:** *Online tutoring sites are paper mills.*

The most harmful of the assumptions made about online tutoring is that eTutoring is a paper mill - that we write students' papers for them. Nothing could be further from the truth. Students submit complete or nearly complete drafts to the Writing Lab, and we respond to them. Aside from the letter section of the response, neither you nor your fellow writing tutors will do any original writing through eTutoring.

**Myth #2:** *Our goal as tutors (and as a consortium) is to "crank out" as many responses as possible.*

This myth seems to be based on basic misunderstandings about the consortium and how it works.

Here are some reasons why we prefer quality to quantity.

- a) The WeTC is a non-profit run by a council of professors and tutoring center administrators. None of these professors or administrators is interested in shoddy responses that are written in 15 minutes or less. What we really want are high quality responses that help our students.
- b) eTutoring was built on a belief in the merits of revision and students are encouraged to submit up to three drafts of every assignment. The consortium recognizes that revision is one of the most important parts of the writing process. When students work on their papers between submissions, their work becomes more advanced, and this allows our tutors to respond with an ever-increasing level of attention to detail. Our tutors meet students where they are and give them the advice they need to become better writers.

- c) The WeTC is not “paid by the paper” and neither are the tutors. Each member institution pays membership and usage fees to the WeTC, so students experience eTutoring as a free service.

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#### RESPONSE TIME EXPECTATIONS

Our experienced tutors work through papers at the rate of about one paper every half hour. We expect new writing tutors to take between 45 minutes and an hour to write a response. As you get more practice navigating the site and addressing student concerns, you should try to write your responses in about 30 minutes.

#### **Why 30 minutes?**

- First, professors and writers from all walks of life, from journalists to Hemingway to Shakespeare, have deadlines and we all do our best to meet them. It is quite common for professors to attempt to respond to each student paper in 20-30 minutes. They don't set this goal because they are bad teachers; nor are they picking a time limit out of thin air. 20-30 minutes is widely considered a reasonable, practical amount of time in which to respond to the majority of issues in undergraduate writing.
- Think about your face-to-face writing center for a moment. How long are your appointments? If you serve students as they walk in the door, do you limit how long the tutorial can take if people are waiting in line? Most undergraduate writing center appointments are limited to an hour, but think about how those face-to-face sessions differ from what you've seen of the Writing Lab so far. Tutors in face-to-face centers actually talk to the students. The students ask questions and, in addition to reading the paper and consulting texts, there is always discussion and negotiation of each point. The eTutoring Writing Lab is limited to what is written on the page and most of our tutors sit in a quiet space so they can concentrate on the work in front of them. If you think about it that way, 30 minutes is not an unreasonable amount of time to spend on a student paper.
- Some tutors think 30 minutes is not enough time. And when they're just starting out, they're probably right. They might also be trying to address every single problem in the paper. But because we are focused on revision and the drafting process, the focus is not on the product but on the *process*, and the process is based on scaffolding, wherein one issue, when the writer attempts to correct it, may lead the writer to other, more complex issues with more complicated solutions. This “revise and resubmit” process, building on the decisions the writer makes, is meant to make better writers, not just better papers. So even if 30 minutes doesn't seem like enough time right now, as you get used to the site and the protocols, you should work toward crafting 30-minute responses.

#### **Why addressing every single issue in a paper isn't a good idea**

Throughout the writing, revising, and feedback process, there is a good deal of productive

resistance and tension. Tutors struggle with what to critique, how to phrase their comments, and how to prioritize their concerns, while students work to understand the tutor's comments and decide how and whether to revise. However, just because a tutor's response is long or covers nearly every flaw in the student's paper does not mean that learning or writing is proportionally improved. The only guarantee is that the response takes more of the tutor's time. I heartily recommend a perusal of the well-regarded Richard Haswell article, "The Complexities of Responding to Student Writing; or, Looking for Shortcuts via the Road of Excess," (<http://wac.colostate.edu/atd/articles/haswell2006.cfm>) in which he makes the following points:

"There is one hard-earned identity, however, that some teachers build for themselves and that I can especially recommend. It is based on an understanding of the very complexity of response I have been describing, and on the pragmatic knowledge of response practices that are both sustainable and functional, sustainable because they are efficient for the teacher and functional because they are lucid and focused enough for students to put into use. This responder identity might be described as craft wise. Like experienced fixers in all trades, craft wise responders have learned to home in on the main problem and attend to it with as little effort as possible.

Their wisdom boils down to eschewing the traditional cover-all-bases approach to writing response and adopting a smaller task-specific, problem-specific, and learner-specific method. The techniques and advice have been around for a long time. Know your student and limit your response, especially your advice for further work, to no more than one or two things your student can do. It is a response easy in the making but not easy to make. It requires sifting through the options and contradictions of regulation, navigating the constraints of consumption, weighing the cost of production, critiquing the masks of representation, and working with and not against student and teacher identities. It is no surprise that the advice often emerges from faculty who have intensively studied student response to teacher response: Diogenes, Roen, and Moneyhun (1986) and their work with English instructors; MacAllister (1982), Mallonee and Breihan (1985), and Lunsford (1997) and their work with campus faculty; Zak (1990) and her conversations with students over her own comments; above all Harris (1979) and her years of experience conferencing with writing-center students of other teachers. Long of birth, the advice emerges from a teacher-identity again born of resistance—but in this case a resistance to the stubbornly rooted professional position of full correction. Yet it is advice that will meet another resistance, the student's, whose own development so often prefers the safe and known and is therefore reluctant to pull the one switch that might further that development. Clear in its directions, easy to consume for the student, easy to produce for the teacher, this particular response practice seems to have everything going for it. But it doesn't come with guarantees."

No response style comes with guarantees, which is a point Haswell makes particularly clear as he navigates the various conflicts, resistances, and identities at the forefront of every teacher/student

response. But in the end, Haswell settles on the response style that the WeTC has embraced; *rather than address every error in a paper, we prioritize the problems in the piece and focus on just three (and sometimes four) issues*. The adoption of this response style is a result of the WeTC coordinators' experiences as well as the pedagogy informing their respective tutoring and writing centers.

The next two sections describe two functional strategies for prioritizing the areas of concern for a given paper: AFOSP and Higher-Order/Lower-Order Concerns (HOCs and LOCs). When responding to a paper, you should use the strategy that works best for both you and the student.

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#### PRIORITIZING YOUR CONCERNS (OPTION 1): A.F.O.S.P

AFOSP is an acronym developed at Washington State University's well-regarded writing center. It describes the order in which tutors should address any concerns they see in student papers. Using AFOSP, the paper's alignment with the assignment requirements is always addressed first and lower-order concerns like proofreading are addressed last.

**A**ssignment

**F**ocus

**O**rganization

**S**upport

**P**roofreading

**A is for Assignment:** The first thing a writing tutor should consider is whether or not the student has fulfilled all of the assignment requirements. If the assignment is to write an argumentative essay and the student has written a personal narrative, then that issue needs to be addressed before issues like how well the student supports any claims they make in the piece. After all, if the student isn't answering the question posed by the assignment, then it won't do much good for the student to work on supporting their claims with research; to do so would be to spend time on revising a paper that is fundamentally flawed because it doesn't fit into the assignment requirements.

**F is for Focus:** Addressing a paper's focus can be a rather complex process. Does the writer indulge in tangential points or paragraphs? Does each paragraph support the thesis? Does each sentence in each paragraph apply directly to the point being made in that paragraph? These are the kinds of questions you should ask yourself when considering a paper's focus.

**O is for Organization:** The complexity of a paper's organization depends on its length as well as the complexity of its thesis and the points made to support the thesis. When studying a paper's organization, the tutor should consider paragraph order, sentence order within the paragraphs, topic sentences, the location of the thesis, transitions, the order of the sections (if the paper is divided that way), use of section headers, and the title. Genre-specific considerations include appropriate headings for lab reports, literature reviews, nursing papers, and resumes.

**S is for Support:** When considering the use of support throughout the paper, the tutor should consider: the appropriate use of quotes and paraphrasing; citation formatting; the formatting and structure of the works cited page, bibliography, footnotes, and endnotes; the use of contemporary sources (unless the student is studying a specific time period or author, her/his sources should not be more than ten years old); use of signal phrasing to introduce quotes; the structure of block quotations; the quality of the sources themselves (are they reputable and appropriate for college-level work?); the support of quotes with additional explanations in the writer's own words; and the avoidance of logical fallacies.

**P is for Proofreading:** Proofreading is the last step in AFOSP because it's not very helpful to look at grammatical or sentence-level errors in a piece of writing that will require extensive revision, reorganization, or research. The more extensive the revisions required at the A, F, O, and S levels, the less time and attention should be spent on proofreading for simple errors.

**Note:** Tutors should look for trends in grammatical errors and point out only a few instances of that error in the paper rather than attempting to find and point out every single error. Students should be encouraged to find similar errors in the rest of their text independently; otherwise, they will always be dependent on others for proofreading.

Tutors should also keep in mind that although students almost always ask for help with proofreading, the tutor should still focus on A, F, O, and S first, reminding the student that it's not a great use of their time to make sure every sentence is perfect if they're going to revisit the thesis or entire paragraphs.

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#### PRIORITIZING YOUR CONCERNS (OPTION 2): HOCs AND LOCs

HOCs are "Higher Order Concerns," and LOCs are "Lower Order Concerns." As a writing tutor, you may choose to use either system, AFOSP or HOCs and LOCs, to prioritize your concerns with a piece of writing.

To briefly summarize how the two systems match up, **A**ssignment, **F**ocus, **O**rganization, and **S**upport are all higher order concerns. **P**roofreading is a lower order concern.

Higher Order Concerns include the following issues:

- Alignment to assignment requirements
- Strength of the thesis
- Logic
- Organization
- Content Development (rich rather than superficial)
- Paragraph formation
- Transitions
- Integration of sources & citation formatting

- Quality of introduction
- Quality of conclusion

Lower Order Concerns include the following issues:

- Sentence structure
- Grammar
- Diction and tone
- Mechanics
- Formatting (headings, titles, paragraph spacing)

In a given paper, tutors should spend most of their time addressing HOCs rather than LOCs. For example, in a response to a student, you might address three HOCs and only one LOC. **Do not spend all of your time and energy on LOCs when there are pressing HOCs to consider and address.**

### THE WRITING LAB RESPONSE IN THREE PARTS

To be considered complete, every Writing Lab response must be made up of three parts:

- 1) The opening letter
- 2) The embedded comments
- 3) The next steps list

The next three sections will explain the purpose of each part of the Writing Lab response. Examples illustrating the principles of each of the three parts will help you figure out what your letter, embedded text, and next steps lists should cover.

### THE OPENING LETTER

The opening letter should introduce the tutor, set student expectations, and cover at least three but not more than five issues. The issues should be addressed in order of importance, with the most pressing issue addressed at the beginning of the letter and the other issues following it. Here are the components of a successful opening letter:

- A. The tutor's opening letter appears BEFORE the student's text, at the very top of the document.
- B. Greeting: Greet the student by name and in a friendly manner. Use your own voice to connect to the student and make them feel at ease.
- C. Compliment the student in a specific, sincere way. Good compliments refer to specific parts of the student's paper and/or note the positive ways in which readers will respond to the text. Avoid vague compliments like, "good work!" and don't focus on items that may be out of the student's control, such as the topic of the paper. Instead, compliments should be specific and sincere.
- D. Explain problems with higher order concerns (HOCs) like fulfilling the assignment requirements, focus, organization, and support, and use examples when possible. Examples can be from the student's own text, the web, or both.

- E. Your letter should contain paragraph breaks where appropriate to increase readability.
- F. Don't try to fix everything! Remember that eTutoring is based on the concept of revision. Cover the three most important issues in the text and trust the next tutor to take it from there.
- G. Include links to helpful resources on the web, but make sure those resources are reputable and be sure to tell the student what they can expect to get from them.
- H. Explain a trend or two in LOCs/proofreading errors and use examples to show the writer the options they have for correcting those errors.
- I. Explain that your response will also include embedded comments and a next steps list.
- J. The letter may include your signature, but you may also sign your name after the next steps; this can be adjusted per your preference as long as your first name appears somewhere in the response.
- K. The letter includes options for revision when options are available. For example, the solution for run-ons isn't always the simple insertion of a period in the proper place. Sometimes a semicolon is appropriate, but most of the time, a comma and conjunction would work better. Try to explain the merits of each choice.
- L. Enthusiasm is good, but excessive punctuation is not. Consider the differences in tone between "What do you mean by this?" and "What do you mean by this???" Traditional punctuation is *always* sufficient.
- M. The letter should include a reminder that the student may submit an assignment up to three times.
- N. A submission form and an example of a strong opening letter appear below. All of the examples in this section are from the same student submission. Please read through the entire submission form and letter below.

| Initial Student Submission     |                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Name:</b>           | [REDACTED]                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Course Title:</b>           | Sociology 101                                                                                                                                                                                                                                                                                                                                                              |
| <b>Subject:</b>                | Sociology                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Date Submitted:</b>         | 9/8/13 7:37 PM                                                                                                                                                                                                                                                                                                                                                             |
| <b>Document Title:</b>         | Part 2: Research Methods in Social Science                                                                                                                                                                                                                                                                                                                                 |
| <b>Document Description:</b>   | According to what you read in McIntyre's articles, "Doing the Right Thing," what is the most important duty of the ethical researcher? Then, consider the other articles assigned for this unit: what were the risk(s) to those being studied? In your judgement, in each case were the research subjects adequately protected against the risks? (Explain why or why not) |
| <b>Help Area:</b>              | Organization of details, and adequate support of main ideas                                                                                                                                                                                                                                                                                                                |
| <b>Type of Help Requested:</b> | Analyzing an issue, Describing something                                                                                                                                                                                                                                                                                                                                   |
| <b>Citation:</b>               | MLA                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Comments:</b>               |                                                                                                                                                                                                                                                                                                                                                                            |
| <b>File:</b>                   |  <a href="#">Part2-ResearchMethodsInSocialScience.docx</a>                                                                                                                                                                                                                              |

Hello, \_\_\_\_\_,

Thank you for your paper submission to eTutoring! My name is \_\_\_\_\_, and I will be your writing tutor for this session. You have asked for help with organization and adequate support of your main ideas. I can help you with this as well as make recommendations for other areas that may need improvement. I will begin with your paper's strengths, list areas needing improvement with description, embed comments into your paper, and finish with a list of next steps to follow.

### **Your Paper's Strengths**

It looks as if you have understood the importance of the potential ethical problems presented by each of the articles. In addition, most of your sentences are well-structured and easy to follow. Nice work!

### **Help Areas**

#### **Introduction**

I understand from your submission form that your assignment was to describe the most important lesson from McIntyre's article and then evaluate the other articles from class based on McIntyre's ideas about confidentiality. Although it's not always clear, I think you're on your way to achieving the assignment objectives. One thing you might want to consider is revising the introduction so that it includes the names of all the articles you'll be discussing in the paper. Currently, the introduction makes it sound like you'll just be summarizing and/or analyzing the McIntyre article. If you mention the other articles in the introduction, the reader will have a much better idea of what to expect from the rest of the paper.

For help with developing an introduction, visit the following link:

<http://writingcenter.unc.edu/handouts/introductions/>.

#### **Thesis Statement**

To help organize this draft, be sure that each topic sentence of each paragraph relates back to your thesis statement. It looks as if your thesis statement might be one of these two sentences: "The ethical researcher must ensure that in their research and analysis they are adequately protecting their subjects. An ethical researcher must also conform to the ethical code, which is they have an obligation to keep information confidential to themselves even if they do not have the legal right too." The second sentence is cited, however, and in most cases the thesis should be your own, original idea. In addition, I think the first sentence quoted above is actually a clearer, more straightforward thesis.

Once you've decided what your thesis is, you should add an evaluative statement of the other articles you'll be looking at in your paper to the end of it. For example, do most of the studies explained in the articles fulfill McIntyre's requirements for confidentiality? Or do most of them fail her confidentiality test? You could also tie the articles together by noting the parts of confidentiality that are most difficult to maintain or consider.

Here is a link that may help you revise your thesis statement:

<http://grammar.ccc.commnet.edu/grammar/composition/thesis.htm#>

### **Conclusion**

This section of your paper seems to be missing a concluding paragraph. Remember, a concluding paragraph cannot include any new information, so you'll need another paragraph after the one about the Meyer study. A conclusion should signal to the reader that this section of your essay is about to end and that you will be transitioning into the next. When someone reads your paper, he or she should get a full sense of what you will be saying at the beginning and an understanding of what you have said at the end. Develop a conclusion that will help your reader have a good sense of closure.

For more help with developing your conclusion, visit the following link:

<http://writingcenter.unc.edu/handouts/conclusions/>

### **Support and Organization**

You have a lot of references packed in this space, so I do not feel that your essay lacks support. The real issue is the organization of that support. Begin each paragraph with a strong topic sentence and develop it from there. Your quotes and information could be expounded on to put this together in a more coherent way. Try to add more of your own thoughts surrounding the ideas of others.

Here is a link describing how to reorganize a draft:

<http://writingcenter.unc.edu/handouts/reorganizing-drafts/>

### **APA Citations**

For in-text APA references, you must always use the author's last name and the date of publication. If using a direct quote, you also need to insert the page number. There are several different ways to cite a quote in APA, but they all involve the author, the date, and the page number. Check out the following examples:

#### **Example 1:**

*He notes that the perpetuation of the stereotypical image of poverty in America, that of the poor woman of color and her children, "makes it easier for ruling ideologists to stigmatize the poor" (Henwood, 1994, p. 183).*

OR you could format your sentence like this:

### Example 2:

*Henwood (1994) notes that the perpetuation of the stereotypical image of poverty in America, that of the poor woman of color and her children, “makes it easier for ruling ideologists to stigmatize the poor” (p. 183).*

Make sure to notice the changed location of the year of publication when you start the sentence with the author’s name. In APA, it’s vital that the author’s name is followed immediately by the year of publication *no matter where* the author’s name appears. Punctuation stays the same.

### **Embedded Comments**

Please read through the embedded comments in your paper, beginning on the next page, and look for the list of next steps at the end.

Note the excellent use of examples, links, and specifics in this letter. The tutor also tells the student what they can expect from the response and compliments the student. The tutor does not describe every single problem in the paper, which would take much longer than thirty minutes and which the student might find overwhelming. The tutor also uses a friendly tone throughout the response.

### THE EMBEDDED COMMENTS

Embedded comments are used to emphasize the advice you gave in the opening letter, point to specific areas where errors have been made, and compliment the writer.

We use the “Add Comment” or comment bubble feature of our word processing programs/apps to leave embedded comments for students.

The letter should make up the bulk of your response; try to resist the temptation to write paragraph-long embedded comments.

**Note:** Embedded comments must always be made using the “add comment” or comment bubble feature of your word processing app. Using **comment bubbles** ensures that eTutoring is compliant with the Federal Americans with Disabilities Act (ADA). The ADA requires that people with disabilities have equal access to all educational resources. Screen readers for the visually impaired can skip easily from comment bubble to comment bubble, but they cannot distinguish between highlighted and unhighlighted text, or black text and text in other colors. For this reason, eTutors must use the comment feature in their word processing app as the format for their embedded comments. Never use your word processing program’s highlighter, change the color of the text, or directly edit a student’s paper. Screen readers cannot detect these changes.

Here are the characteristics of successful embedded comments:

- A. Comments are limited in length to about one sentence. Extended explanations belong in the letter, not the embedded comments.
- B. Embedded comments point to specific instances of errors discussed at length in the opening letter.
- C. Embedded comments are added to the student's text using your word processing app's "comment" feature (We'll say more about how to use them in the next section).
- D. Embedded comments include at least one specific compliment per paper.
- E. Embedded comments include appropriate punctuation, not excessive punctuation. Multiple question marks and exclamation points are read as shouting and/or impatience. CAPS should also be avoided.
- F. Tone is positive and supportive.
- G. NEVER change the formatting of the student's paper. If you do, the student may have to change the formatting back.
- H. Comments are **not** corrections: Tutors should make suggestions, but tutors are not copy-editors and should not adjust the student's text in any way. **You may point out that punctuation is missing, for example, but you may not insert the punctuation yourself.**

See the next page for an example of a student paper with strong embedded comments.

Student Name  
Sociology 101 – 12  
Part 2: Research Methods in Social Science

According to McIntyre's article, "Doing the Right Thing," the most important duty of the ethical researcher is to think through all possible consequences of your research, including the nonobvious, to ensure no harm will be caused by your findings or by the way you research. "The potential harm in sociological research frequently involves not what we do or do not do to our research subjects, but what we find out about them." (McIntyre, 1999, 57) The ethical researcher must ensure that in their research and analysis they are adequately protecting their subjects. An ethical researcher must also accord to the ethical code, which is they have an obligation to keep information confidential to themselves even if they do not have the legal right too. (McIntyre, 1999, 61)

**Tutor**

Do you mean if they are legally obligated to maintain confidentiality? Expand this paragraph with your own ideas on the subject and introduce your reader to it more fully.

In the study done in "Adolescent Humor During Peer Interaction", the research subjects were middle school students, and they faced the risk of punishment from the school administration, including suspension or even expulsion, for humor that was usually kept within a group of friends. "For example, school rules dictate that students may not use "swear words"; there is also a rule that boys and girls may not hold hands." (Sanford, Eder, 1984, 31) The researchers clearly state the rules of the school, however students are repeatedly quoted telling stories or jokes that broke these rules. The researchers in this case did not adequately protect the research subjects because they did not hide the subjects' names when they published the study allowing the students to be vulnerable to punishment by the school.

**Tutor**

By whom?

**Tutor**

Check APA citation formatting

**Tutor**

Good summary! Now think about how you can connect this case to McIntyre's ideas about ethical research and write another sentence explicitly connecting the two.

"Miscounting Race: Explaining Whites' Misperceptions of Racial Group Size" by Gallagher also failed to adequately protect its' research subjects. This study put the research subjects at risk of nonwhite outrage or anger, but failed to protect the identity of the subjects. This lack of anonymity amongst the research subjects would make them potential targets for nonwhite protest. The research subjects could even attain a bad reputation as a 'racist', or other stigma.

**Tutor**

This is another strong summary! At this point the reader may begin to forget the thesis, so you'll want to tie this paragraph back to the thesis by talking more about how this study did or did not fulfill McIntyre's requirements for ethical research.

**Tutor**

Don't forget APA's focus on the year of publication – every time you mention an author, you'll need the publication date.

The study done by Phillip Meyer however had perhaps the most risk to those being

studied including guilt, and bad reputation. The study could have left research subjects scared with guilt, having harmed a seemingly innocent man who they did not know. This guilt could cause psychological problems in the short and long-term setting. Also, if others had gotten the name or the background information of the persons involved in the study they could gain a reputation as a person who is overly obedient and willing to harm an innocent stranger creating social troubles for that person. However, these research

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**Tutor**

You may want to describe the study before describing its outcomes. Readers may need a reminder of the experiment's setup and intentions.

subjects were protected adequately because they were kept anonymous, and after the research was completed they were explained the full details of the study. They were able to meet the 'learner' and see with their own two eyes that he was okay and he was not subject to the electric shock, which could save them the guilt of hurting an innocent stranger. The researcher also kept the subjects anonymous, calling the subjects teachers instead of calling them by their name avoiding others who may read the study from pinpointing the subjects in the community.

**Tutor**

And then what happened? How did the steps taken by the researchers make this experiment more ethical than the others?

**Tutor**

Conclusion needed

Notice how the embedded comments emphasize points already made in the letter regarding the thesis, APA citation formatting, support for the thesis, and the lack of conclusion. In addition, the tone is friendly and none of the embedded comments is longer than two sentences.

#### USING THE "ADD COMMENT" FEATURE FOR YOUR EMBEDDED COMMENTS

This section describes the methods for inserting comments/bubbles on student papers, using various word processing apps. Included apps are:

1. Microsoft Word
2. Google Docs
3. Open Office
4. Pages

Please note that the screenshots below were captured on a Mac. If you have a PC, the keyboard shortcuts and menus may be slightly different.

Before we get started, remember:

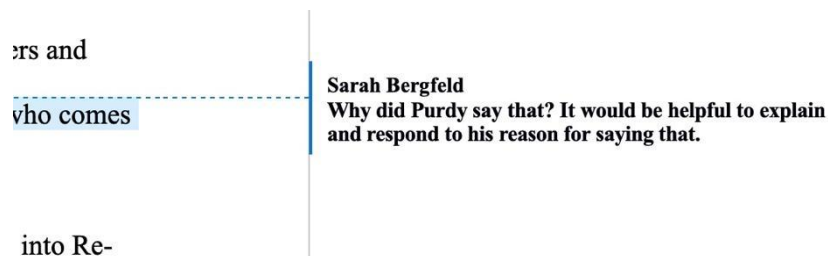
1. A complete writing lab response still has three parts: the opening letter, embedded comments, and a next steps list.
2. Adding comments and using comment bubbles is NOT "Track Changes." Under no circumstances should you cross out student text, delete student text, or change it in any way. Do NOT turn on "track changes" at any time.
3. Comments are NOT saved in documents saved as .rtf files. Henceforth, you should ONLY return .doc, or .docx files to the students, EVEN IF they initially posted a .rtf file.

4. If you get a .rtf file in the writing lab and send your response back to the student as a .doc or .docx, (as you MUST do if they're going to see your comment bubbles) you might also want to encourage them to create a Google account so they can open your response and see your comments. Google Docs is free, has most of the tools students need, and offers saving/exporting in several different file types. Here's a link describing the process of [signing up for a Google account](#).

## COMMENT BUBBLES IN MICROSOFT WORD

### CHANGING HOW YOU'RE IDENTIFIED IN WORD BUBBLES

When you add a comment in Word, your name will appear in the bubble, like this:

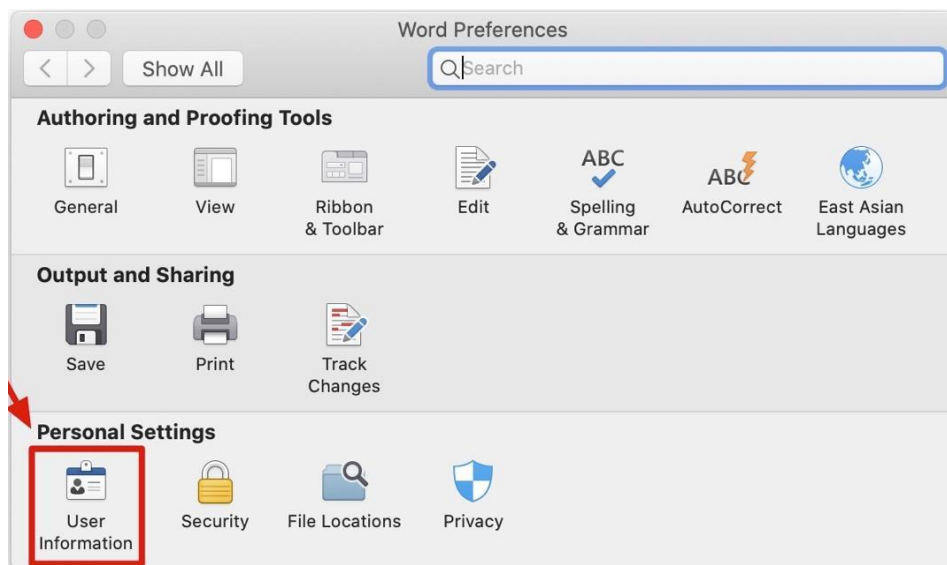


However, you may want your name to appear differently (for example, just your first name and last initial).

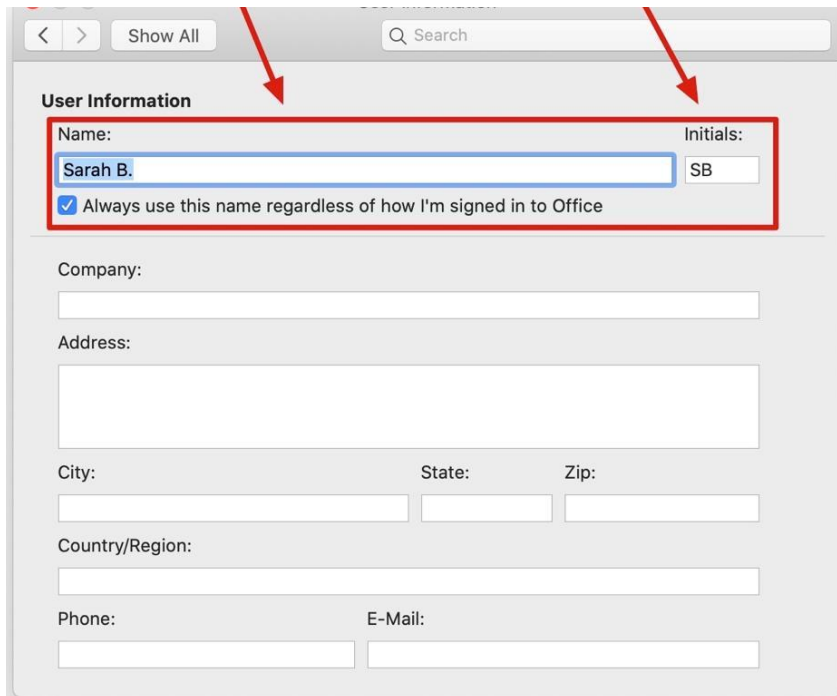
To do this, go up to the Word menu bar, click on "Word" and then "Preferences."



Next, click on "User Information" under the Personal Settings heading.



Next, fill in your name and initials as you want students to see them. eTutoring recommends using your first name and last initial.



The screenshot shows a web interface for user information. At the top, there are navigation buttons: a left arrow, a right arrow, and a 'Show All' button. To the right is a search bar with a magnifying glass icon and the word 'Search'. Below these is the 'User Information' section. A red rectangle highlights the 'Name' and 'Initials' fields. The 'Name' field contains 'Sarah B.' and the 'Initials' field contains 'SB'. Below these fields is a checkbox labeled 'Always use this name regardless of how I'm signed in to Office' which is checked. Below the highlighted section are several other input fields: 'Company:', 'Address:', 'City:', 'State:', 'Zip:', 'Country/Region:', 'Phone:', and 'E-Mail:'.

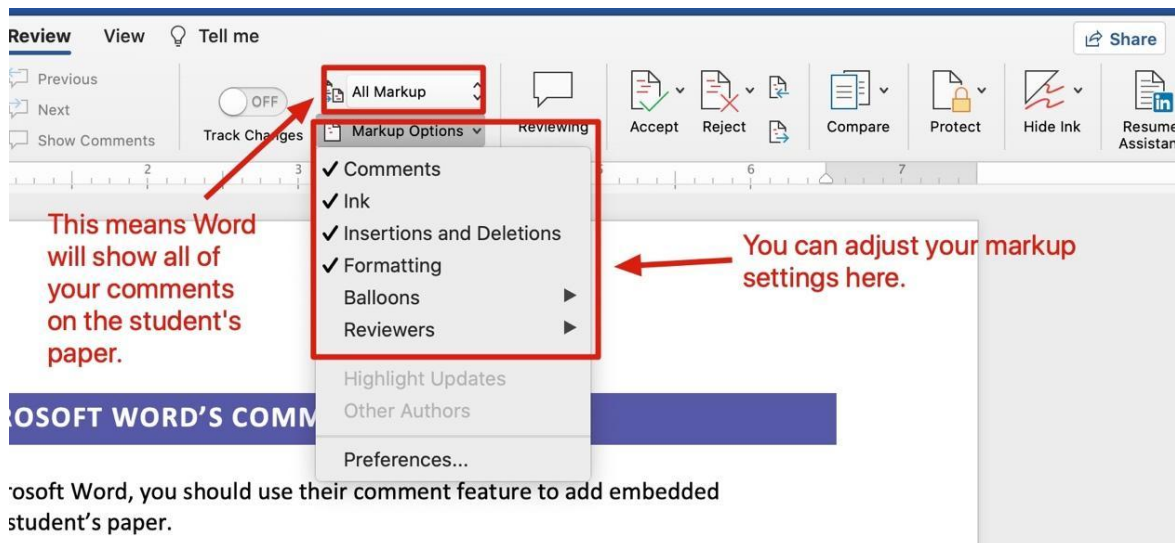
When you're done, close the Preferences pane. Now you can start adding comments!

---

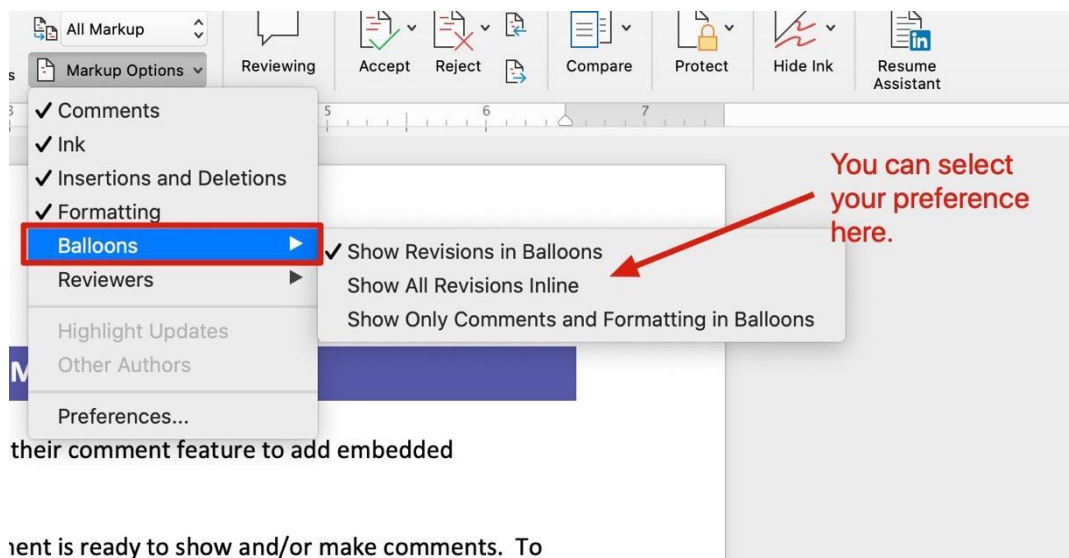
## ADDING COMMENTS IN WORD

If you have Microsoft Word, you should use their comment feature to add embedded comments to a student's paper.

First, you should make sure that your document is ready to show and/or make comments. To do that, click on the "Review" tab in the ribbon at the top of your word document and make sure "All Markup" or "Show Markup" is selected. You can also adjust your markup options here.

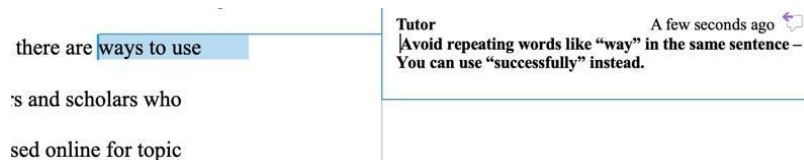


You can choose how you want your comments to be displayed too.



All of the display options shown in the screenshot above are ADA compliant and accepted by eTutoring.

Next, you should use your cursor to highlight the text you want to comment on. To do this, put your cursor in front of the first word you want to highlight, and then click-and-drag the cursor to the end of the last word you want to highlight. Be as specific as possible with your highlighting.



Notice how the tutor above highlighted just the section of the passage they were specifically referring to. Being careful to highlight the section you're addressing helps the student find the problem.

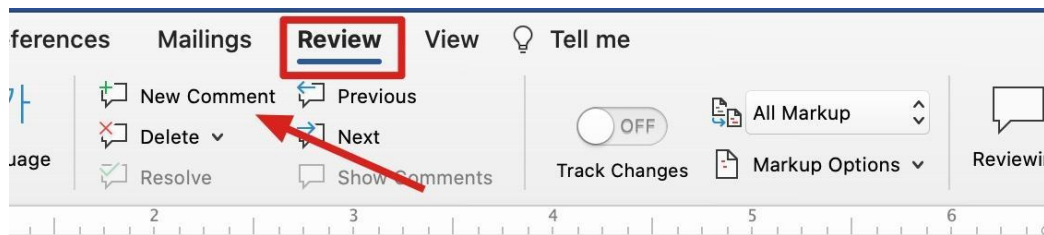
After you've highlighted the passage you want to address, you can use keyboard shortcuts to add a comment, or you can use the buttons on the Review tab of your document.

NOTE: The plus signs in the shortcuts below just indicate that you should push the three keys simultaneously.

Add Comment in Word for Windows: **Ctrl+Alt+M**

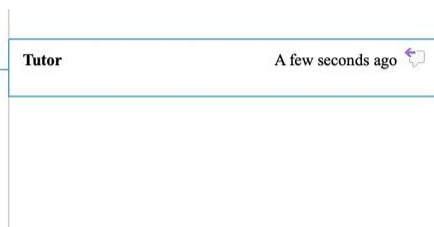
Add Comment in Word for Mac: **Command+Option+A**

To add a comment from the Review tab, first make sure that the Review tab at the top of your toolbar is underlined or highlighted. Then you should see a button that says, "New Comment."



When you push the "New Comment" button, a comment bubble will appear on your screen, pointing to the section you highlighted.

Research Skills," also acknowledges Wikipedia's advantages but contains actual facts drawn from people's opinions. Both McClure and Purdy endorse Wikipedia's source cite because, "many [people] go through Wikipedia to get more of a 'sense of the multiple aspects or angles,' on a topic (Purdy 209)" (McClure 223). With that being said, people who look through

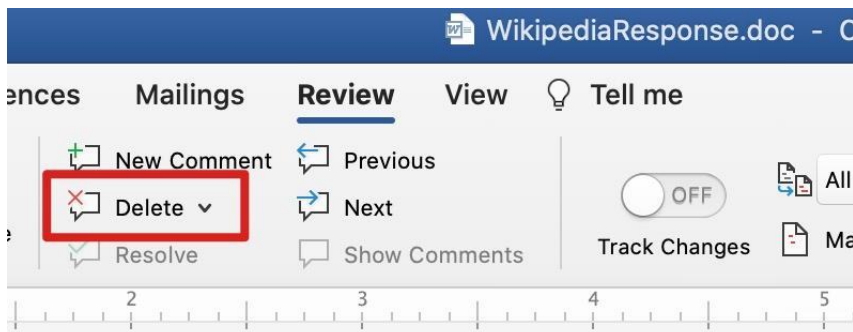


Your cursor will appear in the comment box too, so as soon as you see the comment bubble, you can start typing your comment.

## REVISING AND DELETING COMMENTS IN WORD

If you type in the comment bubble and then change your mind, you can simply click on the comment bubble again and revise as needed.

If you want to delete a comment, simply click in the comment bubble you want to delete, go up to your toolbar, select the Review tab and then click on "Delete."



as well as an example of the writing process. As a stud

You can move from one comment to the next using the options in the Review tab of the toolbar too, including jumping quickly to the next comment, as well as the previous one.

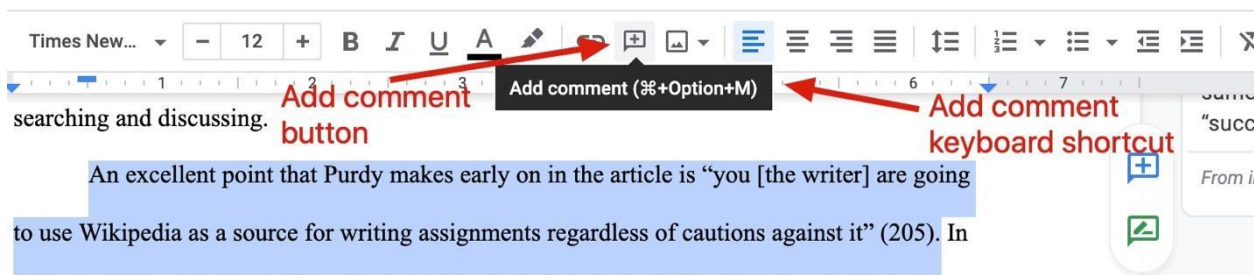
Please visit [this site](#) for additional pointers on using comments in Microsoft Word.

And here's [a list of all of the keyboard shortcuts in Microsoft Word](#).

## COMMENT BUBBLES IN GOOGLE DOCS

Once you've opened the paper in Google Docs, adding comments is fairly easy.

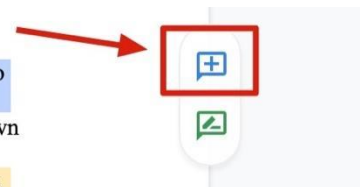
First, highlight the section you want to comment on. Then, go up to the toolbar and click on the "Add Comment" button.



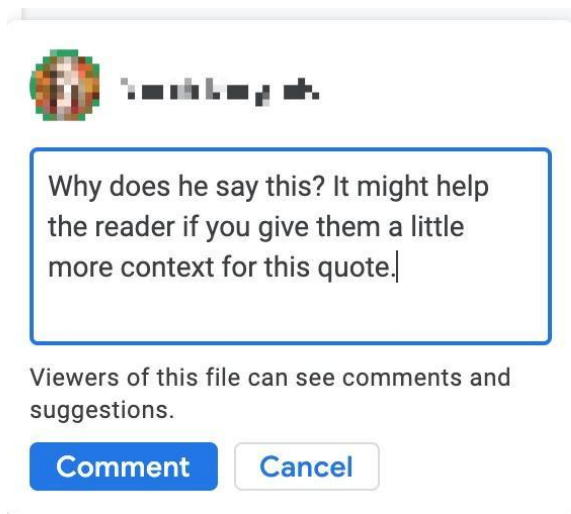
Alternately, you may notice that when you highlight a section of text in Google Docs, the "add comment" button pops up right next to the text you've highlighted!

across Wikipedia as an informational sourced based article site.

Randall McClure, the author of, "Googlepedia: Turning Information Behaviors into Research Skills," also acknowledges Wikipedia's advantages but contains actual facts drawn from people's opinions. Both McClure and Purdy endorse Wikipedia's source cite because.

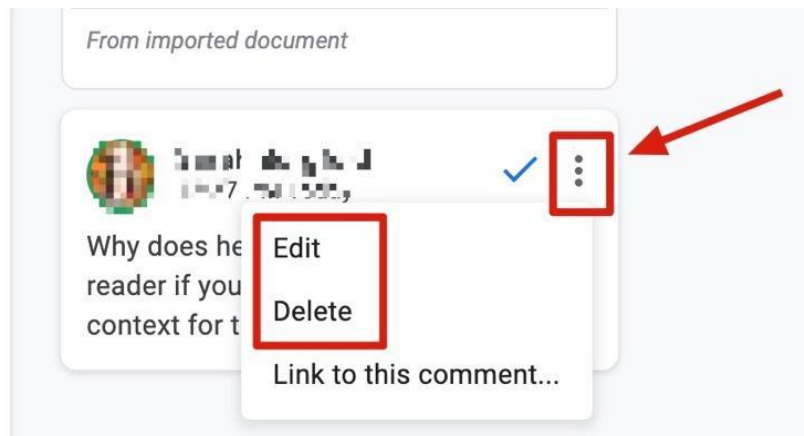


When your comment bubble appears, you can start typing your comment in the box.



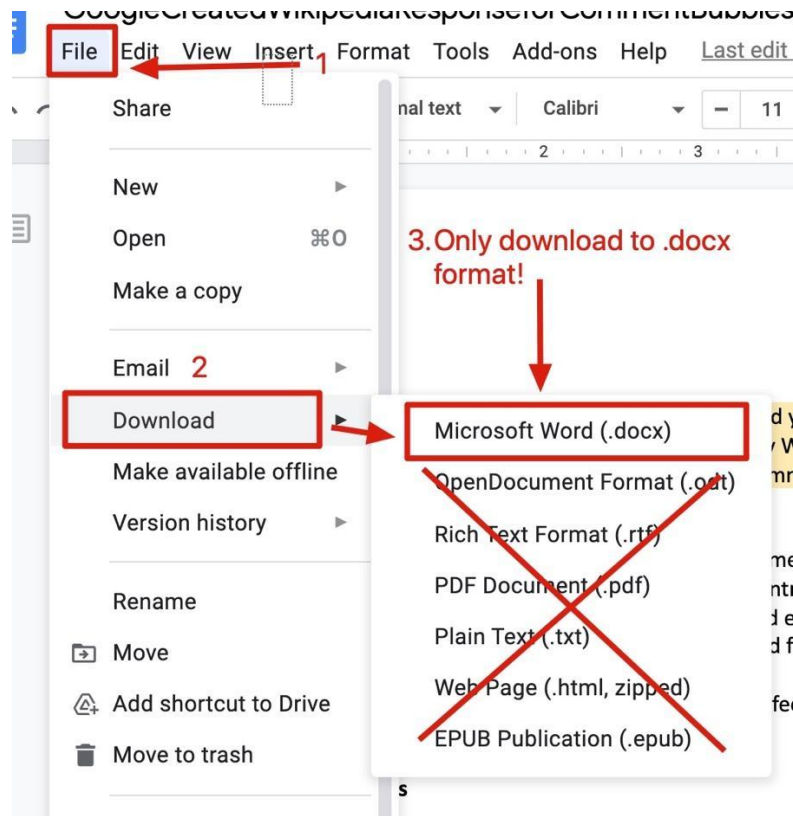
When you're done, click on the blue "comment" box to insert the comment.

To delete or edit a comment you've already inserted, click on the comment's options button:



For more information on commenting in Google Docs, see [this website](#).

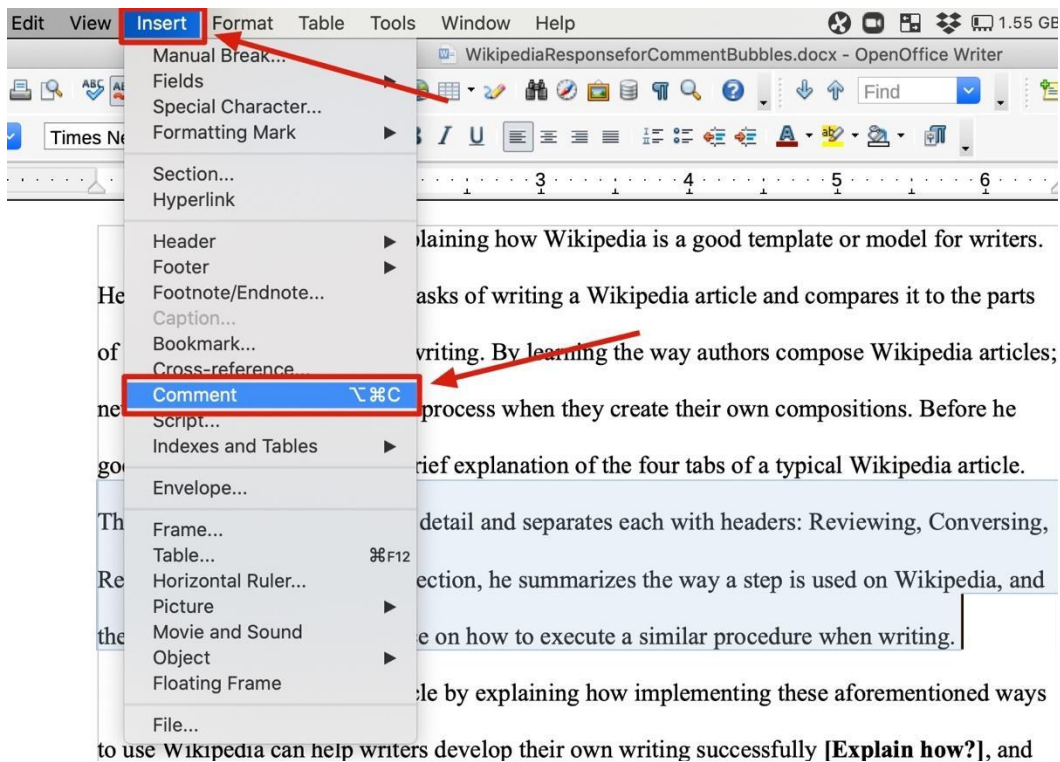
Note: Remember, when you're done commenting in Google Docs, you'll need to download the document to your computer so that you can upload it to eTutoring.



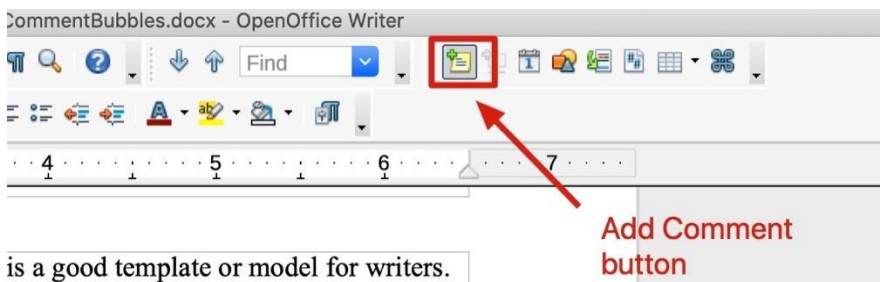
**Important Note: You must save your response as a .docx. A file saved as .rtf will NOT display comments to the student.** For this reason, even if they originally sent you a .rtf, you MUST post your response as a .docx.

#### COMMENT BUBBLES IN OPEN OFFICE

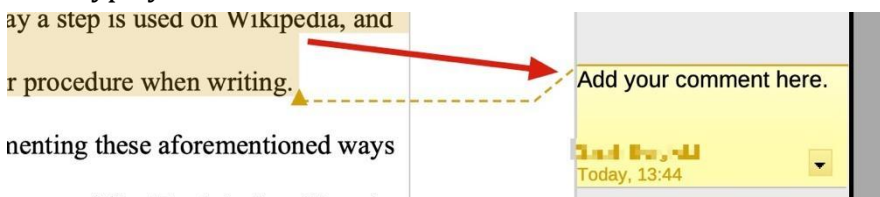
To add a comment in Open Office, highlight the text you want to comment on, go to "Insert" on your toolbar, and then choose "Comment" (see below).



Alternatively, if you have added the “add comment” button to your toolbar, you can highlight the text you want to comment on and then push the comment button.

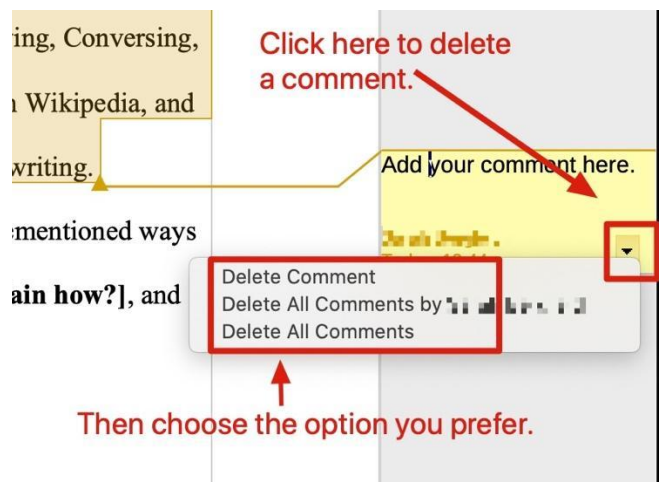


Then type your comment into the box.

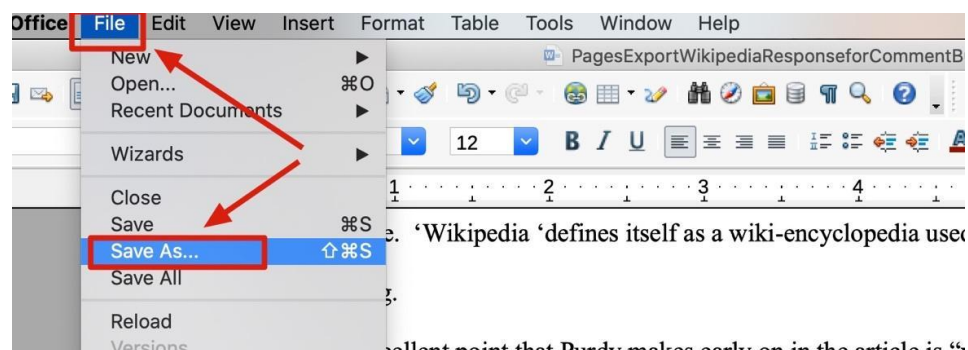


To edit your comment, simply click on the text you typed before and edit as needed.

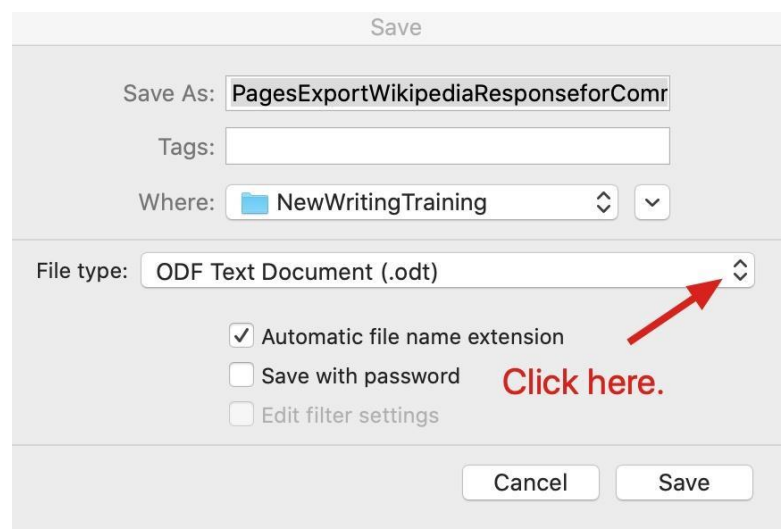
To delete a comment, click on the dropdown menu on the comment you want to delete and select “delete.”



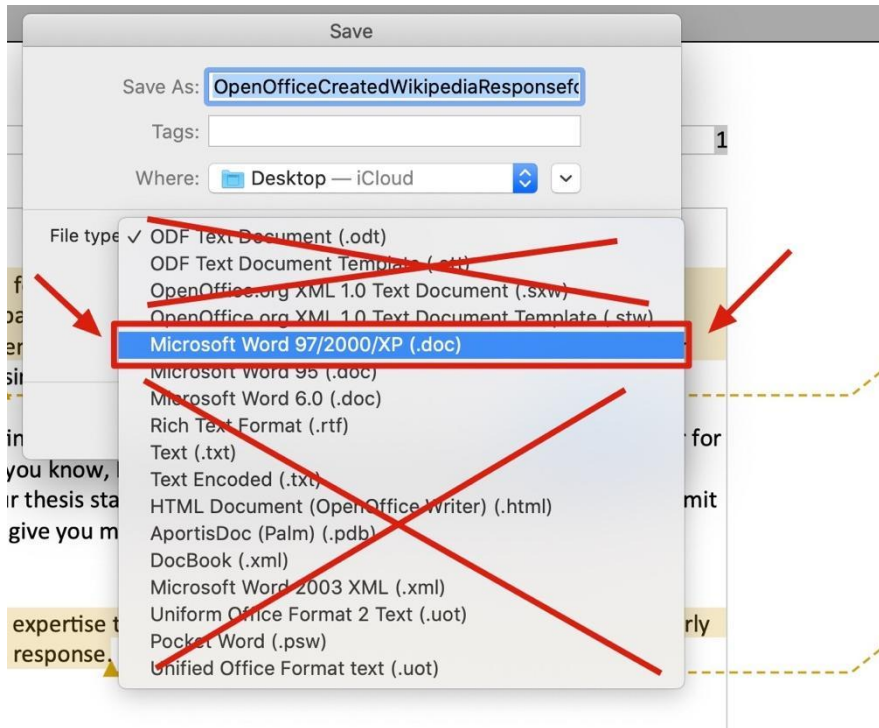
Remember that when you're done commenting on a paper in Open Office, you'll need to go to "File" and then "Save As" to save your response as a .doc, which is compatible with eTutoring. First go to "File" on your toolbar, and select "Save As."



Next, click on the dropdown box next to where it says, "File Type."



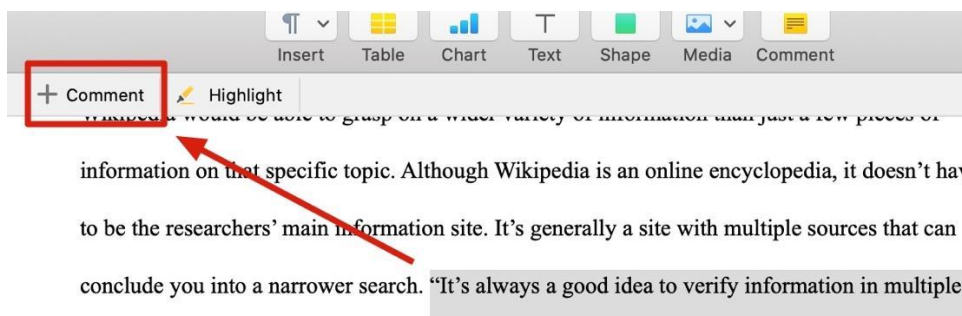
**Important Note: You must save your response as a .doc.** Files saved as .rtfs will NOT display comments to the student. For this reason, even if they originally sent you a .rtf, you MUST post your response as a .doc. (Recent versions of Open Office don't allow you to save your response as a .docx, but students who submit a .docx should have no trouble opening a .doc.)



For more help with commenting in Open Office, go [here](#).

## COMMENT BUBBLES IN PAGES (MAC ONLY)

To add a comment in Pages, highlight the section you want to comment on, and then click on the +Comment button.

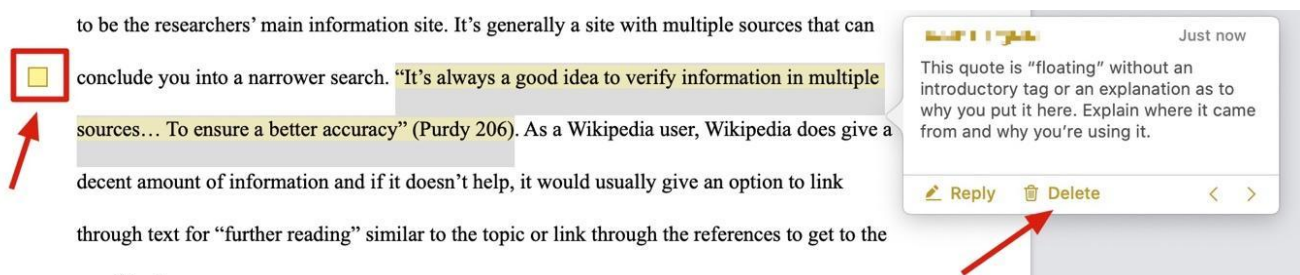


Next, simply type your comment into the comment box and click “Done.”

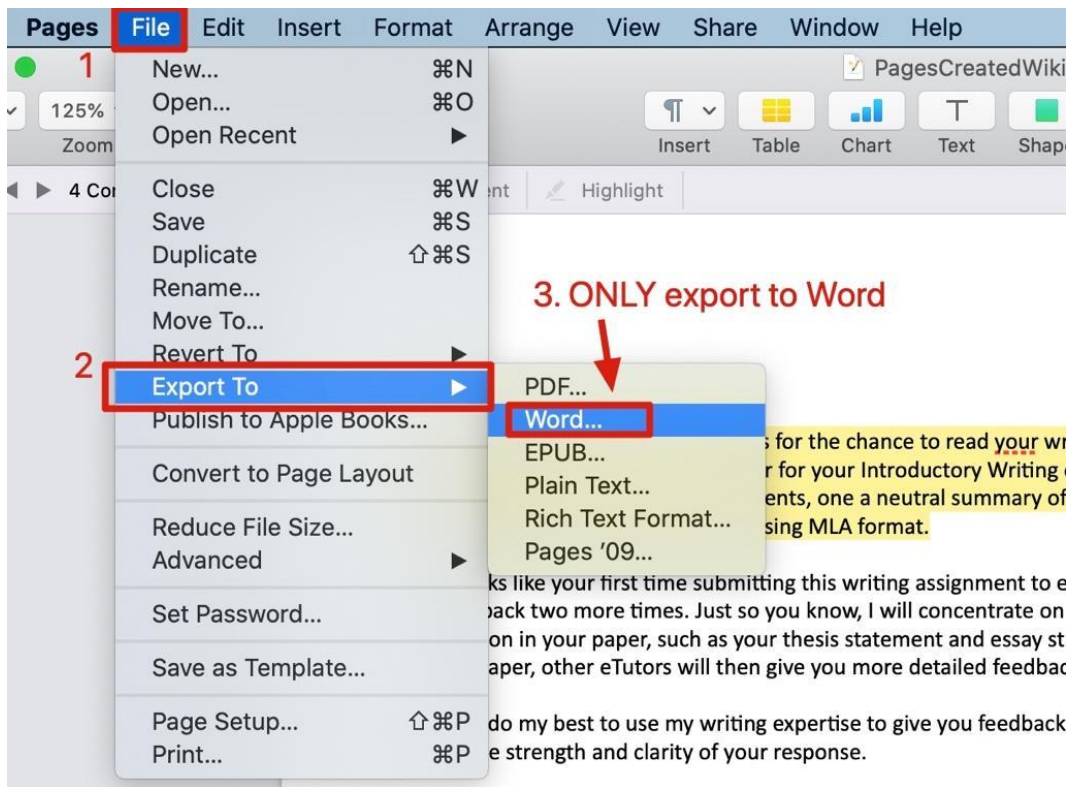


To revise a comment, simply click on the comment box to place your cursor and revise as needed.

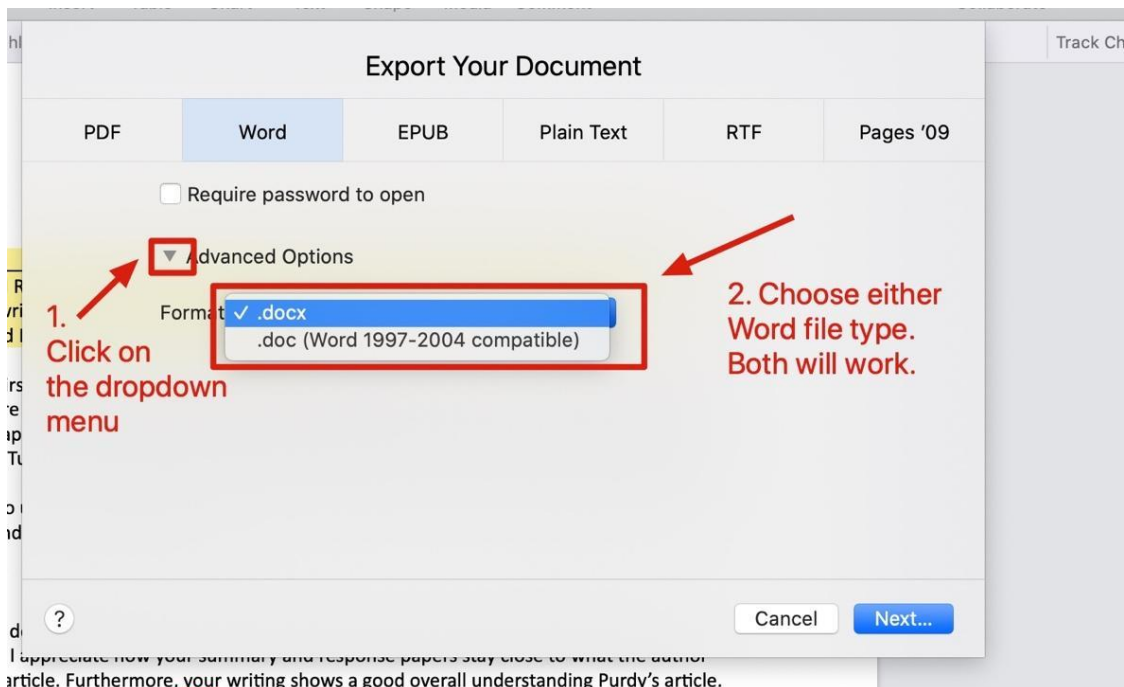
You can also delete your comment or navigate between comments by clicking on the small colored box on the left (to show the comment) and then clicking on either “Delete” (to delete the comment) or on one of the direction arrows to navigate from comment to comment.



Remember that when you're done commenting on a paper in Pages, you'll need to export it to a format compatible with eTutoring. Go up to File on your toolbar, select “Export to” and then choose **Word**.



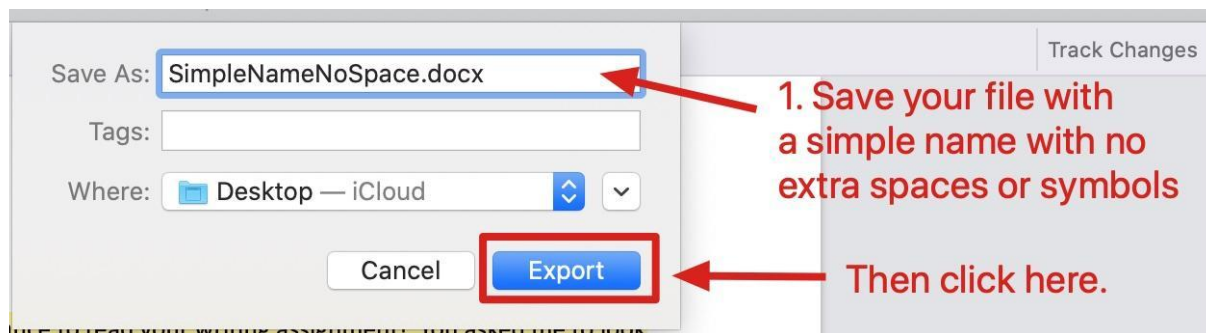
Next, Pages will bring up another dialog box. In this box, click on the dropdown menu and then choose either .doc or .docx. Both will work with eTutoring, and these formats ensure that your comments will be seen by the student.



**Important Note: You must save as your response as a .doc or .docx. A file saved as .rtf will NOT display comments to the student.** For this reason, even if they originally sent you a .rtf, you MUST post your response as a .doc. or .docx.

Finally, choose a simple name for your response and click “Export.” Pages will then display a pop-up telling you that it’s creating a Word doc for you.

When it’s time to post your response, **make sure you upload your .doc or .docx to eTutoring, not your .pages document.**



#### THE NEXT STEPS LIST

The next steps list appears at the **end** of the student’s text and serves as a **prioritized** checklist for the student’s revision process. Here are the characteristics of a good next steps list.

- A. The list appears at the end of the student’s text (after the works cited page, bibliography page, and endnotes)
- B. The list is clearly marked; it is obviously not a part of the student’s text.
- C. The list consists of five or fewer items.
- D. The list is prioritized so that HOCs (or concerns with the Assignment, Focus, Organization, and Support) appear at the top of the list and any LOCs/Proofreading concerns appear at the bottom. The list reinforces the suggestions given in the letter and embedded comments.
- E. The list may remind the student that they may submit the assignment up to three times. (This reminder may also appear at the end of the opening letter, per the tutor’s preferences.)
- F. The list doesn’t introduce any complicated, new ideas that were not already mentioned in the letter or the embedded comments.

Below is an example of a good next steps list.

### Next Steps

1. Develop an introductory paragraph that introduces your topic more clearly.
2. Read about the thesis statement. If this is a partial submission, make sure each topic sentence relates to your thesis.
3. Develop a conclusion that leaves the reader with a sense of closure. Restate your purpose.
4. Organize your paragraphs with clear topic sentences.

Thank you again for your paper submission to eTutoring. You may submit the same assignment up to three times for more suggestions. It was my pleasure being your tutor for this session. Good luck with your assignment.

Have a great day!

(Tutor signature)

### REVISION-BASED WRITING TUTORING

eTutoring is built on the fundamental principle that papers get better with each subsequent revision. As such, we don't expect tutors to cover *every* problem apparent in a submission.

Instead, we trust in the revision process, and we expect students to revise their work between submissions. In fact, **half** of the drafts we see in the Writing Lab will be re-submitted at least once and many will be submitted three or four times. It is therefore very important to keep in mind that your response to this student is unlikely to be the only one.

Below are brief descriptions of your role as the first, second, third, and subsequent tutors to review a particular assignment.

---

#### BEING THE FIRST TUTOR

The first tutor should focus on:

1. **Assignment requirements:** Does the paper fulfill all of the assignment requirements? If not, what should the student do to bring the paper more in line with the requirements?
2. **Thesis:** Is the thesis appropriate for college-level writing and for the student's course? An overly simplistic thesis ("Harry Potter is the best book series EVER!") can ground the paper in subjective, unsubstantiated claims that are not appropriate for college-level writing.
3. **One or two additional higher order concerns:** The first tutor can also address focus, organization, or support, depending on which concerns are the most pressing.
4. **Any lower-order concern that affects the reader's comprehension**
5. **Citation issues:** Although the first response should not focus too much on citation formatting, a brief mention of the issue is important because students often resist citation adjustments until the last minute, which can have serious consequences. The first tutor

should look out for troubling citations and the lack of a works cited/bibliography page and mention the issue to the student. Providing examples is a good idea.

---

#### BEING THE SECOND TUTOR

1. **Unaddressed assignment requirements:** The second tutor should read the first tutor's response and note any changes the student has made. If the student has not fully addressed the assignment, the second tutor should point out what is missing and guide the student towards its inclusion.
2. **Two additional higher order concerns:** These include: focus, organization & support
3. **One or two trends in lower order concerns/proofreading mistakes:** The second tutor can begin to address the most pressing of the lower order/proofreading/sentence level concerns. These concerns might include sentence structure, comma usage, run-ons, fragments, verb tenses, punctuation, and diction.
4. **Citation issues:** Any remaining citation issues should be addressed by the second tutor, who should include examples, explanations, and links to helpful resources.
- 5.

---

#### BEING THE THIRD TUTOR

The third tutor should read the previous tutors' advice, comment on any remaining issues, rephrase concerns when the student appears not to have understood the previous tutors, and look for anything the previous tutors might have missed. The third tutor may also respond to any remaining trends in proofreading or lower-order concerns.

---

#### BEING THE FOURTH/FIFTH/SIXTH TUTOR

Despite clearly stated submission guidelines, some students submit the same assignment more than three times. The desire for additional feedback is admirable and most of the time 4<sup>th</sup> and 5<sup>th</sup> submissions won't tax the system in a noticeable way. As far as the consortium is concerned, the 3-submissions-per-assignment policy is a preference more than a hard-and-fast rule. We occasionally remind students of our policy in order to curb excessive submissions without actually rejecting students when they occasionally desire a fourth or fifth review of an assignment.

The fourth/fifth tutor should:

1. Respond to the current draft as usual, adding a section reminding the student that they should limit their submissions to three submissions per assignment. Read the previous tutors' advice, comment on any remaining issues, rephrase concerns when the student appears not to have understood the previous tutors, and look for anything the previous tutors might have missed.

**NOTE: Every time a paper is submitted, we take the time to write a FULL response to the student, regardless of how many times the student has submitted.**

2. View the student's submission history by clicking on the student's name on their submission form.
3. If the student submits all of their assignments more than 3 times, the tutor should contact the director with the student's name and the title of their most recent submission. The director may send an additional policy reminder to the student or the student's institutional coordinator (IC).

Below is a sample reminder of our submission policies. You may use this passage in your response to the student:

*Thank you for submitting your work to eTutoring. I noticed that you submitted this assignment four/five/six times. Please try to refrain from submitting a particular assignment more than three times. We have a policy limiting students to no more than three submissions of the same assignment. Students submitting more than three drafts per assignment significantly slow down the response time and ensure that some students have to wait a long time before they get responses to their 1<sup>st</sup> drafts. Please demonstrate your consideration of your fellow students by abiding by eTutoring policies.*

#### TIME-SAVING TIPS

When the queue gets long, you may feel pressure to get closer to the consortium goal of completing a response in 30 minutes. If you want to cut down on your response time, consider the strategies below for saving time.

## Time Saving Tips

- **C**oncise embedded comments: use them as reminders for you and the student
- **L**imit Proofreading
- **A**dapt your template to fit the paper
- **P**rioritize, prioritize, prioritize!
- **T**hree issues only: Focus all three parts of response on the three biggest issues

*“The fairies, as their custom, \*clapt\* their hands with delight over their cleverness, and they were so madly in love with the little house that they could not bear to think they had finished it.”*

— J.M. Barrie (\*Artistic license -- I substituted clapt for clapped.) 😊

Remember, the letter should be the longest and most detailed part of your response, but that doesn't mean you have to address every single issue in the paper. Prioritize the top three issues with the submission and address **ONLY** those three issues.

## THE WeTC WRITING LAB TEMPLATE

WeTC writing tutors have the additional choice of using a response template that has been designed specifically for use by WeTC writing tutors. Use of the template is optional, however. Our tutors find it useful for some papers and less useful for others, so they choose whether or not to use the template based each individual submission.

### A Note About this Template

This template is meant to help tutors structure their responses to student work. It is not a pre-made cookie-cutter response. Nor is it any substitute for the judgment and experience of our writing tutors. Instead, this template was designed to speed up your response time while ensuring that your responses are still detailed, perceptive, in line with WeTC protocols, and, most of all, helpful to students.

### **Please DO:**

- Make this template your own by adding headings and making each heading and its material more robust. Some of the headings below contain just a link, which is **not** an adequate response. Be sure to describe the issue in more detail in your response to the student.
- Use this template when you find it most useful, eschewing its usage when you find it more helpful to structure your response another way. This template is meant to help you write responses, not saddle you permanently to one type of response.
- Replace explanatory text in the template with your own actual responses to these issues. This will make the template easier to use.

- Use this template to remind you that higher order concerns should generally get more attention than lower-order concerns.
- Use this template as a reminder that a response is only complete if it contains three parts: the opening letter, the embedded comments, and the next steps list.
- **Include the section headings below in your actual response to the student.** Section headings maintain organization and make your letter easier to read and more helpful overall.
- Where desired, replace the links below with your favorite, reputable web resources.

**Please:**

- **DON'T** include sections and/or their headings if they aren't relevant to the paper to which you are responding. Use your judgment.
- **DON'T** delete the section entitled "The strengths of this piece." Every piece of writing has strengths, and you should make sure each student knows about the strengths of their paper. Be sincere and don't go overboard with your praise, but make sure you praise every student's work.
- **DON'T** let the template deter you from being creative and personable in your responses.
- **DON'T** send the same response to every student. This template is not meant as a cookie-cutter response; pay close attention to each piece and give your complete attention to each writer.
- **DON'T** submit a response without proofreading it first. Proofreading should already be a habit, but because of the increased copying and pasting, templates require careful proofreading.

You can find the Writing Tutor Template in [Appendix B](#).

#### NAVIGATING THE WRITING LAB QUEUE

When you logged in as a student at the beginning of this training process, you posted a paper to the Writing Lab. Now it's time to log in as a tutor and post a response to that paper.

First, go to [the tutor login page](#), which is currently located on a different page than the student site. The page you land on should look like the screenshot below; if it doesn't, you're in the wrong place.

## Log In

Tutors, welcome to the new eTutoring website!

Students and administrators, please [log in at the original website](#)

Username

westtutor2

Password

wetc\_0578



LOG IN

Log in with the following username and password:

Username: **westtutor2**

Password: **wetc\_0578**

If you have logged in successfully, your homepage will appear. The Writing Lab box appears on your homepage and will tell you if there are papers in the queue, and if there are papers in your responses file that need responses.

### Writing Lab



1 [document](#) still unanswered!



16 [new submissions](#)!



Turnaround time: 3 Hr. 15 Min.

If you click on “new submissions,” eTutoring will bring you to the Writing Lab queue, which appears in the screenshot below. Your queue may look slightly different.

## Writing Lab Queue

Please select the first paper in the queue. Once you take a paper from the queue, you MUST respond to it or return it back to the Queue from the 'My Responses' page.

| Title                                                                                                                                                               | Pages | Student      | ESL   | Tags | Course          | Updated            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------|-------|------|-----------------|--------------------|
| <a href="#">Study of a Study</a>                                                                                                                                    | 2     | Wetc Student | ESL-1 |      | Psychology 200  | 10-8-2020 3:08pm   |
| <a href="#">test</a>                                                                                                                                                | 12    | Wetc Student | ESL-1 |      | test            | 10-1-2021 12:26pm  |
| <a href="#">I like this one</a>                                                                                                                                     | 10    | Wetc Student | ESL-1 |      | so and so       | 10-26-2021 12:26pm |
| <a href="#">A Critical Analysis of "Specificity of emotion regulation difficulties related to anxiety in early adolescence"</a>                                     | 8     | Wetc Student | ESL-1 |      | Psych 464       | 11-29-2022 9:23pm  |
| <a href="#">Due date: November 28th at the beginning of class Topic: Should the Federal Communication Commission have abolished the rule prohibiting the cross-</a> | 13    | Wetc Student | ESL-1 |      | CMST-208        | 12-9-2022 11:38am  |
| <a href="#">Directed Readings Final essay</a>                                                                                                                       | 5     | Wetc Student | ESL-1 |      | etutor training | 12-15-2022 12:29pm |
| <a href="#">Absurd Conflicts and Extreme Solutions: The Duality of Women</a>                                                                                        | 3     | Wetc Student | ESL-1 |      | ENGL 101        | 1-9-2023 1:41pm    |
| <a href="#">Summary Response</a>                                                                                                                                    | 4     | Wetc Student | ESL-1 |      | ENGL 316        | 6-23-2023 10:47am  |
| <a href="#">Learning Record Self-Assessment</a>                                                                                                                     | 1     | Wetc Student | ESL-1 |      | WRTG            | 8-27-2023          |

Notice that the Writing Lab Queue tab is underlined, indicating that you're currently looking at the queue.

Every time a student posts a paper to the Writing Lab, it appears at the bottom of the queue. This means that the paper at the top of the queue has been in the queue the longest, and the writer who appears at the TOP of the queue has been waiting for a response longer than anyone else. You can see this in the screenshot above, where the submission dates in the rightmost column go from oldest at the top to newest submission at the bottom.

**When you find the paper you submitted, click on it.** When you click on the title, the site will automatically open the submission page. An example of the submission page appears below.

Submission: **Literature Review** [Click here for submission history.](#)

[Wetc Student](#) [student](#) [ALERT COORDINATOR](#) [RETURN](#)

**Submission Details** Posted: 4-4-2023 2:20pm  
File: [LR Final.docx](#) Viewed by tutor: 11-30-2023 10:33am

**Course:** ENGL 511  
**Subject:** English Composition Pedagogy  
**Instructor:** Dr. Lynn Briggs  
Pages: 8

Assignment Instructions: N/A

**Description of assignment:**  
An LR covering a specific area of pedagogy-related research in the field of composition.

Citation: MLA

Area of help:  
Do I retain a professional, observation-like style of writing? Do I keep my own opinion out of it?

Type of help:  
This is a formal LR.

English native language: Yes  
Student confidence: Confident

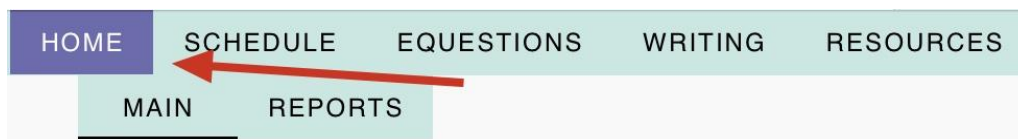
**It's important to read all of this info; it will help you craft your response.**

There are a few things to note on the submission page.

1. If you need additional information about the student's submission history, you can click on the student's name.
2. Click on the file name to open the file.
3. Please read all of the information the student entered into the form. They take the time to enter all of this info, and it will help you craft your response.

**Do not respond to your submission at this time!**

Now, instead of responding to the paper you posted earlier, click on the Home tab at the top of the page to return to the homepage.



Because you clicked on a paper, (we call this “claiming” a paper) but did NOT respond to it, the Writing Lab box on the homepage should indicate that there is **at least** one new Writing Lab submission awaiting a response.

## Writing Lab

1 [document](#) still unanswered!

18 [new submissions!](#)

Turnaround time: 3 Hr. 15 Min.

When you click on the link for the unanswered document, eTutoring will bring you to your Writing Lab Responses Tab. The paper you posted and claimed earlier in the training exercise should appear at the top of the page.

### My Writing Lab Responses



| Status | Title                                                                              | Student                      | ESL   | Tags | Course       | Updated           | Actions |
|--------|------------------------------------------------------------------------------------|------------------------------|-------|------|--------------|-------------------|---------|
|        | <a href="#">"I walked enchanted": Daphne du Maurier's Traveling Gothic Heroine</a> | <a href="#">Wetc Student</a> | ESL-1 |      | English 6070 | 1-10-2022 12:12pm |         |
| ✓      | <a href="#">Testing Student Resubmission for WL</a>                                | <a href="#">Wetc Student</a> | ESL-1 |      | test         | 7-27-2023 2:18pm  |         |

refreshed at 10:43am

#### Writing Status Types

#### Writing Lab Responses Key: please read this.

- Needs Response:** A writing submission that is waiting for your response.
- Follow-up Posted:** The student has posted either a new version or a follow-up question to a writing submission that you have previously responded to. Please **DO NOT** open this unless you are ready to view the writing submission and respond.
- ✓ **Finished:** A writing submission you have responded to in the past (no action needed).

There are several important things to note on your Writing Lab Responses Page:

1. Unanswered papers will be marked with a red exclamation point – these require your **immediate** attention.
2. There's a key at the bottom of the page that tells you about each symbol.
3. If you responded to a paper in the past, it will have a black checkmark next to it; you don't need to do anything with these papers.
4. Every now and then, you might see a purple flag. Do NOT respond to these papers unless they're at the top of the Writing Lab queue. Purple flags are primarily for graduate student tutors.

Next, click on the paper you submitted, which should have an exclamation point next to it, to reopen the submission page.

WRITING LAB QUEUE MY RESPONSES **SUBMISSION**

Submission: **Literature Review**

Wetc Student student

**Submission Details**

File: [LR Final.docx](#) **This will be underlined when you're on the submission page.**

Course: ENGL 511

Posted: 4-4-2023 2:...

Viewed by tutor: 11-30-2023 10:...

Click on the file name to open the file, make a few suggestions in the document, save it with a new name, so you don't confuse it with the original, and then close it.

**At this time, you do not have to respond fully to the paper you posted – just make a few suggestions. You'll respond to a sample student paper later in the training process.**

Scroll to the bottom of the submission page and follow these steps:

### Responses:

There are currently no responses.

**If other tutors responded, you would find their responses here.**

### ADD NEW RESPONSE

Attach a file — [Best Ever Pumpkin Waffles.doc \(52.2 kB\)](#) **Click here to browse for your response and attach it.**

Paragraph B I

Type a brief comment here, such as, "Thanks for submitting. I've attached my response to your paper." **This button will be grayed-out until you type in the text box or attach your response.**

Then push "Submit your Response" Below.

p 23 words

Keyboard tip: Alt-F10 for toolbar, ESC to return to editor

**SUBMIT YOUR RESPONSE**

Note: Your response should be in the **file** you upload, including your letter, embedded comments, and next steps list, along with the student's text. **Do NOT type your entire response into the text box on the submission page;** the text box is just for a quick note of thanks and instructions for the student.

---

## SELECTING (CLAIMING) PAPERS FROM THE QUEUE

You should **always** select the **undergraduate paper** closest to the **top** of the queue. The paper at the top of the queue has been in the queue the longest, and because we tell our students that we help them on a first-come, first-served basis, writing tutors need to select the undergraduate paper at the top of the queue before selecting any of the others.

**Note:** There are exactly TWO times when you can skip the paper at the top of the queue:

1. You are a professor and you notice your student's work at the top of the queue. In such cases, the tutor may skip the paper at the top of the queue and move on to the next one.
2. The paper at the top of the queue is a graduate student submission. If the paper is tagged as a graduate student submission and/or it appears to be a graduate student submission (based on the course number or name), you may skip the paper at the top of the queue.

The queue appears exactly the same way to every writing tutor logged in at a given moment. In other words, if you and another writing tutor are logged in at the same time, you'll both see the same papers in the queue.

When you select/claim the paper at the top of the queue, the other tutor will no longer be able to see it because **clicking on a paper immediately removes the paper from the general queue and places it in your responses file**.

We occasionally get graduate-level submissions, either from graduate students or from seniors taking graduate courses. This means that you have to be careful about which paper you select from the queue.

**IMPORTANT NOTE:** Your goal is to find the undergraduate submission nearest the TOP of the queue and respond to it first.

---

## FINDING UNDERGRADUATE PAPERS IN THE QUEUE:

1. Course Number under 500: If the course number is under 500, it's probably an undergraduate paper and you should respond to it.
1. Course Numbers from 500 – 800: These courses are most likely graduate courses, and you should leave these submissions for the graduate tutors.
2. Course Numbers from 1000 - 4999: Most of these classes are undergrad classes, but proceed with care. Some of our institutions (mostly in California and Utah) have four-digit course numbers. To determine if these classes are undergraduate or graduate classes, simply remove the last digit. In other words, a 1001 course becomes a 100-level course and 4999 becomes 499; both are undergraduate courses.

3. Course Numbers over 5000: Most of these classes are graduate classes and you should not click on or respond to them.
4. Course Name: If you're not sure if the paper is an undergraduate paper or not, check the course name. Course names for undergraduates are often broader and more general than course names for graduate courses. The course number is a better determinant, but the course name is worth a look.
5. If the student tagged it a "Graduate Student Submission," you should still check the course name and number. If it looks like a graduate course name and number, this paper is probably a graduate student submission and you should skip this paper, looking for the next undergraduate submission. If the student tagged it as a graduate student submission but the course name and number indicate otherwise, the paper may be mislabeled. Click on the submission and open the paper.
6. The topic and writing style are consistent with undergraduate work: If you open a submission and the quality of the work is much higher than you generally see, it may be a graduate student submission. If the topic and writing style appear to be consistent with undergraduate work, you should respond to the paper.

**If the Paper IS a graduate student submission AND is correctly tagged as one:** If the paper is tagged as a graduate level submission, you should skip that paper and move to the next one in the queue.

**If the paper is NOT a grad student submission:** If you look at the course number, the course name, and the tag and you think the paper is an UNDERGRADUATE submission, you should click on it and respond to it, regardless of whether or not it has been tagged as a graduate student submission.

NOTE: Please inform undergraduates who mislabel their papers that the graduate-level submission tag is reserved for students who:

- A. Have already earned their bachelor's degree.
- B. Are taking a graduate-level course (500 or higher course number at most institutions)

---

#### CHOOSING THE MOST RECENT DRAFT

When a student posts multiple drafts of the same assignment, it's important to choose the most recent draft posted by the student. Otherwise, you're just going over work covered by the previous tutor.

Below is a screenshot of an assignment with multiple drafts; the newest post by the student is always on the BOTTOM of the submission page.

**Submission Details**File: [Writing Project Pt. 4 F... \(.docx\)](#)Posted: 10-29-2024 6:04pm  
Viewed by tutor: 11-11-2024 11:07am ^**Course:** English 101**Subject:** English**Instructor:** Matt Young

Pages: 6

Assignment Instructions: N/A

**Description of assignment:**

This is narrative essay, that also required research and citation of sources used. The required length of this project is 5 paragraphs or 1200 words.

Citation: MLA

**Area of help:**

I wanted to know if there is anything I could change to the essay to make it more professional and also check if I did my citation page right.

**Type of help:**

Telling a story, but also backing up my claims with evidence.

English native language: No

Student confidence: Confident

The original post always appears here.

All WL posts go from oldest (at the top)  
to newest (at the bottom).

Oldest post

**RESPONSES**

EXPAND ALL

COLLAPSE ALL

**Writing Lab Tutor** **tutor**File: [Writing Project respon... \(.docx\)](#)**Curious Student** **student**File: [101RhetAd5ixu4p1xs5tv.docx](#)**Writing Lab Tutor** **tutor**File: [RSmithRhetAdResponse.docx](#)**Curious Student** **student**File: [GradSampleStudentEssay.doc](#)

Thank you for your last response to my most recent draft. This is my third draft. Please respond to this one next.

Posted: 11-11-2024 11:37am

Viewed by student: 12-9-2024 9:44am

Posted: 2-10-2025 9:51am

Viewed by tutor: 2-10-2025 9:52am

Posted: 2-10-2025 9:54am

Viewed by student: 2-10-2025 9:57am

Posted: 2-10-2025 9:58am

Not viewed by tutor

Newest post

Note the dates and times getting more recent as they go down.

The most recent post should say "Not viewed by tutor."

**RETURNING CLAIMED PAPERS TO THE QUEUE/WHEN YOU CAN'T RESPOND**

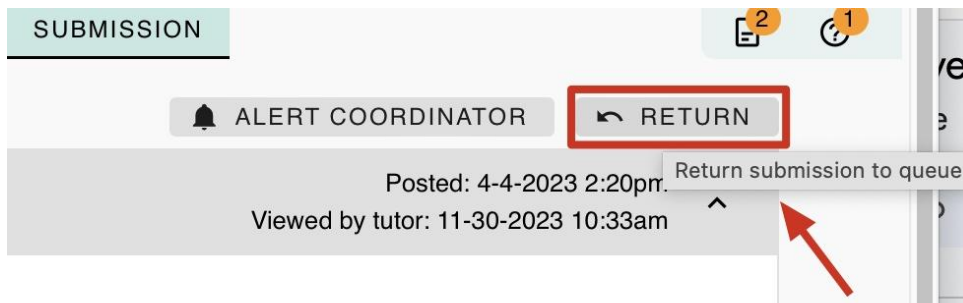
Here are the situations when you can return a paper to the queue:

1. You accidentally claimed a graduate student paper
2. You find the content of the paper too upsetting
3. You claim a paper and then don't have enough time left in your shift to respond to it.

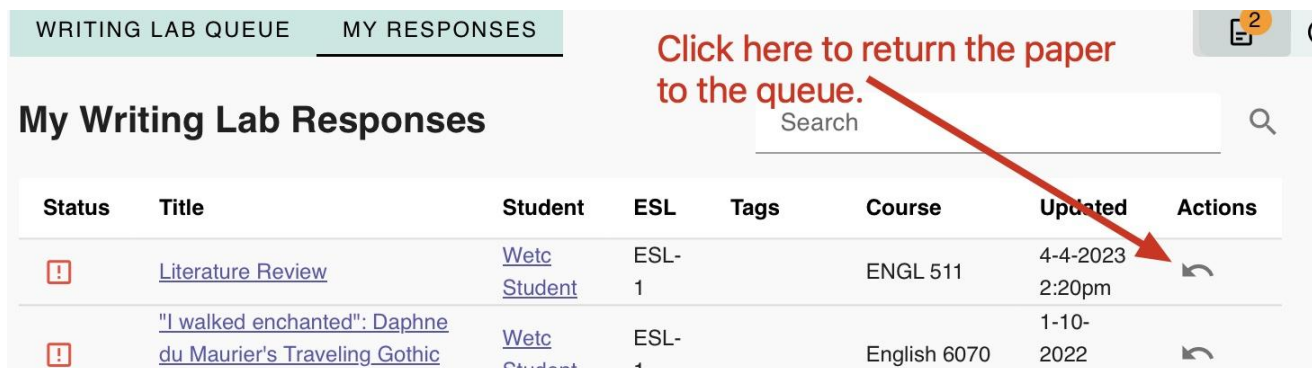
There are two ways to return a paper to the queue:

- a. From the submission page
- b. From your Writing Lab Responses file.

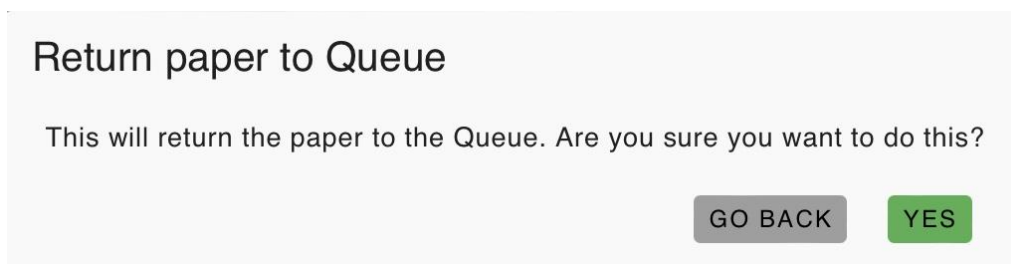
If you decide you can't respond to a paper and you're still on the submission page, you can just click on the button that says, "Return." When you mouse over the Return button, it will explain that pushing it will return the paper to the queue.



You can also return a paper to the queue from your Writing Lab Responses tab. Click on the “My Responses” tab and then click on the arrow in the rightmost column.



Regardless of how you choose to return a paper to the queue, clicking on either “return” button will result in the following pop-up:



If you’re sure you want to return the paper to the queue, click on “yes.” If not, click on “Go Back.” You can always return to the submission page or your Responses file to view the paper and make a decision.

When you have successfully submitted a response, eTutoring will return you to the Writing Lab Queue. From there you can select another paper. Or, to double-check that your response was posted, you can click on your Responses tab and search for the paper there (it should be on the top).

#### ADDITIONAL IMPORTANT WRITING LAB INFORMATION

Sometimes you’ll work a long shift and lose track of the student’s file. For that reason, it’s best to pick a consistent place to save your responses. Best practices for avoiding confusion include:

1. Create two files on your computer's desktop; one should be named "originals" and the other should be named "responses."
2. Put student papers and your response to their papers in different files.
3. Make sure you save your response with a different file name than that of the original. Some tutors put the word "response" or "comments" at the end of the file name to differentiate it from the original.
4. Simplify the file name as much as possible. A file name with the student's last name, your initials, and the word "response" or "comments" is much less likely to be mistaken for the original than other file names. For example, you might name your responses like this:  
NguyenResponseSB.docx

**Note:** Every time you save your response to a student paper, **make sure to save it as either a .doc or .docx. Comment bubbles are NOT saved in .rtf files.**

**Another important note about file names:**

Sometimes students submit files with names that can confuse word processing programs (applications/apps). For example, file names like those below can cause serious problems, both on eTutoring and with word processing apps:

ASMITH(\*&..rtf

My\_paper-Oij . docx

CSchaffer\*(2r8. Doc

Note the symbols, extra spaces, and extra periods in the file names above – **all** of these tend to cause the file to fail to open.

**If you are able to open and respond to a file with a name like the ones above, please save the file with a new, SIMPLER name.** Then save the file and post your response. Here are some simpler, more widely compatible file names, specifically chosen to simplify the students' file names:

ASMITH.doc

MypaperOij.docx

CSchaffer2r8.doc

**Do not include spaces, extra periods, or any of these symbols ( ) `~! @#\$ %^&\*?";> <, += in your file name.**

Also, when you start working your actual shifts, you can take a paper directly from the general queue and respond to it; you do not need to click on "Home" and then access the paper from your archives. We only took that step this time so you could see how unanswered papers look in your Responses file. In the future, you can simply click on the paper in the general queue, respond to it, and post your response.

Here is how every shift should proceed (details for each step follow below):

1. Open web browser
2. Log in
3. Clock in
4. Open the eQuestions queue on one tab and the Writing Queue on another.
5. Complete shift
6. Return to eTutoring Homepage
7. Clock out and log out

Here are the steps in detail.

1. First, open your browser and go to the [eTutoring login page](#). A browser is a software application (app) on your computer that you use to surf the web/internet. Some examples are:
  - a. Firefox (eTutoring's preferred browser)
  - b. Chrome
  - c. Safari

Internet Explorer and Microsoft Edge are not recommended.

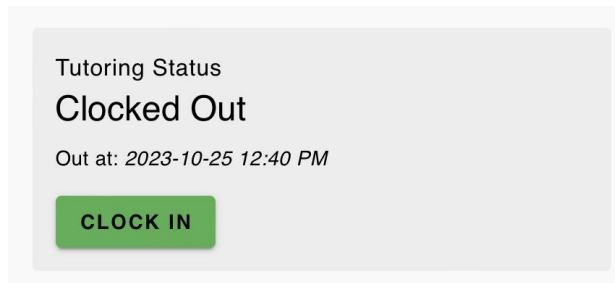
NOTE: There is a button in the upper right corner of every web browser that, when pushed, will open a new tab. It usually looks like a + symbol. You can also use the keyboard shortcut Command T to open a new tab.

2. Log in. Now that you have a few tabs open to eTutoring, you can log in.

The screenshot shows the 'Log In' page of the eTutoring website. At the top, it says 'Log In' and 'Tutors, welcome to the new eTutoring website!'. Below this, it says 'Students and administrators, please [log in at the original website](#)'. There are two input fields: 'Username' and 'Password'. A red arrow points to the 'Username' field with the text 'Username is required'. Another red arrow points to the 'Password' field. To the right of the 'Password' field is an eye icon, and a red arrow points to it with the text 'Click to show/hide password.'. Below the input fields is a yellow 'LOG IN' button, with a red arrow pointing to it. At the bottom, there is a link that says 'Forgot password?', with a red arrow pointing to it and the text 'Click here and fill out form, if needed.'.

3. Clock in.

You clock in by pushing the **green** button on the right side of the page.



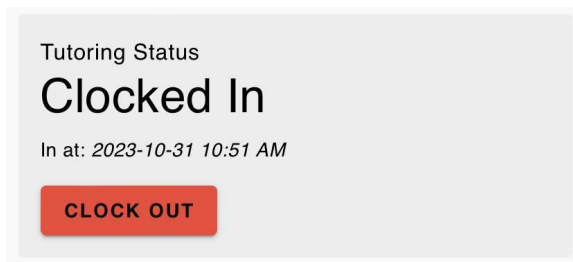
NOTE: Make sure the clock out button is **RED** and says “You are clocked in” **before** you start working.

4. Open the eQuestions queue on one tab and the Writing Queue on another.
5. Complete shift
6. Return to the eTutoring homepage.

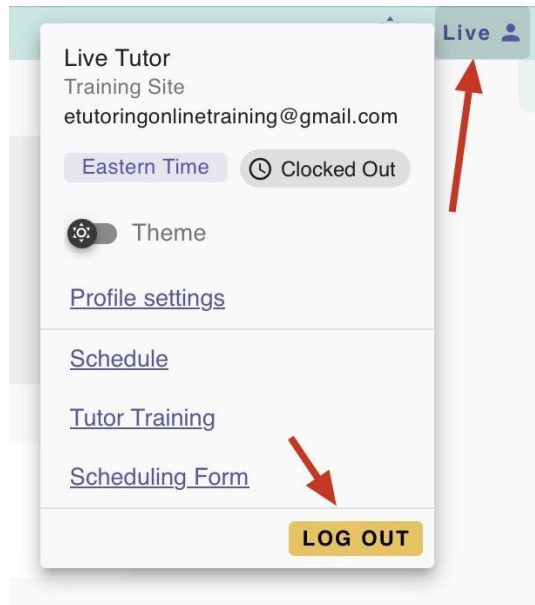


If you do not return to the homepage, you cannot CLOCK OUT, and you need to clock out at the end of EVERY shift.

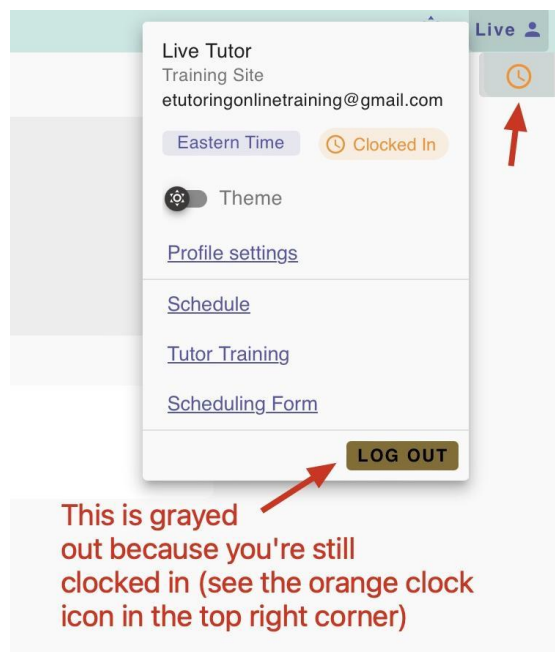
7. Clock out and log out: At the end of every shift, the tutor will need to return to their eTutoring homepage and push the **red** CLOCK OUT button.



When you push the red CLOCK OUT button, it will turn green and show the time at which you clocked out. Then you can log out by clicking on your profile button in the upper right corner and clicking on “log out.”



Please note that if you're still clocked in, you won't be able to log out. You'll need to clock out first, then you can log out. **If you see the clock icon in the upper right corner of your screen, then you're still clocked in.**



**Very Important Note:** Only YOU can clock in. The site cannot (and will never) clock you in or out. If you log out or lose your internet connection, you WILL REMAIN CLOCKED IN UNTIL YOU PUSH THE CLOCK OUT BUTTON.



## THE WRITING LAB RUBRIC

The Writing Lab rubric can be found [here](#):

The rubric is used to evaluate your work as an eTutor, so please review it. eTutors are evaluated twice a year by a Quality Assurance Coordinator (QAC) with significant writing and tutoring experience. You may want to print the rubric and use it as a checklist to make sure that each of your responses is up to the WeTC's high standards.

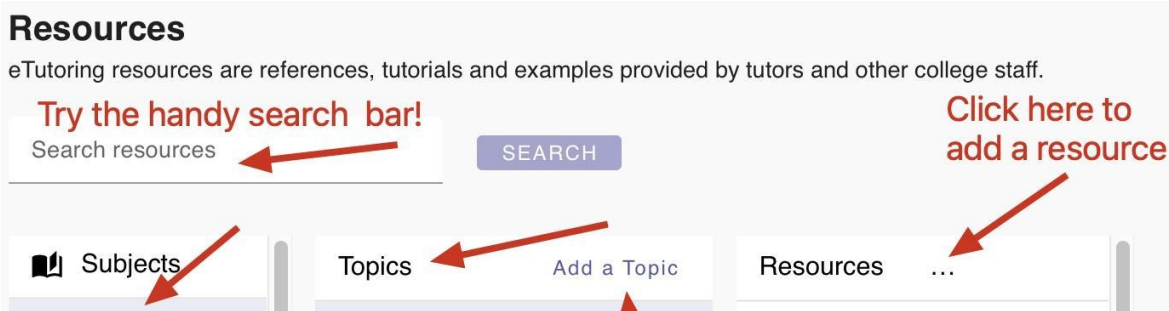
## THE eTUTORING RESOURCES PAGE

One great thing about our eTutoring community is the resources repository we all share. The link appears in the upper right corner of your eTutoring homepage.



When you click on the Resources tab, the Resources page will open.

On the left side is a list of the subject headings. When you click on a subject, (like math) the middle column will show you a list of main topics falling under that subject. If you then click on a main topic, you'll see a list of resources in the column on the right.

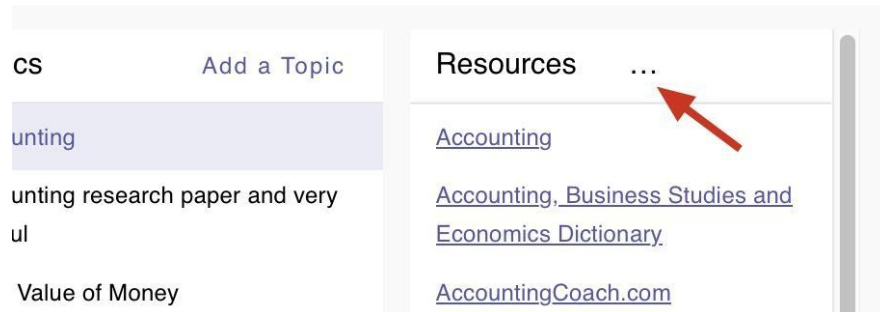


Alternately, you can enter search terms in the “Search Resources” box and click on “Search” to see if anyone has created a resource related to what you’re looking for.

#### POST A NEW RESOURCE TO THE RESOURCES PAGE

If you find or create something great that you want to share with the consortium and our students, you can post a resource to the Resources Page.

First, go to the resources page and select a subject (1<sup>st</sup> column) and a main topic (middle column). Then click on the “...” button above the list of resources under the subject and topic you chose.



When you’ve clicked on “Add a Resource,” a new page will pop up. Please see below.

**Add a new Accounting resource**

Resource name

← → Paragraph B I

Type any text here, including links. You can also insert images.

p 0 words

Keyboard tip: Alt-F10 for toolbar

Attach a file

Allowed files: doc/x, pdf, ppt/x, xls/x, rtf, txt, jpg/gif/png

For these users:

☐ Tutors

☒ Students

\*Visible to all institutions

My favorites:

☐ Mark as one of my favorites

CANCEL SAVE RESOURCE

**Annotations:**

- Red arrow points to "Attach a file" button.
- Red arrow points to "Students" radio button.
- Red arrow points to "Mark as one of my favorites" checkbox.
- Red arrow points to "SAVE RESOURCE" button.
- Red text: "Select 'Students' to allow all users to view your resource. If you select 'Tutors,' students won't be able to see your resource. Admins/Coordinators can see all posted resources."

Please fill out the form as completely as possible, including links and uploading documents where appropriate.

When you get to the bottom of the form, you'll have a few additional options:

### Type of Resource:

**Student Content:** If you select this option, everyone will be able to access this resource.

**Tutor Content:** If you select this option, tutors and administrators will be able to view your resource. Students will not be able to see this resource.

We recommend that you select "Student Content" here so the maximum number of people will have access to the wonderful resource you just created!

### Add to My Favorites

If you check this option before you "Save this Resource," this resource will be added to your list of favorites.

You can find your Resource favorites under “Resources,” on the toolbar after you’ve already selected the resources tab.

| Resource                      | Subject          | Topic                   | Posted By       | Updated          | Actions |
|-------------------------------|------------------|-------------------------|-----------------|------------------|---------|
| <a href="#">Computer Hope</a> | Digital Literacy | Basic Computer Literacy | Michael Langley | 10-3-2020 3:01pm | ★       |

refreshed at 3:29pm

You can “unfavorite” a resource by clicking on the yellow star on the far right of the resource’s row.

If you unfavorite a resource and then change your mind at the last second, you can click on the “undo” button that will appear in gray at the bottom of the screen.

You can also manage the resources you’ve added to the app. Make sure you’re on the resources page and then click on “manage.”

| Resource                           | Subject | Topic                      | Updated           | Actions |
|------------------------------------|---------|----------------------------|-------------------|---------|
| <a href="#">College Essay Help</a> | Writing | College Application Essays | 11-2-2023 12:44pm | 👁️ 🗑️   |

click here to edit

refreshed at 3:44pm

From the resource management page, you can:

1. Click on the Resource title to revise it.
2. Click on the eye icon on the left to view it (no editing)
3. Click on the trash icon to delete it.

## THE WeTC INFORMATION SITE

Although many eTutoring resources are located on the app, and we use the app to tutor our students, the tutor’s first source for up-to-date protocols, documents, surveys, and scheduling is located at: <https://sites.google.com/site/wetctutorinfo/>

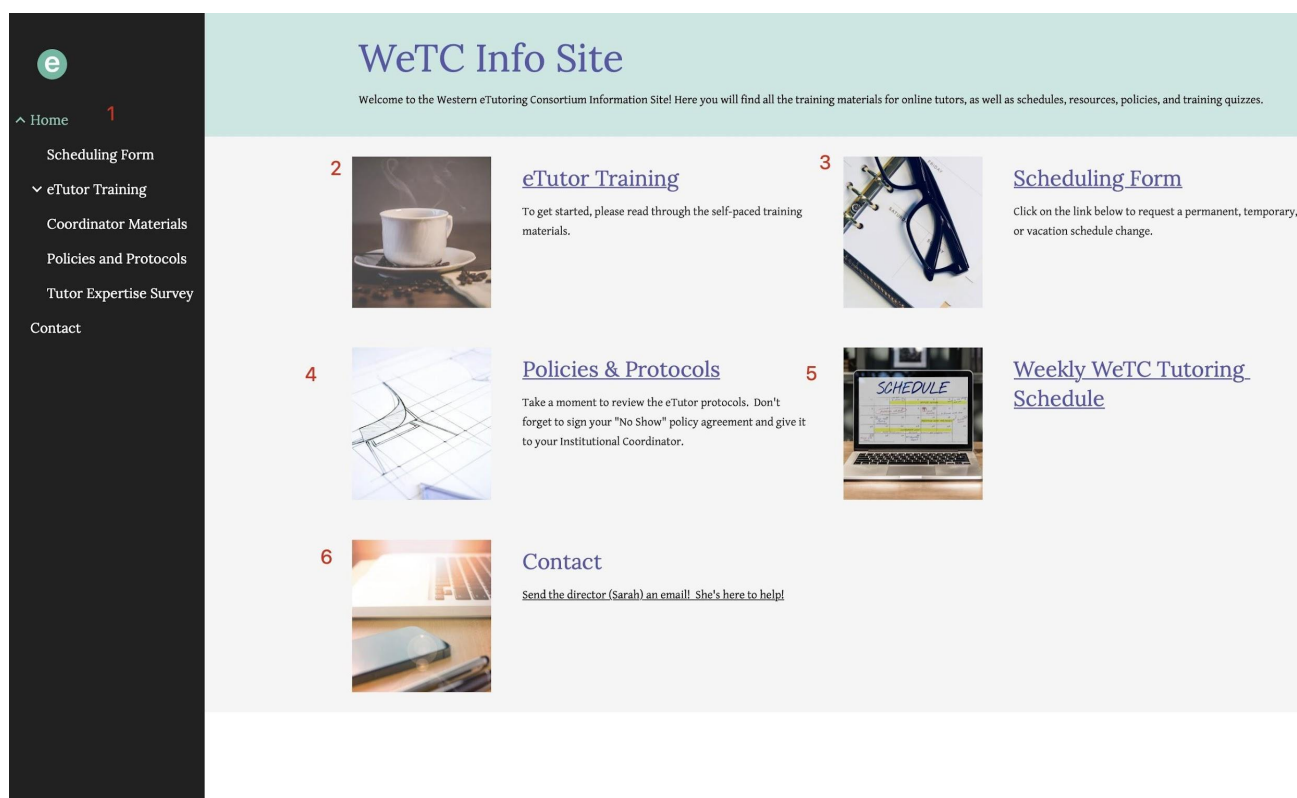
Many of the training materials mentioned in this manual appear on the WeTC Info Site and you have probably already visited the site in order to download this manual. However, it's important that you become familiar with the info site and all it has to offer.

## A TOUR OF THE WeTC INFO SITE

Let's take a look around the info site: <https://sites.google.com/site/wetcetutorinfo/>. Please bookmark this site for future reference.

Below is a numbered screenshot of the Info Site's homepage. Detailed descriptions of each item appear on the next page.

The colored boxes and numbers appearing in the screenshot above won't appear on the actual site, but each corresponds to the number descriptions below. Feel free to click on each link as you read about their functions.



1. **Side Toolbar:** This expandable toolbar contains a link for each of the pages linked on the main part of the homepage, as well as a few extras.
2. **eTutor Training:** Click on this page to find the appropriate training materials and tutor manuals for each type of tutor (Live, Live Writing, Writing Lab, and Grad Writing).

3. **The Scheduling Form:** This link will take you to the eTutoring scheduling form. You'll be using the scheduling form every time you want to change your schedule, whether you need to change it for an entire term, move a single shift, sign up for shifts for the first time, or move a group of shifts to our peak week periods (our busiest weeks). When you have completed your training, the director will refer you to this page so you can submit your preferred schedule.
4. **Policies and Protocols:** This page includes all of the documents you need to succeed as a tutor for eTutoring. Content changes frequently, so make sure you check this page frequently.
5. **Tutoring Schedule:** This link opens a new tab which displays this week's eTutoring schedule
6. **Contact:** If you click on the linked text "Send the director (Sarah) an email. She's here to help!" your email provider will open and automatically address a new email to the director. If you click on the "More" button here, a new page with the contact information for our Google groups will appear.

**On the Sidebar: Tutor Expertise Survey:** You may complete this survey whenever you wish, but the director will send you a direct link to this survey when you complete your eTutor training. This survey is used to track the subjects and expertise of all of the WeTC tutors. It is updated regularly and shared with the consortium so tutors can direct students to the best tutor for their needs.

Please explore the rest of the info site when you have time. The director may also occasionally refer you to either this manual or the info site when you have a question.

## PROTOCOLS FOR WRITING TUTORS

### NO-SHOW AND TARDINESS POLICIES

#### ESSENTIAL PRINCIPLES FOR UNDERSTANDING THIS POLICY

1. Weekly tutoring hours are based on the amount of student usage at that institution.
2. Tutoring hours are **contractual**. Providing fewer hours than required is a breach of contract.
3. The tutoring hours provided by a tutor and/or their institution during a given quarter or semester must be equal to or above those required by the contract. For institutions at the lowest usage threshold, the *minimum* required weekly tutoring hours are:
  - a. Five hours per week during the fall, winter, and spring terms
  - b. Three hours per week in the summer.
4. **eTutoring hours cannot be lost or deleted. They can only be moved.**

#### A LIST FOR COORDINATORS

The purpose of this document is to:

1. Increase communication between tutors and the director.
2. Decrease the number of missed shifts and the frequency of tardiness across the consortium.
3. Make tutor responsibilities as clear as possible.
4. Reduce the number of student complaints.

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#### NOTIFYING THE WeTC DIRECTOR OF SCHEDULING ISSUES

If a tutor knows that they will be late, that their current eTutoring schedule contains errors, or that they will miss a shift, they must fill out the [scheduling form](#) as soon as it is possible to do so. If the tutor can't fill out the scheduling form, they may email the director instead ([sbergfeld@sbctc.edu](mailto:sbergfeld@sbctc.edu)).

If the director receives notification of potential tardiness or a missed shift, *at least 48 hours before the tutor's shift (especially on weekends)*, the schedule can be changed, resulting in no noticeable change in the services available to students. Tutors notifying the director of emergency changes to upcoming shifts will be given the benefit of the doubt; tutors failing to notify the director will face the penalties for missed shifts listed below.

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#### CONSEQUENCES FOR MISSED SHIFTS WHEN THE TUTOR FAILS TO CONTACT THE DIRECTOR

The sections below list the consequences for single and repeated instances of tardiness and missed shifts **ONLY when the tutor fails to notify the director.**

##### NO-SHOW POLICY FOR ALL TUTORS (WHEN TUTOR FAILS TO NOTIFY DIRECTOR):

##### No-Shows include:

- a) Not logging in or clocking in on the day of one's scheduled shift.
- b) Logging in and clocking in at the appropriate time (or for the correct number of hours) but not completing any tutorials. The only exception to this rule is a shift worked during weeks that traditionally have very low usage. (Because this depends on usage, which varies by week and by subject, these incidents will be judged on a case-by-case basis).
- c) Missing *more than a half hour* of one's scheduled shift, whether it's a result of logging out early, logging in late, or logging out in the middle of one's shift and then logging back in.

#### **Consequences for No-Shows**

##### 1. The First Instance

First Warning: The tutor and the tutor's IC will be notified of the missed shift. The tutor will be asked to reschedule the shift using the [scheduling form](#). You are *required* to reschedule missed shifts.

##### 2. The Second Instance

Probationary Period: The tutor will write a letter to the director and the IC explaining the reasons for repeatedly missing their shifts and justifying their continued work with the consortium. If the tutor convinces the director to give them another chance, the tutor will

enter a **four-week probationary period**. If the tutor is on time (synchronous only) and completes all of their shifts, they will once more become a tutor in good standing with the Consortium. The tutor will also be asked to reschedule the missed shift using the [scheduling form](#).

### 3. The Third Instance

The tutor will be asked to leave the consortium and the IC will be asked to find another tutor to fulfill the institution's commitments to the consortium.

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#### A LIST FOR TUTORS (PLEASE READ THESE CAREFULLY)

1. Do not fill out the scheduling form to move a shift you missed in the past. **The scheduling form is not a retroactive “get out of jail free card.”**
2. Do not show up late to a live/Zoom shift. Working beyond your scheduled time doesn't make up for the fact that you were late or that students expected you to be there at a particular time and you weren't.
3. Live tutors must be logged in, clocked in, present, and available in their Zoom rooms for the entirety of their scheduled shifts, regardless of the number of students in the Zoom room.
4. Do not miss any part of your shift (or the entire thing) and attempt to make it up by logging in and working the next day, whether you are a writing tutor or a live tutor. You are accountable for the shifts listed on the weekly calendar on eTutoring, *exactly* as they appear. If the schedule on the app is incorrect, contact the director **immediately**.
5. All asynchronous writing shifts must be completed by 11:59 PM (local time) on the day they are scheduled.
6. Do not take any holidays off without asking permission from both your institutional coordinator and the director. This includes school breaks and most federal holidays. The WeTC is open year-round with the exceptions of: July 4, Thanksgiving Day, and the days between the last day of the fall semester (usually around December 23) and the first day of the winter quarter (usually around January 2). You must work all other holidays and breaks unless you arrange to move those shifts ahead of time, using the [scheduling form](#).
7. Please contact the director and your IC at least two weeks before you want to stop working with the consortium. It takes time to find and train a new tutor, but the services we provide for students need to proceed as usual. Please extend this kindness to the consortium and give us adequate notice before resigning your position.

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#### TUTOR EMERGENCIES: PROTOCOL FOR CONTACTING THE DIRECTOR

##### Explanation of Issue

A tutor encounters an emergency that will prevent him/her from making it to a scheduled shift on time. Such emergencies may also cause the tutor to miss the shift partially or entirely.

## Resolution

1. The tutor should immediately contact the director at [sbergfeld@sbctc.edu](mailto:sbergfeld@sbctc.edu) so the shift can be changed and student expectations effectively managed.
2. The director will contact the tutor at a later date to schedule a make-up shift during a peak week (or as close as possible to the original shift if that shift was originally scheduled during a peak week).
3. If such absences are deemed excessive (judged on a case-by-case basis), the director may ask the tutor to change their eTutoring schedule, making it easier for the tutor to avoid absences. Alternately, tutors with excessive absences or tardiness may be asked to reduce or eliminate their eTutoring hours.

## RESCHEDULING SHIFTS: THE COMPLETE DETAILS

### Explanation of Issue

A tutor needs time off and knows exactly which upcoming shifts they need to reschedule.

### Resolution

#### **Non-Peak Week Shifts:**

1. Reschedule any **non-peak week shift** for a peak week by filling out the [scheduling form](#) and selecting “Vacation/Move shifts to peak weeks” when asked.
2. If you can’t move your **non-peak week shift** to a peak week because of a clause in your employment contract with your school, fill out the [scheduling form](#) and select “Temporary” when asked about the type of schedule change you would like to make.

#### **Peak Week Shifts:**

1. If you would like to reschedule a shift that falls DURING a peak week, you may move it to another date and time within the same week by selecting “Temporary” on the [schedule change form](#).

---

## RESCHEDULING FAQs

### A. What is a “peak week?”

Answer: A peak week is a week when student usage of the app is higher than normal. In other words, our tutors are busiest during our peak weeks. Peak weeks are subject to change, but they generally fall during the following times:

- a. October 5 – 15th
- b. November 1<sup>st</sup> through December 15<sup>th</sup>
- c. February 10<sup>th</sup> through March 20<sup>th</sup>
- d. June 5 – 15th

Lists of this year’s upcoming peak weeks may be found on the top of the [scheduling form](#).

B. How does the scheduling form actually work?

Answer: Each time a tutor fills out the scheduling form, Google immediately inserts the tutor's responses into a spreadsheet. Google then sends an email to the director, notifying her of the schedule change request. **All schedule changes are made by the director; the form cannot and does not make any schedule changes.** Each change is approved and arranged by the director of the WeTC. This is why tutors should fill out the scheduling form as soon as they become aware of the need to move a shift and give at least 48 hours' notice.

C. How do I know if my change was approved? Will I get confirmation of some kind?

Answer: **No, you will not receive confirmation of any kind.** In order to see if your change was approved, log into eTutoring and check the schedule. If the change hasn't been made, wait a day or so and check again. The director may be occupied with other tasks or meetings, so please wait at least a day before emailing the director about your schedule.

D. What if there is an emergency and I can't find or don't have the presence of mind to find the scheduling form and fill it out? What should I do?

Answer: In an emergency, email the director at [sbergfeld@sbctc.edu](mailto:sbergfeld@sbctc.edu) and inform her that you'll have to miss an upcoming shift because of an emergency. The director will remove the shift from the schedule and contact you at a later time to reschedule it. To prevent this from happening, please consider bookmarking the [scheduling form](#).

E. I missed my shift yesterday, so I just went straight to the scheduling form and moved it to later in the week. That's OK, right?

Answer: No. The scheduling form is not a retroactive excuse and should not be treated as such. If you do not notify the director of a possible missed shift *before* it occurs, you will face the consequences outlined in the No-Show and Tardiness Policies document, even if you fill out the scheduling form right after you miss your shift. All scheduling form submissions are time-stamped and any attempt to move a shift after it has already occurred, without notifying the director beforehand, will be treated as a missed shift with all of its attendant consequences.

#### HOLIDAY AND SEMESTER/QUARTER BREAK POLICY

Please read the sections below for a complete description of each holiday and break, whether tutors should expect time off, and the scheduling requests that can be made for each holiday and institutional break.

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**READ-ONLY DATES: JULY 4<sup>TH</sup>, THANKSGIVING DAY, & WINTER BREAK**

**Read-Only Dates:**

July 4<sup>th</sup>

Thanksgiving Day

The winter dates when every member institution is on break: between about December 20<sup>th</sup> and January 1<sup>st</sup>.

Setting the app to read-only prevents students from submitting new eQuestions or Writing Lab submissions while still allowing them to log in and read their old submissions.

**If you have permission from your coordinator, you may reschedule any or all of your shifts on read-only dates for any upcoming peak-week using the [scheduling form](#).**

There is no limit to the read-only shifts you can reschedule, but you are not required to reschedule your read-only shifts if you don't want to.

If you choose not to reschedule the shifts falling during read-only dates, they will simply be deleted, and you will not be responsible for working those shifts. None of our tutors are expected to work on read-only dates, and the schedule at eTutoring will be completely blank on those dates.

An announcement is posted before each read-only period, so students know not to expect to meet with tutors in Zoom. Students are also informed that they cannot submit papers or eQuestions during read-only periods.

**NOTE:** The day after Thanksgiving Day is NOT a read-only date. Unless you fill out the scheduling form to move your shift to a peak week, you should expect to work the day after Thanksgiving Day if your regular schedule includes a Friday shift.

---

#### NATIONAL HOLIDAYS THAT ARE NOT READ-ONLY DATES:

Dr. Martin Luther King, Jr. Day  
Presidents' Day  
Memorial Day  
Labor Day  
Veteran's Day  
Indigenous Peoples Day  
Columbus Day  
All other state/local holidays

These holidays are NOT read-only dates. The app and the tutor schedule continue as usual -- as if those days were any other day of the week. **If you want to reschedule a shift falling on one of these dates, you must follow the usual rules governing schedule changes (see "Rescheduling Shifts: The Complete Details" above).**

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#### YOUR INSTITUTION'S BREAKS (FALL, SPRING, AND SUMMER BREAKS)

Because of an old WeTC policy, what was in effect when these institutions joined eTutoring, tutors from the following schools are not expected to work during the breaks between their terms:

- California State, East Bay
- Chemeketa CC
- Edmonds CC
- Klamath CC
- Rogue CC
- Shoreline CC
- South Seattle CC
- Spokane CC
- Spokane Falls CC

**ALL other tutors are expected to work during their semester/quarter breaks.** This ensures that each institution covers the others' breaks and that your institution does not violate the terms of its contract with the WeTC. However, because these weeks don't tend to be very busy, **if you have a commitment that will prevent you from working during your semester/quarter breaks or if you simply want time off, you may move any shifts occurring during your institution's semester/quarter breaks to a peak week period using the [scheduling form](#).**

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### SUPER WRITING TUTOR WEEKS (SWTW)

The Super Writing Tutor Weeks are periods of about 10 days, taking place during our two busiest times of the year, and during which writing tutors are expected to work extra hours.

We have one SWTW in December and one in March. During the March SWTW, more papers are submitted to the Writing Lab than during any other time of the year. In the past it has been so busy that we've had to turn the Writing Lab to read-only in order to catch up to the queue. Our Super Writing Tutor Weeks were designed to shorten the Writing Lab wait time during our busiest peak weeks.

All SWTW hours are hours in addition to each tutor's regularly scheduled hours. The number of hours required during each period may vary.

---

### UPCOMING SHIFTS: HOW TO LOOK AHEAD

If you're logged into your tutoring account, there are several ways to look for upcoming shifts. First, the box on the lower right side of your homepage displays several of your upcoming shifts (see below).

| Upcoming Shifts |        |                  |
|-----------------|--------|------------------|
| Fri             | Nov 3  | 9:00am - 11:00am |
| Mon             | Nov 6  | 9:00am - 11:00am |
| Wed             | Nov 8  | 9:00am - 11:00am |
| Fri             | Nov 10 | 9:00am - 11:00am |
| Mon             | Nov 13 | 9:00am - 11:00am |
| Wed             | Nov 15 | 9:00am - 11:00am |

If there aren't any shifts listed on the homepage, you have no upcoming shifts (which is OK for the sake of this training).

To view shifts beyond those you can see in the "Upcoming Shifts" box, click on "Schedule" on the toolbar.



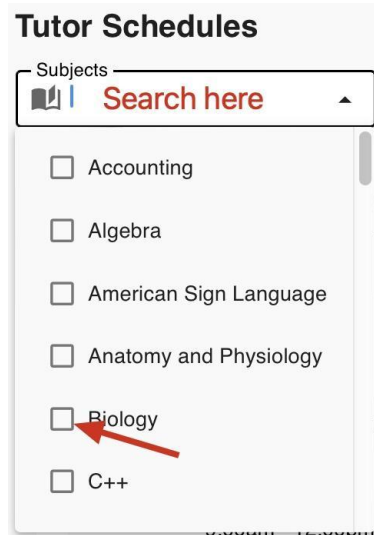
Notice that when you've selected "Schedule" from the toolbar, eTutoring automatically opens the "Search" option, and that there's a tab for the weekly schedule next to it.

eTutoring will also automatically open the first subject, accounting, and that you'll automatically be able to see the accounting schedule for today and tomorrow. Please see below for a screenshot.

You can expand additional subjects by clicking on the downward arrow button next to that subject (see below).

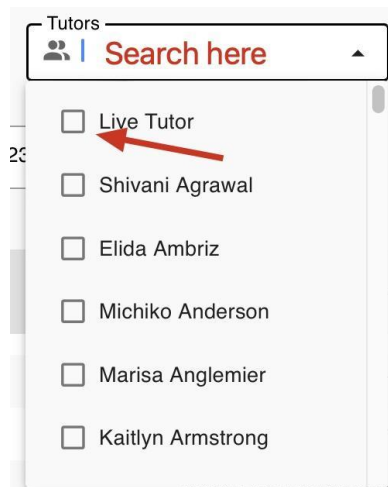
A screenshot of the 'Tutor Schedules' page. At the top, there are two tabs: 'SEARCH' and 'WEEKLY'. Below them is the title 'Tutor Schedules'. There are two dropdown menus for 'Subjects' and 'Tutors'. Below these are 'Start date' (11/03/2023) and 'End date' (11/04/2023) fields, followed by a 'REFRESH' button. The main content area shows the 'Accounting' subject expanded, displaying a list of shifts with dates, times, and tutor names. Below this, there is a list of other subjects: Algebra, American Sign Language, Anatomy and Physiology, and Biology. Each subject has a downward arrow button next to it. A red arrow points from the text 'Expand additional subjects by clicking on this button' to the downward arrow next to 'Algebra'.

You can also use the Subjects box to either type a subject into the search bar or click on the subjects you would like to see.



The screenshot shows a section titled "Tutor Schedules". Below the title is a search box labeled "Subjects" with a magnifying glass icon and the text "Search here". Below the search box is a list of subjects, each with a checkbox: Accounting, Algebra, American Sign Language, Anatomy and Physiology, Biology, and C++. A red arrow points to the checkbox next to "Biology".

Or, if you're looking for a particular tutor (including yourself), you can use the "Tutors" box to type in your name or select the tutors whose schedules you'd like to see.



The screenshot shows a section titled "Tutors" with a search box containing a person icon and the text "Search here". Below the search box is a list of tutor names, each with a checkbox: Live Tutor, Shivani Agrawal, Elida Ambriz, Michiko Anderson, Marisa Anglemier, and Kaitlyn Armstrong. A red arrow points to the checkbox next to "Live Tutor".

After each update to these boxes, **make sure you click on "Refresh"** to see the results of your search or selection.

To view your upcoming shifts in specific date range, please follow the directions on the screenshot below.

**Tutor Schedules**

Subjects  Tutors

Start date  End date

Accounting **2. Set your desired date range.**

|                    |                  |            |
|--------------------|------------------|------------|
| <b>November 6</b>  | 9:00am - 11:00am | Live Tutor |
| <b>November 8</b>  | 9:00am - 11:00am | Live Tutor |
| <b>November 10</b> | 9:00am - 11:00am | Live Tutor |

Algebra

American Sign Language

Anatomy and Physiology

Biology

1. Select your name from the dropdown list.

3. Click on "Refresh."

Shifts in the range you chose will appear here.

However, if you want to see an entire week's schedule, for every eTutor in the consortium, click on "Weekly" from the schedule toolbar.

HOME **SCHEDULE** LIVE EQUESTIONS RESOURCES

SEARCH **WEEKLY**

When you do that, you'll see a scrolling schedule for this week. From the weekly scheduling page, you can click on "Previous Week" or "Next Week" to see the adjoining weeks' schedules (see below).

**Tutor Schedules**  
Timezone: Pacific

Previous Week Next Week

**Western Consortium: November 05, 2023 - November 11, 2023**

| Subject           | Sunday<br>Nov 5                | Monday<br>Nov 6                | Tuesday<br>Nov 7               | Wednesday<br>Nov 8             | Thursday<br>Nov 9               | Friday<br>Nov 10                 | Saturday<br>Nov 11             |
|-------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------------|----------------------------------|--------------------------------|
| <b>Accounting</b> | 6:00 AM - 8:00 AM<br>Angela T  | 6:00 AM - 8:00 AM<br>Angela T  | 6:00 AM - 8:00 AM<br>Nahid R   | 5:00 PM - 6:00 PM<br>Fatima F  | 6:00 AM - 8:00 AM<br>Angela T   | 6:00 AM - 8:00 AM<br>Angela T    | 8:00 AM - 11:00 AM<br>Joel J   |
|                   | 8:00 AM - 11:00 AM<br>Joel J   | 10:00 AM - 12:00 PM<br>Joel J  | 12:00 PM - 2:00 PM<br>Irene E  | 7:00 PM - 10:00 PM<br>Nahid R  | 9:00 AM - 1:00 PM<br>Robert C   | 11:00 AM - 12:30 PM<br>Ginger C  | 9:00 AM - 12:00 PM<br>Fatima F |
|                   | 9:00 AM - 11:00 AM<br>Robert C | 2:30 PM - 3:30 PM<br>Fatima F  | 3:00 PM - 5:00 PM<br>Angela T  | 8:00 PM - 11:00 PM<br>Robert C | 11:00 AM - 1:00 PM<br>Carlos Z  | 12:00 PM - 2:00 PM<br>Joel J     |                                |
|                   |                                | 8:00 PM - 11:00 PM<br>Robert C | 7:00 PM - 10:00 PM<br>Nahid R  |                                | 11:00 AM - 12:30 PM<br>Ginger C |                                  |                                |
|                   |                                |                                | 8:00 PM - 11:00 PM<br>Robert C |                                | 12:00 PM - 2:00 PM<br>Irene E   |                                  |                                |
|                   |                                |                                |                                |                                | 8:00 PM - 10:00 PM<br>Nahid R   |                                  |                                |
|                   |                                |                                |                                |                                | 8:00 PM - 10:00 PM<br>Robert C  |                                  |                                |
| <b>Algebra</b>    | 5:00 AM - 6:00 AM<br>Arturo L  | 6:30 AM - 8:00 AM<br>David F   | 4:30 AM - 6:30 AM<br>Kerry S   | 6:30 AM - 7:30 AM<br>Marisa A  | 6:30 AM - 7:30 AM<br>Marisa A   | 7:00 AM - 9:00 AM<br>Hariharan M | 7:00 AM - 10:00 AM<br>Jodi N   |

## TUTOR USAGE REPORTS: HOW TO SEE REPORTS ON YOUR WORK

To view your recent schedule and your recent activity on the site (logins, clock-ins, eQuestions, Zoom sessions), go to your homepage and click on Reports in the toolbar. See below for a screenshot; your page may look slightly different.

HOME SCHEDULE LIVE EQUESTIONS RESOURCES

MAIN **REPORTS** Click here first

### Tutor Usage Reports

Start date: 10/30/2023 End date: 11/06/2023 Default date range is one week, but you can adjust it.

Pacific Time LOAD REPORT

Click on "Load Report" when you've chosen your desired date range.

Your report should look something like the one below, including:

- your recent and upcoming shifts
- the times you logged in and out.

- the times you clocked in and out.
- your eQuestion activity
- your Zoom room activity

## Tutor Usage Report

Pacific Time Zone

### Scheduling

| Scheduled | Start Time | End Time | Hours |
|-----------|------------|----------|-------|
| 1-9-2024  | 12:00am    | 12:00am  | 2.5   |
| 1-11-2024 | 12:00am    | 12:00am  | 2.5   |

### Timeclock Activity

Total time: 0h 0m

| Institution               | Clock In         | Clock Out        | Time  |
|---------------------------|------------------|------------------|-------|
| eTutor Training Institute | 1-8-2024 12:08pm | 1-8-2024 12:08pm | 0h 0m |

### Login Activity

| Institution               | Login             | Logout           | Time       |
|---------------------------|-------------------|------------------|------------|
| eTutor Training Institute | 1-12-2024 11:42am | 1-12-2024 2:42pm | 0d 0h 0m   |
| eTutor Training Institute | 1-12-2024 8:51am  | 1-12-2024 2:42pm | 0d 2h 51m  |
| eTutor Training Institute | 1-11-2024 10:56am | 1-12-2024 2:42pm | 1d 0h 46m  |
| eTutor Training Institute | 1-11-2024 9:12am  | 1-11-2024 9:16am | 0d 0h 4m   |
| eTutor Training Institute | 1-10-2024 6:24pm  | 1-11-2024 9:16am | 0d 14h 52m |
| eTutor Training Institute | 1-8-2024 11:37am  | 1-11-2024 9:16am | 2d 21h 39m |
| eTutor Training Institute | 1-5-2024 3:07pm   | 1-11-2024 9:16am | 5d 18h 9m  |
| eTutor Training Institute | 1-5-2024 12:12pm  | 1-11-2024 9:16am | 5d 21h 4m  |
| eTutor Training Institute | 1-5-2024 9:09am   | 1-5-2024 9:43am  | 0d 0h 34m  |

### eQuestion Activity

| Student      | Subject     | Posted          | Viewed           | Responded        | In Queue   | Responded  |
|--------------|-------------|-----------------|------------------|------------------|------------|------------|
| WeTC Student | Writing Lab | 1-5-2024 2:34pm | 1-8-2024 12:12pm | 1-8-2024 12:24pm | 2d 21h 37m | 2d 21h 50m |
| WeTC Student | Writing Lab | 1-5-2024 2:34pm | 1-8-2024 12:12pm | 1-8-2024 12:14pm | 2d 21h 37m | 2d 21h 39m |

| Writing Lab Activity |                  |                  |                  |               |                |
|----------------------|------------------|------------------|------------------|---------------|----------------|
| Student              | Posted           | Viewed           | Responded        | Time In Queue | Time Responded |
| [REDACTED]           | 6-7-2023 5:05pm  | 6-8-2023 12:34pm | 6-11-2023 7:48pm | 0d 19h 29m    | 4d 2h 43m      |
| [REDACTED]           | 6-10-2023 9:52pm | 6-11-2023 6:28pm | 6-11-2023 6:52pm | 0d 20h 36m    | 0d 21h 0m      |
| [REDACTED]           | 6-8-2023 5:26pm  | 6-9-2023 6:40pm  | 6-9-2023 6:59pm  | 1d 1h 13m     | 1d 1h 32m      |
| [REDACTED]           | 6-8-2023 4:07pm  | 6-9-2023 5:35pm  | 6-9-2023 6:40pm  | 1d 1h 28m     | 1d 2h 32m      |
| [REDACTED]           | 6-7-2023 2:14am  | 6-7-2023 2:32pm  | 6-7-2023 4:12pm  | 0d 12h 18m    | 0d 13h 58m     |

## HOW TO READ THE WRITING SECTION OF YOUR TUTOR USAGE REPORT

Here are the columns you will see in the “Writing Lab Activity” section of your tutor usage report and what each means (see the screenshot just above):

- i. **Student**:
- ii. **Posted**: This is the date when the student posted this assignment.. If there are multiple drafts, you may notice that the postdate listed is as long as a month ago.
- iii. **Viewed**: This is the date and time when you clicked on the paper and removed it from the queue.
- iv. **Responded**: This is when you posted a response to this paper.
- v. **Time in Queue**: This shows the time that passed between when the student posted their draft and when you claimed/viewed it.
- vi. **Time Responded**: The TOTAL time between the moment the student FIRST posted their first draft and the moment the LAST tutor to respond posted a response.

As you can see, none of these reports show how long it took you to respond to a paper, i.e., the time between when you clicked on the paper and when you posted a response. However, to find that time, you can subtract the **Time in Queue** from the **Time Responded** and get the time it took you to write the response. You can also subtract the “Viewed” time from the “Responded” time.

## TECHNICAL ISSUES AND FEATURES

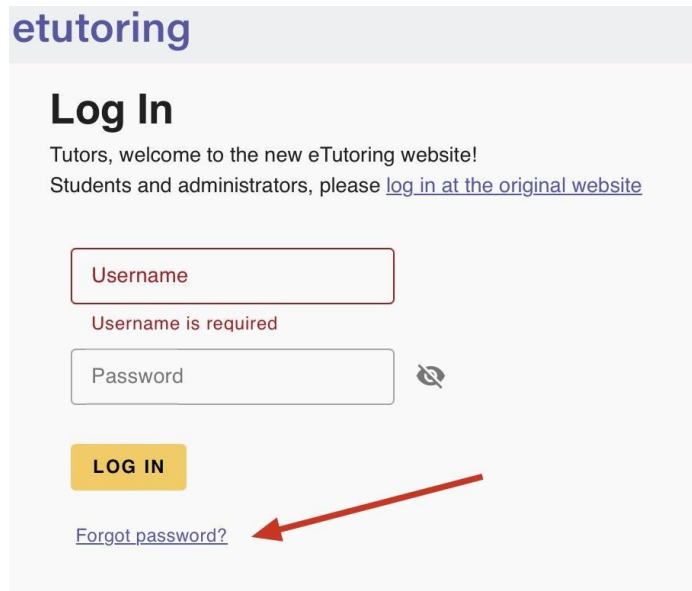
### FORGOT YOUR ETUTORING PASSWORD?

#### Explanation of Issue

The tutor forgets their password and needs to log in to the site.

#### Resolution

The tutor should click on [“Forgot Password?”](#)



**etutoring**

## Log In

Tutors, welcome to the new eTutoring website!  
Students and administrators, please [log in at the original website](#)

Username

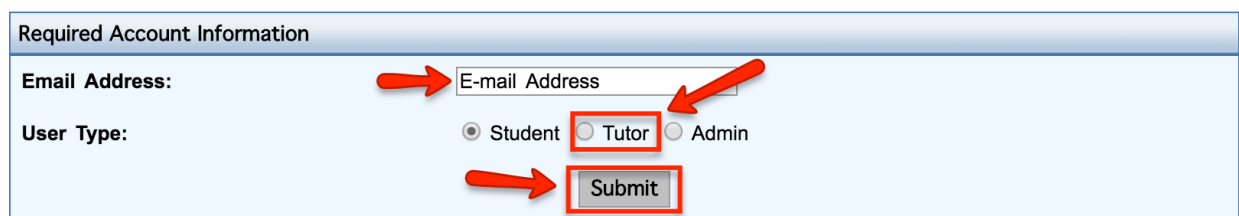
Username is required

Password

LOG IN

[Forgot password?](#)

The link will take the tutor to the following form, which the tutor should fill out before pushing “Submit:”



Required Account Information

Email Address: E-mail Address

User Type: ☒ Student ☐ Tutor ☐ Admin

Submit

Tech support will email the tutor with a new password, which they may then change as needed.

### CONTACT A COORDINATOR AT ANOTHER SCHOOL (WHEN & WHY)

#### Explanation of Issue:

This tool was created as an early warning notification. If you feel strongly that a student needs more help than they might receive at eTutoring, or if the student’s behavior causes you to worry about a student’s safety, you can notify the student’s Institutional Coordinator (IC) of these potential issues.

This tool allows you to send a brief email to the student’s IC; the WeTC director will also be copied on all emails. When the IC receives the email they can then take whatever action they feel is appropriate.

#### Here it is at the top of the eQuestions queue:



Topic: **Creating a new java file**

ALERT COORDINATOR RETURN

**Question Details**

Wetc Student **student** Posted: 1-3-2023 2:10pm  
Viewed by tutor: 11-2-2023 12:46pm

Question: How do you create a new class/file in Java?

Subject: Computer Science

When you click on “Alert Coordinator,” the email box below will appear on your screen.

**Send Student Coordinator Alert**

Use this tool to notify the student's Institutional Coordinator (IC) if you feel strongly that a student needs more help than he or she might receive at eTutoring, or if the student's behavior causes you to worry about a student's safety.

**Student:** WeTC Student, eTutor Training Institute  
**To:** fake@fake2gmail.com  
**Cc:** sbergfeld@sbctc.edu, fake@1gmail.com, support@eTutoringOnline.org

**Message:**

← → Paragraph B I ...

Type your message here.

p 0 words

Keyboard tip: Alt-F10 for toolbar

**CANCEL AND CLOSE** **SEND MESSAGE**

Please note that in order to maintain student privacy, the alert shows the student's name but no other information about the student.

**Note:** Use of this feature should be infrequent – at most about 3 times a year. See the lists below for examples of when to use this function and when to choose another course of action.

### When to use this feature

The “Alert Student's Coordinator” button should **ONLY** be used in the following situations:

- 1) The student demonstrates either a marked lack of knowledge in a course's prerequisites or very little of the specialized vocabulary required for the tutor to explain even fundamental principles of the course content to the student.
- 2) The language barrier between tutor and student is large enough that meaning is frequently lost, possibly indicating that the student may need additional ESL instruction (especially when the student's language proficiency falls below what is required in their courses.)
- 3) The student says or does something which causes the tutor to believe that the student may harm themselves or others.

### When NOT to use this feature:

- 1) Do not use this feature just because a student demonstrates a lack of fluency in English. Please understand that learning English is a process with many stages. This feature should not be used every time ESL students demonstrate that they are having difficulties with the

rules or usage of English; it should only be used if meaning is severely compromised, **and** the student's fluency is significantly below that indicated by the student's course level.

- 2) Do not use this feature when a student is rude.
- 3) Do not use this feature when a student complains about any aspect of eTutoring. Students should use the student survey or tech support for comments and technical problems, respectively.
- 4) Do not use this feature to confirm with a coordinator that a particular student has used the site. Tutors should never send emails or make any other attempts to contact professors or coordinators at other schools. If a professor is curious about a particular student's usage of the site, they can ask the institutional coordinator at that institution to run a report to confirm student usage.

### **The content of your email to the coordinator**

Your email to the coordinator should be professional and it should include pertinent details, including the student's name, the date of the session in question, your name, and why you are contacting the coordinator. What concerns you about your interaction with the student? Your email should be concise and should contain only the relevant details. *Please proofread your email to the coordinator before sending it.*

If for some reason this feature isn't available or you can't find it, please email [sbergfeld@sbctc.edu](mailto:sbergfeld@sbctc.edu) with the student's name and the date & time of the session.

## STUDENT REQUESTS & QUESTIONS

### REPEATED/DUAL SUBMISSIONS PROTOCOL

#### **Explanation of Issue**

A student submits the same assignment or eQuestion two or three times, all within minutes of one another.

#### **Resolution**

The tutor should:

1. Keep an eye out for dual and nearly simultaneous submissions. Check the author, title, and submission time. If the author and title match and the submission times differ by less than 10 minutes, the tutor should select the submission nearest the top of the queue.
2. Check the queue again. If copies of the submission remain, click on them too, moving them to your archives and removing them from the general queue.
3. Respond fully to **one** of the submissions.
4. In the text box portion of each submission, the tutor should compose a message like the one below. **Do NOT attach your response to the duplicate submissions.**
5. The tutor should post a text-box response to all duplicate submissions, so make sure you check your archives before you sign off to make sure there are no red flags.

Dear \_\_\_\_\_,

*Thank you for submitting your work to eTutoring. I noticed that you submitted the same draft/eQuestion twice in the span of a few minutes, which could have just been a mistake with the “submit” button, but I also want to make sure you understand eTutoring's submission guidelines. You may post follow-up drafts/questions once a tutor has responded to your initial post but posting the same thing multiple times only uses extra sessions, of which your institution has a limited number. Posting an identical draft/eQuestion multiple times will NOT result in multiple answers from multiple tutors. Any tutor spotting multiple, identical eQuestions is forced to respond to all of them, so you will still only get one tutor response to your eQuestion/draft.*

*To check if you successfully submitted a paper, return to the eTutoring homepage, and click on “View Past Submissions” in the Writing Lab/eQuestions box. This will take you to your archives, which is a complete list of the papers/eQuestions you’ve submitted. If the draft/eQuestion you submitted does not appear in your archives with a yellow “pending” tag, you should try submitting again. But if you see your paper/eQuestion listed in your archives, it means that you have successfully submitted it and the tutors will respond as soon as they’re able; you don’t need to submit your draft/eQuestion again.*

*If you would like another tutor to provide an alternate answer to this question/draft, please revise and resubmit your draft/eQuestion as a follow-up post rather than submitting a “new” draft/eQuestion. Thanks again for submitting and I hope you will continue to use eTutoring!*

In short, tutors should gently remind students of our submission guidelines whether or not they think the student in question is purposefully taking advantage of the system. They should craft their responses in such a way that both students who purposefully dual-submit and students who make mistakes during the submission process will not turn away from eTutoring or feel they have been treated unfairly.

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#### STUDENT ASKS TUTOR TO EMAIL PROFESSOR TO VERIFY SESSION

### **Explanation of Issue**

The student asks the tutor to email their professor in order to verify the student’s submission to eTutoring.

### **Resolution**

Tutors should never contact professors. Instead, the tutor should contact the director with the student’s name and then respond to the student’s request with the following paragraph:

I’m sorry, but I can’t contact anyone outside of eTutoring. If your professor would like to verify your eTutoring session, they should contact the person or office on your college’s eTutoring login page to request confirmation that you used eTutoring.

### **Explanation of Issue**

The tutor logs in and clicks on the first eQuestion in the queue only to find that the student has submitted an eQuestion with the sole purpose of either thanking the previous tutor or commenting on the previous tutor's response.

### **Resolution**

The tutor should respond to the eQuestion by reminding the student that we have a “Contact Us” link at the bottom of each page that students can use to send thanks or comments to administrators and tutors. Students can also express their gratitude by responding to the student survey sent to them via email following each eTutoring session. For example, one might compose a response like the one below.

*Dear \_\_\_\_\_,*

*Thank you for submitting your question to eTutoring. While we appreciate your thanks and comments, please do not send them via a follow-up eQuestion (this can count against your school's usage of the program). Please reserve eQuestion posts for actual questions about your classes or homework. If you wish to send thanks or any other comments, please either respond to the student survey sent to you via email or use the “Contact Us” link at the bottom of the page. We welcome and encourage your feedback.*

### **Explanation of Issue**

Students sometimes submit eQuestions about finding face-to-face tutors on their own campuses or because they cannot find a tutor in the subject they desire. Tutors should patiently inform students regarding how eTutoring works and where to find the information they need.

### **Resolution #1: If the Student Needs Help Finding a Face-to-face Tutor**

The tutor should compose the following message to the student:

*Dear \_\_\_\_\_,*

*Thank you for submitting your question to eTutoring. Because the Western eTutoring Consortium is composed of a number of schools and tutors throughout the western United States and I do not know to which institution you belong, I cannot direct you to a face-to-face tutor in your area. To find a face-to-face tutor, please be sure to stop by your school's tutoring center or search for a tutoring center on your institution's website.*

*Thanks again for posting your question to eTutoring and I hope to see you on eTutoring again.*

## **Resolution #2: If the Student Needs Help Finding eTutors in Other Subjects**

Tutors should use the following pictures and descriptions to help students find their way to the daily and weekly calendars.

eTutoring covers the following subjects (as of January 2024):

Accounting  
Algebra  
American Sign Language (ASL)  
Anatomy and Physiology  
Biology  
Calculus  
Chemistry (Intro)  
Chemistry (General)  
Chemistry (Organic)  
Chemistry (Inorganic)  
Computer Information Systems  
Computer Network Administration  
Computer Science  
Differential Equations  
English for Speakers of Other Languages (ESOL)  
French  
Intro to Engineering  
Introduction to Psychology  
Japanese  
Linear Algebra  
Math in Society  
Microsoft Office  
Physics  
Spanish  
Statistics  
Web Development (xHTML, CSS, and Adobe Dreamweaver)  
Writing (grad & undergrad, live and via the Writing Lab)

Students requesting help in subjects not listed above should be referred back to their institution's tutoring center (see Resolution #1, above)

If the student asks about a subject we tutor, the tutor should guide them through the following steps. First, to give you some context, there's a screenshot of the student homepage below.

## Home

### Tutors Online Now

- ⚡ Nahid R *no students in room*  
[Accounting](#)
- ⚡ Irene E *1 student in room*  
[Accounting](#)
- ⚡ Hayden L *2 students in room*  
[Computer Science](#)
- ⚡ Chia S *room is currently full (3)*

Listings refresh automatically

### Writing Lab

[Submit your paper to the Writing Lab](#)

Writing Lab Archives  
[View past submissions](#)

- Last Paper Submitted was "as ofim" on Dec 04, 2019 09:59 AM

The current writing lab response time is 48-72 hours .  
This is based on recent activity and can change quickly. Check back for current conditions.

### My Recent

**Announcement:**

[No appointment needed](#)  
We're a walk-in only service. You don't need to provide a name of a tutor you'd like to see. Just show up at the "Tutors Online Now" location. If you need help with a subject you need help with, please let us know your preferred tutor's name and Zoom room. If you do need help with, please see when there's a tutor you need. [This video](#) using Zoom.

### Today's Tutor Schedule

**Accounting**  
Robert C - 9:00 AM - 11:30 AM  
Nahid R - 11:30 AM - 2:30 PM  
Irene E - 12:00 PM - 2:00 PM  
Robert C - 2:00 PM - 3:30 PM  
Nahid R - 7:00 PM - 10:00 PM  
Robert C - 8:00 PM - 10:00 PM

**Anatomy and Physiology**

All times are PST

[View eTutor Schedule](#)

### eQuestions

[Post an eQuestion](#) in any subject.

eQuestion Archives  
[View previous posts](#)

- You also have 1 New Response!

The student should be able to see the daily and weekly calendars in the lower left corner of the homepage. Under "Today's Available Tutors" is a scrolling list of the subjects and tutors available today. Links to the weekly schedules appear beneath the daily schedule.

Clicking on "View eTutor Schedule" will take the student to an abbreviated schedule of the week, which looks like the screenshot on the next page.

## Weekly Tutor Schedule

Choose one or more dates, subjects or tutors, or any combination, and click Update. Or view the [Week at a Glance](#).

Click here to see the schedule for the entire week.

December 2021

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

Selected dates appear in darker blue here.

### Accounting

|            |                     |          |
|------------|---------------------|----------|
| 12/13/2021 | 8:00 AM - 10:00 AM: | Nahid R  |
| 12/13/2021 | 9:00 AM - 10:30 AM: | Robert C |
| 12/13/2021 | 12:00 PM - 2:00 PM: | Irene E  |
| 12/13/2021 | 1:00 PM - 4:00 PM:  | Fatima F |
| 12/13/2021 | 2:00 PM - 4:00 PM:  | Nahid R  |
| 12/13/2021 | 2:00 PM - 4:00 PM:  | Robert C |
| 12/13/2021 | 8:00 PM - 10:00 PM: | Robert C |

Students can select a subject here.

Subjects

Tutors

They can choose a tutor or two here.

Update

Click on "Update" when done.

### American Sign Language

|            |                     |           |
|------------|---------------------|-----------|
| 12/13/2021 | 6:30 AM - 7:30 AM:  | Kirsten S |
| 12/13/2021 | 11:00 AM - 3:00 PM: | Brandon O |

### Anatomy and Physiology

If the student clicks on "See this week at a glance," (see above) they will be able to see the entire week at once, which is how it appears below.

## Weekly Tutor Schedule

Previous Week Next Week

December 12, 2021 - December 18, 2021

|                        | Sunday<br>Dec 12               | Monday<br>Dec 13               | Tuesday<br>Dec 14               | Wednesday<br>Dec 15             | Thursday<br>Dec 16               | Friday<br>Dec 17                | Saturday<br>Dec 18             |
|------------------------|--------------------------------|--------------------------------|---------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------|
| Accounting             | 9:00 AM - 12:00 PM<br>Robert C | 8:00 AM - 10:00 AM<br>Nahid R  | 8:00 AM - 10:00 AM<br>Nahid R   | 8:00 AM - 10:00 AM<br>Nahid R   | 9:00 AM - 11:30 AM<br>Robert C   | 9:00 AM - 11:00 AM<br>Fatima F  |                                |
|                        | 10:30 AM - 1:30 PM<br>Nahid R  | 9:00 AM - 10:30 AM<br>Robert C | 9:00 AM - 11:30 AM<br>Robert C  | 9:00 AM - 11:30 AM<br>Robert C  | 12:00 PM - 2:00 PM<br>Irene E    |                                 |                                |
|                        |                                | 12:00 PM - 2:00 PM<br>Irene E  | 12:00 PM - 2:00 PM<br>Irene E   | 12:00 PM - 2:00 PM<br>Irene E   | 2:00 PM - 4:00 PM<br>Fatima F    |                                 |                                |
|                        |                                | 1:00 PM - 4:00 PM<br>Fatima F  | 1:00 PM - 4:00 PM<br>Nahid R    | 1:00 PM - 3:00 PM<br>Nahid R    | 2:00 PM - 3:00 PM<br>Robert C    |                                 |                                |
|                        |                                | 2:00 PM - 4:00 PM<br>Nahid R   | 2:00 PM - 4:00 PM<br>Robert C   | 2:00 PM - 4:00 PM<br>Robert C   | 8:00 PM - 10:00 PM<br>Robert C   |                                 |                                |
|                        |                                | 2:00 PM - 4:00 PM<br>Robert C  | 8:00 PM - 10:00 PM<br>Robert C  | 3:00 PM - 4:00 PM<br>Fatima F   |                                  |                                 |                                |
|                        |                                | 8:00 PM - 10:00 PM<br>Robert C |                                 | 8:00 PM - 10:00 PM<br>Robert C  |                                  |                                 |                                |
|                        |                                |                                |                                 |                                 |                                  |                                 |                                |
| American Sign Language | 6:00 PM - 8:00 PM<br>Kyra H    | 6:30 AM - 7:30 AM<br>Kirsten S | 10:00 AM - 1:00 PM<br>Brandon O | 11:00 AM - 3:00 PM<br>Brandon O | 10:00 AM - 12:00 PM<br>Brandon O | 11:30 AM - 1:00 PM<br>Kirsten S | 8:00 AM - 9:00 AM<br>Brandon O |

Note: *Everyone* who can log in to eTutoring can view the tutor schedule – including students, tutors, and coordinators.

This is only part of the weekly schedule, which takes up several pages. The column containing today's tutors is highlighted in light blue for quick reference.

Note the links to next week's and the previous week's schedules, located on the top right and left sides of the page, respectively. Clicking on these links will take the student to next week's or the previous week's "Week at a glance" schedule

Tutors should direct students to both the daily and weekly schedules. A sample response appears below.

Dear \_\_\_\_\_,

*Thank you for submitting your question to eTutoring. Please look under "Today's Available Tutors," in the lower left corner of your eTutoring homepage for a scrolling list of the tutors and subjects available today. At the bottom of the daily schedule, you'll see a link that says, "View eTutor Schedule." When you click on this link, you'll be able to see all of the tutors for the selected dates (the dates you're viewing are highlighted in blue on the monthly mini calendar). From this page, you can either select the date you're interested in and then push the "Update" button or click on "See this week at a glance" to see the tutor schedule for this entire week.*

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#### STUDENT SUBMITS eQUESTION ASKING HOW TO FIND A WRITING LAB RESPONSE

### **Explanation of Issue**

Students using the Writing Lab do not always know how to access the tutors' responses.

### **Resolution**

Tutors should direct the student to their Writing Lab response using the following screenshots and sample response.

First, they should click on "View Past Submissions" in the Writing Lab box on their homepage (see below).

Writing Lab

[Submit your paper to the Writing Lab](#)

Writing Lab Archives

[View past submissions](#)

- Last Paper Submitted was "as ofim" on Dec 04, 2019 09:59 AM

The current writing lab response time is under 24 hours .

This is based on recent activity and can change quickly. Check back for current conditions.

The student should click on “View past submissions,” which appears just under the label “Writing Lab Archives.” Then they’ll see the screen below.

eWriting

Submit your written assignments for our eTutors to review

If this is a SECOND or THIRD DRAFT that you are submitting, please do the following

- Click on the title of your essay below (this will appear after you have submitted your first draft).
- Scroll down to the window where you can type in new comments; let the next eTutor know what you did to improve your paper and the areas where you think you need help.
- Click on Browse to select and send the next draft of your paper to eTutoring.

eWriting Submissions

Submit a New Writing Assignment >

| Status   | Title                                     | Course                        | Initial Submission Date   | Actions |
|----------|-------------------------------------------|-------------------------------|---------------------------|---------|
| Archived | <a href="#">Memo Template</a>             | Test                          | Aug 10, 2013 12:01 PM PST |         |
| Archived | <a href="#">Essay Number One</a>          | Foundation of College Writing | Sep 16, 2013 07:14 AM PST |         |
| Archived | <a href="#">My Sample Essay</a>           | English 101                   | Sep 21, 2013 04:30 PM PST |         |
| Pending  | <a href="#">Summary and Response</a>      | Introductory Writing          | Sep 23, 2013 11:13 AM PST |         |
| Archived | <a href="#">Training</a>                  | Training                      | Aug 01, 2014 10:16 PM PST |         |
| Pending  | <a href="#">Letter of Decline</a>         | BA 102                        | Aug 04, 2014 04:02 PM PST |         |
| New      | <a href="#">Quixotic comparison essay</a> | Film and Literature           | Aug 04, 2014 09:21 PM PST |         |

The tutor should then direct the student to the “Writing Status Types” key at the bottom of the page. The green “New” icon signifies that a tutor has recently responded to that submission. Submissions that are still awaiting responses are marked by the yellow “pending” icon (see below).

 **Archived**

A paper you submitted in the past with the tutor's response

 **New**

A paper you submitted to eTutoring has been responded to

 **Pending**

Your paper has been successfully submitted to eTutoring and you are waiting for a tutor's response

Click on the title to view your previous work and your tutor's responses.

Students should click on the title of the paper they wish to view; their response will then appear on screen.

You might include the following passage in your response to the student:

Dear \_\_\_\_\_,

*To find the tutor's response to your recent Writing Lab submission, click on "View past submissions" under "Writing Lab Archives" on your eTutoring homepage. All of the papers you have submitted should appear on the page. The green "New" icon signifies that a tutor has recently responded to that submission. Submissions that are still awaiting responses are marked by the yellow "pending" icon. Our tutors will get to your paper as soon as they're able.*

*Click on the title of the paper you wish to view to see the tutor's response. Thank you for posting your eQuestion and best of luck with your studies!*

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#### STUDENT ASKS ABOUT HOW LONG THEY WILL HAVE TO WAIT FOR WRITING LAB RESPONSE

##### **Explanation of Issue:**

Students sometimes post eQuestions asking about how long they will have to wait until their submissions to the Writing Lab get responses.

##### **Resolution:**

Tutors should answer this question by directing students to the Writing Lab Response Time in the Writing Lab box on the eTutoring homepage. Below is a screenshot highlighting the Writing Lab wait time.

## Home

**Tutors Online Now**

- ⚡ **Neha M** *no students in room*  
[Math](#)
- ⚡ **Cagney R** *no students in room*  
[Writing - Live Sessions](#)
- ⚡ **Hadrien N** *no students in room*  
[Calculus](#)   
[Computer Science](#)   
[Math](#)   
[Statistics](#)

*Listings refresh automatically*

**Writing Lab**

[Submit your paper to the Writing Lab](#)

Writing Lab Archives  
[View past submissions](#)

- Last Paper Submitted was "as ofim" on Dec 04, 2019 09:59 AM

**The current writing lab response time is over 72 hours .**  
This is based on recent activity and can change quickly. Check back for current conditions.

**My Resources**

**Announcements**

[eTutoring CLOSED 12/19/2019](#)  
eTutoring will be closed from 12/19/21 through Sunday, 1/3/22. We will be back up for live sessions on Monday, 1/3/22. Have a wonderful break!

**Today's Tutor Schedule**

Accounting  
Nahid R - 8:00 AM - 10:00 AM  
Robert C - 9:00 AM - 10:30 AM  
Irene E - 12:00 PM - 2:00 PM  
Fatima F - 1:00 PM - 4:00 PM  
Nahid R - 2:00 PM - 4:00 PM

**eQuestions**

[Post an eQuestion](#) in any subject.

When answering eQuestions about wait time, please tell students that they can expect to receive a response *at or after* the amount of time listed. Please do not make any other estimates or reveal the student's place in the queue. Even with that information, students don't have enough context to judge their approximate wait time, and if you underestimate the wait-time, you run the risk of upsetting the student.

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### STUDENT ASKS TUTOR TO EMAIL PROFESSOR

#### Explanation of Issue

The student asks the tutor to email their professor in order to verify the student's submission to eTutoring.

#### Resolution

Tutors should never contact professors. Instead, the tutor should respond to the student's request with the following paragraph:

*Unfortunately, I cannot contact your professor for any reason. Please go to your institution's eTutoring login page and use the contact information on that page to get in touch with your institution's eTutoring coordinator. They can run reports verifying your use of eTutoring.*

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### STUDENT ASKS WHERE TO APPLY FOR AN eTUTORING JOB

Please direct interested tutors to the [tech support form](#). The tech support form has a section for interested tutors where they fill out a questionnaire and then follow directions to send in their CV/resume and cover letter.

## ETUTORING ARTIFICIAL INTELLIGENCE/LARGE LANGUAGE MODEL (AI/LLM) POLICY

For the purposes of this policy, AI and LLM are used somewhat interchangeably to describe any app, such as ChatGPT, CoPilot, or Perplexity, that uses the web and/or uploaded data to respond to user inquiries (often called “prompts”) with realistic, human-like answers.

### RULES FOR ETUTORS

1. eTutors may not submit student text or problems, in part or in whole, to AI/LLMs.
2. If AI/LLM ideas or text are included in a response to a student, the tutor MUST cite the LLM.
3. Writing eTutors may not ask LLMs to give them “better” examples or revise a student’s thesis/paragraphs/topic/sentences.
4. Live eTutors may not ask AI to solve the student’s problem for them.

### RATIONALE

- Because input may be retained and used in undisclosed ways for future LLM training, posting student text or problems to an LLM without their permission is a violation of student privacy.
- If the student wants to seek LLM help for their homework/papers, they may do so themselves.
- If students must cite LLMs, then so should we. This will also prevent the student from unwittingly using unattributed & undisclosed LLM quotations included in the tutor’s response.
- The rule pertaining to Writing eTutors comes from a very old eTutoring policy about providing examples. Namely, writing tutors are taught to demonstrate effective theses in subjects *other than the one covered in the student’s essay*. Providing on-topic thesis examples gives students an untraceable way to plagiarize, as the tutor’s offered thesis may be copied wholesale by the student, with no one being the wiser.
- All four rules empower students to decide how, when, and whether they engage with AI/LLMs.

### A FEW EXAMPLES OF ACCEPTABLE LLM USAGE FOR WRITING TUTORS:

- To create off-topic thesis examples or examples of grammatical rules and corrections
- To improve the tone of a passage in the tutor’s opening letter
- To find the proper term for a student’s error or fallacy

### A FEW EXAMPLES OF ACCEPTABLE LLM USAGE FOR LIVE TUTORS

- To explain a concept you’re having trouble putting into words or demonstrating.
- To provide examples similar to the student’s problem

## CAUTIONS TO CONSIDER

When using LLMs, you must ***maintain rigorous oversight*** to help mitigate potential risks.

- **Accuracy and Reliability:** LLMs may generate incorrect or misleading information, including false narratives or events, and fake sources.
- **Bias:** LLMs sometimes perpetuate biases such as: historical context, age, disability, gender, racial/ethnic identity, sexual orientation, & socioeconomic status.
- **Depth and Nuance:** LLMs may oversimplify concepts or miss subtle distinctions that are important for a thorough understanding of a subject.
- **Plagiarism and Originality:** LLMs sometimes plagiarize existing materials without proper citation.

## RESOURCES FOR PROMPT ENGINEERING

- University of Michigan's short guide to [prompt engineering literacy](#)
- [Georgetown University Library's guide](#), with examples of actual prompts.
- [OpenAI/ChatGPT's Prompt Engineering Guide](#)
- A very detailed guide by [PromptAI](#)

## OTHER CONSIDERATIONS

MIT's article about [LLMs' environmental impact](#)

This [Vox article on the potential philosophical problems with LLMs](#)

## STUDENTS USING AI/LLMs

### Explanation of Issue

Tutors may occasionally see clues in student writing or eQuestions indicating that the student used an LLM, such as ChatGPT, for help with their work.

### Resolution

- Avoid using an accusatory tone when describing your thoughts about the student's use of AI/LLMs
- Remind students to check with their professors for the class policy on LLM use.
- Remind students that anything that isn't their own work must be cited; refer them to citation help on the web
- Remind them that LLMs can be biased and can invent sources that don't exist; use of LLMs requires double-checking their responses against more reliable, human-created sources.

THE eQUESTION AT THE TOP OF THE QUEUE IS BEYOND THE TUTOR'S LEVEL OF EXPERTISE

**Explanation of Issue**

A tutor logs in to find that the eQuestion at the top of the queue is beyond their level of expertise.

**Resolution**

The tutor should NOT answer the eQuestion; instead, the tutor should contact the director right away. The director will email other tutors in that subject, asking them to take a look at the eQuestion and answer it as soon as possible. If no one on staff is able to answer the question, the director will notify the student that we are unable to answer the question.

It is *very important* that the eTutor not answer the eQuestion merely to inform the student that they can't answer the student's question. This will remove the eQuestion from the queue and force the student to resubmit, thus artificially inflating usage at the student's institution. The only person who should tell a student that we are unable to answer an eQuestion is the director.

STUDENT SUBMITS AN eQUESTION WITHOUT ASKING A SPECIFIC QUESTION

**Explanation of Issue**

A student submits a question to the eQuestion queue. However, no additional comments are provided. The student does not include their progress on the problem so far or ask a question. The question/problem is the only thing that appears in the eQuestion form.

**Resolution**

The tutor should not answer the student's question directly. Instead, the tutor should respond with a message like the one below (feel free to revise and add specifics as needed):

Dear \_\_\_\_\_,

*Thank you for submitting your question to eTutoring. At this time, I am unable to provide you with the help you need because I cannot tell where you are in your efforts to solve this problem. For example, you should include your progress on the question so far and ask a specific question about the part of the problem that confuses you most. If you could provide details about the steps you have taken so far, and what your specific questions are about this problem, I would be happy to help you. Thank you again for submitting your eQuestion and I hope to see you on eTutoring again!*

STUDENT SUBMITS THANKS/COMMENTS AS AN eQUESTION

**Explanation of Issue**

The tutor logs in and clicks on the first eQuestion in the queue only to find that the student has submitted an eQuestion with the sole purpose of either thanking the previous tutor or commenting on the previous tutor's response.

### **Resolution**

The tutor should respond to the eQuestion by reminding the student that we have a “Contact Us” link at the bottom of each page that students can use to send thanks or comments to administrators and tutors. Students can also express their gratitude by responding to the student survey sent to them via email following each eTutoring session. For example, one might compose a response like the one below.

*Dear \_\_\_\_\_,*

*Thank you for submitting your question to eTutoring. While we appreciate your thanks and comments, please do not send them via a follow-up eQuestion (this can count against your school's usage of the program). Please reserve eQuestion posts for actual questions about your classes or homework. If you wish to send thanks or any other comments, please either respond to the student survey sent to you via email or use the “Contact Us” link at the bottom of the page. We welcome and encourage your feedback.*

---

#### STUDENT COMPLAINS ABOUT LONG WRITING LAB WAIT TIME VIA eQUESTIONS

### **Explanation of issue:**

Because students don't always understand how the Writing Lab works and/or may submit their papers too late to receive a response and revise their work, we occasionally receive complaints about the long Writing Lab wait via the eQuestions.

### **Resolution:**

Please reply to the student's eQuestion with a response like the one below (feel free to use or revise this response as needed):

*Dear \_\_\_\_\_,*

*Thank you for submitting your question to eTutoring. Please look for the light blue box under “Writing Lab” on your eTutoring homepage, specifically where it says, “The current writing lab response time is \_\_\_\_\_ hours.” This indicates about how long it will take us to respond to your paper. Although we aim to get papers back to students under 48 hours after submission, the wait time tends to be longer around midterms and finals.*

*We help our students in the order in which they submit their papers, so we will get to your paper as soon as we can. You will receive an email from eTutoring when your response is complete. When that happens, please log in to eTutoring and click on “View Past Submissions” to find the tutor's response.*

### Explanation of Issue

A writing tutor logs in and finds both the eQuestion and the Writing Lab queues empty.

### Resolution

If you log in and clock in and find both queues empty:

1. Clock out and log out.
2. Wait at least 30 minutes and then log back in & clock in. If students have submitted to either queue, you should respond to submissions as usual.
3. If, after the second login/clock-in, the queues are still empty, please clock out and log off for the day. Your shift is considered complete.

Please log out and clock out if you aren't working on a paper or an eQuestion.

### Some clarifying scenarios:

- Scenario A: You have a 2.5-hour shift today. You log in & clock in at 10 AM, find the queues empty, so you clock out and log off. When you log in & clock in at 10:30, the queues are suddenly full and there are more papers than you can hope to respond to in 2.5 hours. You must work 2.5 hours in this case. The time between 10 and 10:30 AM, when you were logged off and doing something else, does not count toward your 2.5-hour shift.
- Scenario B: If you log in for a 2.5-hour shift, find just one paper in the Writing Lab queue, respond to that paper, and then return to the queues to find them both empty, your shift is considered complete, and you may clock out and log off for the day.
- Scenario C: If you log in for a 2.5-hour shift, find just one paper in the Writing Lab queue, respond to that paper, and then return to the queue to find a few more papers awaiting responses, you should continue working for the full 2.5-hour shift or until the queues are empty again, whichever comes first. If the queue empties before 2.5 hours have passed, you may clock out and log off and your shift will be considered complete.

### Some clarifying points:

- You should not count on the queues being empty the second time you log in. Sometimes the queues will still be empty and sometimes they will not; you should leave enough time in your day to complete your entire shift before 11:59 PM local time, even if the queues were empty the first time you checked.
- Your shift will be considered complete when the queues are empty **as long as you log in AND clock in TWICE on the day of your shift** (to check the queues). *If you only log in and clock in once or do not log in at all, even if you suspect the queues will be empty, the consortium director will consider it a missed shift.* You must log in and clock in **twice** on the day of your shift to avoid the consequences of a missed shift.

- You do not need to check in every half hour for the entirety of your shift. You only need to log in and clock in twice on the day of your shift, *regardless of the shift's length*, for the shift to be considered complete.
- The two logins on the day of your shift do not need to be exactly 30 minutes apart, but they need to be *at least* 30 minutes apart. They may be an hour apart or several hours apart - it's up to you. But, just in case the queues fill up, you should leave enough time to complete your entire shift by 11:59 PM local time, assuming your shift starts at the time of the second login.
- Payment for these shifts when the queues are empty depends on your institutional coordinator (IC) and your institution's policies. If you have questions about payment or what you should put on your timesheet, please ask your IC.

---

#### CHOOSING THE MOST RECENT DRAFT

When a student posts multiple drafts of the same assignment, it's important to choose the most recent draft posted by the student. Otherwise, you're just going over work covered by the previous tutor.

Below is a screenshot of an assignment with multiple drafts; the newest post by the student is always on the BOTTOM of the submission page.

Submission: **Writing project**

Curious Student student

#### Submission Details

File: [Writing Project Pt. 4 F... \(.docx\)](#)

Course: English 101

Subject: English

Instructor: Matt Young

Pages: 6

Assignment Instructions: N/A

#### Description of assignment:

This is narrative essay, that also required research and citation of sources used. The required length of this project is 5 paragraphs or 1200 words.

Citation: MLA

Area of help:

I wanted to know if there is anything I could change to the essay to make it more professional and also check if I did my citation page right.

Type of help:

Telling a story, but also backing up my claims with evidence.

English native language: No

Student confidence: Confident

Posted: 10-29-2024 6:04pm

Viewed by tutor: 11-11-2024 11:07am



The original post always appears here.

All WL posts go from oldest (at the top)  
to newest (at the bottom).

Oldest post

## RESPONSES

EXPAND ALL

COLLAPSE ALL

Writing Lab Tutor tutor

File: [Writing Project respon... \(.docx\)](#)

Curious Student student

File: [101RhetAd5lxu4p1xs5tv.docx](#)

Writing Lab Tutor tutor

File: [RSmithRhetAdResponse.docx](#)

Curious Student student

File: [GradSampleStudentEssay.doc](#)

Thank you for your last response to my most recent draft. This is my third draft. Please respond to this one next.

Posted: 11-11-2024 11:37am

Viewed by student: 12-9-2024 9:44am



Posted: 2-10-2025 9:51am

Viewed by tutor: 2-10-2025 9:52am



Posted: 2-10-2025 9:54am

Viewed by student: 2-10-2025 9:57am



Posted: 2-10-2025 9:58am

Not viewed by tutor



Newest post

Note the dates and times getting more recent as they go down.

The most recent post should say "Not viewed by tutor."

## TAKE-HOME EXAM POLICY

### Explanation of Issue

The writing tutor suspects, or the student indicates outright, that their submission to the Writing Lab is a take-home exam.

### Resolution

The tutor should respond to the submission as they normally would. However, the tutor should be especially careful to refrain from making sentence-level corrections or commenting on content. If the student specifically asks for help with content, the tutor should politely remark that such a

response may not be acceptable to the student's professor and should refer the student back to their professor for help.

---

#### STUDENT SUBMITS ASSIGNMENT MORE THAN THREE TIMES

### Explanation of Issue

Despite clearly stated submission guidelines, some students submit the same assignment more than three times. The desire for additional feedback is admirable and most of the time 4<sup>th</sup> and 5<sup>th</sup> submissions won't tax the system in a noticeable way. As far as the consortium is concerned, the 3-submissions-per-assignment policy is a preference more than a hard-and-fast rule. We occasionally remind students of our policy in order to curb excessive submissions without actually rejecting students when they occasionally desire a fourth or fifth review of an assignment.

### Resolution

The fourth/fifth/sixth tutor should:

1. Respond to the current draft as usual, adding a section reminding the student that they should limit their submissions to three submissions per assignment. Read the previous tutors' advice, comment on any remaining issues, rephrase concerns when the student appears not to have understood the previous tutors, and look for anything the previous tutors might have missed.

**NOTE:** Each new draft deserves a FULL response to the student, even if they've submitted more than three times.

2. View the student's submission history by clicking on the student's name on their submission form.
3. If the student submits **ALL** of their assignments more than 3 times, the tutor should contact the director with the student's name and the title of their most recent submission. The director may send an additional policy reminder to the student or the student's institutional coordinator (IC).

Below is a sample reminder of our submission policies. You may use this passage in your response to the student:

*Thank you for submitting your work to eTutoring. I noticed that you submitted this assignment four/five/six times. Please try to refrain from submitting a particular assignment more than three times. We have a policy limiting students to no more than three submissions of the same assignment. Students submitting more than three drafts per assignment significantly slow down the response time and ensure that some students have to wait a long time before they get responses to their 1<sup>st</sup> drafts. Please demonstrate your consideration of your fellow students by abiding by eTutoring policies.*

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## SUBMISSIONS IN LANGUAGES OTHER THAN ENGLISH

### Explanation of Issue

A writing tutor logs in to find that the paper at the top of the queue is written in a language other than English.

### Resolution

Regardless of whether or not the tutor has expertise in the language in which the paper is written, the tutor should post the following response to the student:

*Thank you for submitting your work to the Writing Lab. Unfortunately, the Writing Lab is reserved for papers written in English, so I am unable to respond to this submission. If you are looking for a peer review of this paper, you may want to ask your language teacher about other online or on-campus resources.*

*(If the paper is in Spanish or French): If you have questions about specific concepts in Spanish or French, we have live tutors available. Please post an eQuestion or check the weekly calendar for our tutors' schedules if you want to interact with them via Zoom.*

*I'm sorry I was unable to help you today and I hope you'll return to eTutoring for help in your other courses.*

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## PAPER WON'T OPEN

### Explanation of Issue

A student submits a paper that the tutor cannot open.

### Resolution

Post the following message in the text box section of the response page. **You do not need to contact anyone or attach a file; students need to correct this issue on their end.**

*We are unable to open your document as submitted. The file you sent was either corrupted or incompatible with the eTutoring platform.*

*To submit a paper to the Writing Lab, please begin by giving your document a **SIMPLE BUT SPECIFIC** name – for example, use your first and/or last names as well as the subject of the paper. **Do not include spaces, extra periods, or any symbols (~! @#\$%^&\*?";:> <, +=) in your file name.** Here are some examples of good file names:*

*Smithjungessay.doc*

*Johnsonfreudpaper2.docx*

*NguyenShakespeareclass1.rtf*

**Please also save your document as either a .rtf, a .doc, or a .docx file.** eTutoring is not compatible with other formats. To do this, click on "File" in your word processing program's toolbar and then choose "Save As" or "Export." Change the file name to something simple and save it as a rich text format (.rtf) or Microsoft Word Document (.doc and .docx). Then click "Save" and **close the file.** **Failing to close the document before submitting may result in an incomplete upload and a corrupted file.**

When it's time to upload your file, you will need to click on "Browse" on the submission form to find and attach your document. Once selected, it should appear in the long, skinny dialogue box. Click "Submit" and your paper will be uploaded.

To check on the status of the papers you submitted (and check that you submitted one), click on "View Past Submissions" in the "Writing Lab" box on your eTutoring homepage. Then you should see a list of all of the papers you submitted and their current status in the writing lab queue. To view the paper and its response, simply click on the title of the paper you want to see.

Here's [a video with more information on submitting to the Writing Lab](#) at [eTutoringOnline.org](#).

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## STUDENTS USING AI/LLMs

### Explanation of Issue

Tutors may occasionally see clues in student writing or eQuestions indicating that the student used an LLM, such as ChatGPT, for help with their work.

### Resolution

- Avoid using an accusatory tone when describing your thoughts about the student's use of AI/LLMs
- Remind students to check with their professors for the class policy on LLM use.
- Remind students that anything that isn't their own work must be cited; refer them to citation help on the web
- Remind them that LLMs can be biased and can invent sources that don't exist; use of LLMs requires double-checking their responses against more reliable, human-created sources.

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## NO GRADES IN THE WRITING LAB

### Explanation of Issue

A student submits a paper and insists that they must receive an A on the paper next time they hand it in. The student may also ask the tutor what grade they think the paper should receive or encourage the tutor to make the changes necessary to make the paper an "A" paper.

## Resolution

The tutor should respond to the paper as they normally would, **with special attention to the following details:**

1. The tutor should compose an encouraging and constructive response; however, **the tutor must not make any remarks whatsoever about the grade the student received, the grade the tutor thinks the student should receive, the grading policies of the professor, or the relative ease or difficulty of the professor or class.** In general, tutors should refrain from sharing their opinions of professors or their classes.
2. The tutor should ignore requests to edit the paper. The tutor may compose a paragraph emphasizing this policy in order to remind the student that eTutoring is not a proofreading or editing service. However, the tutor may point out *trends* in grammatical errors.
3. The tutor should also compose a paragraph reminding the student that eTutoring is a peer tutoring service and that we do not comment on grades. For example, the tutor may write:

*While I appreciate your ambition and your desire to receive the highest possible grade on your paper, eTutoring is staffed by peer tutors. It is not our place to comment on the grades you have received or the grades you wish to receive; nor do we promise that you will receive a better grade after submitting your paper to eTutoring. Writing is a process -- it is ultimately the writer's responsibility to make the decisions that lead to the final product. We will provide coaching on your journey, but the final product is up to you and the final evaluation is made by your professor, not by eTutors.*

*We wish you the best of luck on your journey and we hope you continue to share your work with us.*

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### IF YOUR STUDENT'S WORK APPEARS AT THE TOP OF THE WRITING LAB QUEUE

## Explanation of Issue

A professor working as an eTutor recognizes their student's name and paper title at the top of the Writing Lab queue. The paper was written for the professor/tutor's class.

## Resolution

The professor/tutor may skip this student's paper and proceed to the next one in the queue. This constitutes one of *only two* valid reasons to skip the submission at the top of the queue. The second is that the paper at the top is a graduate-level paper.

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### SUBMISSION CONTAINS PROFESSOR'S COMMENTS

## Explanation of Issue

A student submits a paper that includes the professor's comments. The student may also ask for help and/or sympathy regarding the professor's comments.

## Resolution

Use your best judgment and try to respond to the paper as you normally would.

What NOT to do:

1. Do not engage in speculation about the grade the paper will receive, the professor's motivations, or the general effectiveness of the professor's class/teaching/assignments. Let the professor's comments speak for themselves; do not address the professor's comments unless you're either supportive of both the student and the professor or you're attempting to help the student follow the professor's advice.
2. Do not return the paper without comments.
3. Do not make any changes to the text yourself. This should already be standard practice, but you should be especially careful not to make suggestions that look like corrections.
4. Avoid lofty praise. You can be positive and supportive, but try not to leave praise that will inflate the student's expectations and make it difficult for the professor to accurately and honestly assess the student's work.
5. Do not contradict the professor's advice, even if you disagree with their assessment.

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### STUDENT SUBMITS A DRAFT WITHOUT ACTING ON PREVIOUS TUTOR'S ADVICE

## Explanation of Issue

A tutor opens the paper at the top of the queue and finds that the student has submitted a second or third draft to eTutoring without acting on the previous tutor's advice.

## Resolution

1. The tutor should read the previous tutors' responses and note those concerns the student did not address. This is standard eTutoring practice.
2. **The tutor should respond to the student's paper as they normally would**, being careful to emphasize the HOCs addressed by the previous tutor and adding additional explanations where needed.
3. The tutor should not assume that the student deliberately submitted the paper seeking a "second opinion." Instead, the tutor should assume that the student didn't understand the previous tutor's advice. The tutor should attempt to explain the advice in a new/different way in order to help the student understand. You may copy and paste sections from the previous tutor's response if you think doing so will help you explain the advice/concern to the student.
4. The tutor must use their best judgment to determine the extent of the problem, but if the student has made only one or two superficial revisions, the tutor should include the passage below as **part** of their opening letter.
5. After beginning the letter with the passage below, the tutor should continue to respond to the paper as they ordinarily would.

*It doesn't look like you have acted on the good recommendations of the previous eTutor. If you don't understand the previous tutor's suggestions, please resubmit this essay with the previous tutor's comments and note on the submission form which comments you find confusing. Otherwise, you should attempt to make changes according to the previous eTutor's recommendations before resubmitting.*

*You may submit each draft three times, but we ask that you read the tutor's advice and revise accordingly before you resubmit your paper for another response. This way, as your paper improves, you'll receive increasingly focused and pertinent advice that moves from big issues like the thesis and the organization to smaller issues like proofreading. However, just in case you didn't understand the previous tutor's advice, I have attempted to clarify and add examples to my explanations with the hope that you'll understand and act on our advice before submitting your next draft.*

Tutors are encouraged to edit the response above, personalizing it and adding specifics as needed.

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#### GUIDELINES FOR RESPONDING TO LONG SUBMISSIONS

Unless it is very polished, eTutors will not be able to respond exhaustively to a long submission (8 double-spaced pages or longer) in a single response. Students should be encouraged to submit long papers up to three times; each successive eTutor should focus on the areas discussed below.

**eTutors should still follow the general protocols for a response (letter, embedded remarks, next steps list).**

The first tutor should:

- Find the three most pressing issues in the paper
- Focus the letter, embedded comments, and next steps list on those three pressing issues.
- Avoid sentence-level issues unless they interfere with meaning.

The second tutor should:

- Skim the previous tutor's response to the paper
- Clarify any of the points of revision the student may have missed
- Address an additional higher-order concern (if there's time)
- Address one trend in sentence-level issues.

The third tutor should:

- Skim the previous tutor's response to the paper.
- Remind the student of any unrevised issues from the previous tutor's response
- Address 1-3 remaining issues.
- Encourage the student to visit campus writing lab or tutoring center for additional help.

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#### THE NAME ON THE STUDENT'S PAPER DOESN'T MATCH THE STUDENT'S NAME ON ETUTORING

**Explanation of issue:**

The tutor opens a student's paper and finds that the name on the paper doesn't match the name on the student's eTutoring account.

**Resolution:**

There are several possible reasons why a student might submit a paper that doesn't have their name at the top:

1. The student is submitting a friend's paper because the friend either doesn't have access to eTutoring or doesn't know how to use it.
2. The student bought or otherwise acquired the paper (plagiarism) and decided to have an eTutor look it over.
3. The student's name of record with their institution differs from their chosen name.

There's not much we can do in this situation aside from responding to the paper. **The tutor should respond to the paper as usual.**

**Here are some additional suggestions, depending on the reason for the name difference:**

If you think the student might be submitting a friend's paper, please respond to them as usual, but remind them that the number of institutions and students with access to the site is extremely high. The student should urge their friends to try logging in and submitting their work for themselves. If you do some research on the web and find sections or the entire paper on the web, you can include the following passage in your response. This should only be PART of your response; please respond to the paper as you normally would.

*I noticed that the name on your paper doesn't match the name on your eTutoring account, so I wanted to remind you that it's very important that you properly cite any information or ideas that are not your own. The failure to properly cite information or text obtained from any source, (a friend, the Web, books, magazines, journals, newspapers, e-mail, listservs, CDs, graphics, television, radio, lectures, etc.) whether the lack of citations is intentional or not, is considered plagiarism. Even if a student unintentionally plagiarizes, he or she may face severe academic penalties ranging from an "F" on the paper to expulsion from school. That's one reason to be very careful about citations; citations are the only way to show your work and protect yourself from accusations of plagiarism.*

*These five rules will help you avoid plagiarism and its consequences:*

- a. *Never buy or copy a paper (in sections or in its entirety) from the Internet, a friend, a family member, or anyone else, living, or dead. All of these activities are considered among the most severe instances of plagiarism and are often accompanied by the most severe consequences (failure and/or expulsion).*

- b. *If you copy, verbatim, an original term, sentence, group of sentences, or part of a sentence from another writer or source into your paper, you **MUST** put quotes around it.*
- c. *If you paraphrase or quote another writer or source, you **MUST** include an in-text citation at the end of the sentence in which the paraphrasing or quoting occurs.*
- d. *If you include an idea you got from a source, (it isn't your original idea) you **MUST** include an in-text citation at the end of the sentence in which the idea appears.*
- e. *Every idea, section of verbatim text, and section of paraphrased text originating outside of oneself must be followed by an in-text citation. In addition, the source of the idea, original text, or paraphrased text must also appear on the Works Cited or References page.*

If you think the student no longer identifies with their name of record and is using a chosen name or nickname, please respond to the student's paper with all of your usual skill and attention to detail.




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#### GRADUATE STUDENT PAPERS (TAGGED & UNTAGGED)

**Explanation of issue:** eTutoring occasionally receives graduate-level submissions, either from graduate students or from seniors taking graduate courses. However, the “graduate student submission” tag is applied by the students, so undergraduate papers are occasionally going to be tagged as “graduate student submissions” when they are not.

#### **How to Tell if a Paper is a Graduate Student Submission:**

1. Course Number: If the course number is 500 or higher, it's probably a graduate-level course. \*There is an exception to this rule, though. Some schools in Utah and California have a four-digit course numbering system. If the course number is four digits long, please move down this list, consider the other factors, and make your best guess.
2. Name/description of document: If the paper title or description includes the words “dissertation” or “masters’ thesis,” it is a graduate student paper.
3. Course Name: Graduate courses tend to have slightly more specific and/or advanced names. For example, rather than “Introduction to English Literature” you might get “Introduction to Literary Theory.” The course number is a better determinant, but the course name is worth a look.
4. The subject of the paper and the writing style are well beyond what you normally see. Graduate students tend to have a much better grasp of grammar, usage, and sentence structure. Their papers also tend to be longer and are more likely to be written in sections or chapters.

#### **Resolution:**

**If the Paper IS a Grad Student Submission AND is correctly tagged as one:** If the paper is tagged as a graduate level submission and you are not a graduate-level tutor, you should skip that paper and move to the next one in the queue.

**If the Paper IS a Grad Student submission but it ISN'T tagged as one:** If you open a paper and suspect that it is a graduate-level paper that the student didn't tag as such, contact the director with the student's name and let her know you need a paper removed from your archives and that you suspect the student is a graduate student. Then continue with your shift, responding to the next paper in the queue.

**If the paper is NOT a grad student submission:**

If you look at the course number, the course name, and the tag and you think the paper is an UNDERGRADUATE submission, you should click on it and respond to it, regardless of whether or not it has been tagged as a graduate student submission. Please also inform the student, tactfully, that graduate students already have their bachelor's degrees and are working toward master's degrees or PhDs. Here is a sample of what you might insert into your response:

*Thank you for submitting your work to eTutoring. I noticed that you tagged your paper as a graduate student submission. However, based on various factors, (you can include your own list here) I do not think this paper was written for a graduate-level course.*

*In the future, please do not tag your submission as a grad student submission unless you are actually a graduate student, or you are enrolled in graduate-level courses. We have only a few grad student tutors and several dozen undergraduate peer tutors, so tagging your paper as a grad student submission when it isn't one will increase the time you have to wait for a response to your work. It also takes our specialized graduate student tutors away from time they should be spending on graduate-level work. Thank you for understanding.*

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**IF YOU SUSPECT PLAGIARISM**

eTutors should not pass judgment in cases of suspected plagiarism. Tutors **must not**:

1. Accuse students of deliberate plagiarism
2. Submit student papers to plagiarism-detection services (i.e., Turnitin.com)
3. Do NOT discuss suspected plagiarism with the student's professor or with representatives of the student's school. Such discussions would violate student-tutor confidentiality.

The most severe forms of plagiarism include copying or buying a paper, using ideas or direct quotations without attribution, and copying and pasting information from the Internet into one's paper. Some of these plagiarism cases are deliberate, but tutors cannot and must not make these judgments.

Other forms of plagiarism, which often stem from confusion or lack of training, include:

- paraphrasing too closely without citation,
- absence of or inadequate parenthetical citations,
- insufficient or improperly formatted works cited/references pages.

The following red flags often indicate plagiarism:

- Tone, diction, and level of sophistication far exceed the norm. For example, a first-year student may submit a flawless and well-documented research paper that reads like a dissertation. However, without another example of the student's writing, it can be difficult to tell if the paper has been plagiarized.
- Style resembles that of journalists or marketing firms.
- Sudden shifts in tone, style, or coherence.
- Sudden shifts in font type, size, or color (can indicate copying and pasting from the web)
- Inclusion of unattributed information that could not be the student's own knowledge.
- Paper is well written, contains unusually strong evidence, but is only tangentially related to the assigned topic.

***Tutors should use cases of suspected plagiarism as opportunities for learning.*** You may use Google or a similar search engine to see if the paper or sections of the paper match web resources. *However, your response to the student must use an educational, rather than a punitive, tone and approach.*

We have no way of knowing if a student is plagiarizing with the intention of cheating or because they do not understand how to cite properly. Even long passages copied directly from another source may simply be missing in-text citations. There is also a chance that the student has never heard about the need to cite one's sources, which means that the tutor's response to the paper could be the first time the student has heard the word plagiarism.

Accusing the student of deliberate plagiarism in such cases damages the tutor's rapport with the student and makes the student less inclined to visit eTutoring again. Instead of making accusations, tutors should provide information about proper citation styles and explain why citing sources is important.

If you suspect that a student may have plagiarized parts of their paper, please use the response below as the beginning of your response to the student, adjusting it as needed to suit the situation. If you have found particular passages from the paper on the Web, you may refer to that website in your response.

*This section (refer to passage or passages in student's paper) of your paper appears at <http://www...>*

*and has been included in your paper without a citation. You may have forgotten to include your citations or intended to include them in your next draft, but in case you weren't aware that citations are necessary, I would like to provide you with some information about citations and plagiarism.*

*It is very important that students properly cite any information or ideas that are not their own. The failure to properly cite information or text obtained from any source, (a friend, the Web, books, magazines, journals, newspapers, e-mail, listservs, CDs, graphics, television, radio, lectures, etc.) whether the lack of citations is intentional or not, is considered plagiarism.*

*Even if a student unintentionally plagiarizes, he or she may face severe academic penalties ranging from an "F" on the paper to expulsion from school. That's one reason to be very careful about citations; citations are the only way to show your work and protect yourself from accusations of plagiarism.*

*These five rules will help you avoid plagiarism and its consequences:*

- 1. Never buy or copy a paper (in sections or in its entirety) from the Internet, a friend, a family member, or anyone else, living, or dead. All of these activities are considered among the most severe instances of plagiarism and are often accompanied by the most severe consequences (failure and/or expulsion).*
- 2. If you copy, verbatim, an original term, sentence, group of sentences, or part of a sentence from another writer or source into your paper, you **MUST** put quotes around it.*
- 3. If you paraphrase or quote another writer or source, you **MUST** include an in-text citation at the end of the sentence in which the paraphrasing or quoting occurs.*
- 4. If you include an idea you got from a source, (i.e., it isn't your original idea) you **MUST** include an in-text citation at the end of the sentence in which the idea appears.*
- 5. Every idea, section of verbatim text, and section of paraphrased text originating outside of oneself must be followed by an in-text citation. In addition, the source of the idea, original text, or paraphrased text must also appear on the Works Cited or References page.*

*A good rule of thumb is this: if you don't know, cite. Including in-text citations and works cited/references pages takes time, but it's always better than failing or being expelled.*

*According to the information you provided about your assignment, your instructor wants you to use MLA (or [name other style]) style for your citations. If you aren't sure how to use MLA (or APA), you can find information here: (include link here.)*

*If you have any questions, please let us know.*

The tutor in this situation should use their judgment, but most of the time the suspected plagiarism won't be so egregious that it prevents the tutor from responding to other issues in the paper. **The tutor should be sure to send the student a complete response to their work, not just a letter about plagiarism.** The only exception to this would be if the student copied their paper wholesale

from the Internet. In such cases, the tutor may reply with the plagiarism letter above and nothing else. However, even in those cases, the tutor may want to construct a complete response to the paper, as if it were the student's original work. This is a matter of preference, but students are often surprised to find that the papers they have copied wholesale from the Internet are fatally flawed in more than one area.

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#### RESPONDING TO MULTILINGUAL WRITERS (MLWs) AND/OR ESL STUDENTS

The tutor should always move from a consideration of higher-order to lower-order concerns, (or through AFOSP, in order) regardless of the writer. This prioritization of concerns is not to be abandoned just because you're reviewing the work of a multilingual writer.

The reasoning behind responding to higher-order concerns before lower-order concerns has always been that a writer who works to correct sentence-level errors may be wasting their time, especially if large sections of the paper need to be revised or deleted in order to organize the paper, make the paper more focused, or fulfill the assignment requirements. This reasoning does not change just because we find ourselves working with a writer who is not a native speaker of English.

Thus, every response to multilingual writers should address higher order concerns before addressing lower-order concerns. Embedded comments should relate only to higher-order concerns and a single lower-order concern. If the second submitted draft does not address the areas identified by the previous tutor or has only done so where an embedded comment was made, the tutor should advise the student to review the previous tutor's remarks. The tutor should also address any higher-order concerns and one new lower-order concern. In other words, each tutor should address only one, and always the most pressing, trend in grammatical errors.

Tutors should follow the guidelines below when deciding what to address in each submission by a multilingual student:

#### **First Submission:**

##### **Higher-Order Concerns, Sentence Boundaries, & Clause Structure:**

- Address the most pressing higher-order concerns
- Consider general sentence structure and the student's control of simple, compound, and complex sentences.
- Consider related issues of fragments, comma-splices, and run-ons. Explain punctuation as relevant to sentence structure.
- If necessary, consider word order (subject-predicate) as relevant to errors in sentence structure. Depending on the prose, the student might be advised to simplify, breaking complex sentences into simple ones.

#### **Second Submission**

### **Higher-Order Concerns & Verb Structure, Agreement, and Tense:**

- Address the most pressing higher-order concerns. If higher-order concerns cited by previous tutor were not addressed in revision, explain the issue(s) again, phrasing it differently and using new examples
- Consider verb formation, including irregular verb forms.
- Consider subject-verb agreement.
- Consider tense consistency.
- Point to any idiomatic problems.

### **Third Submission**

#### **Higher-Order Concerns & Clarity:**

Based on another review of the submission, highlight and explain one or two main areas for revision. Possible areas to consider are:

- Address the most pressing higher-order concerns. If higher-order concerns cited by previous tutor were not addressed in revision, explain the issue(s) again, phrasing it differently and using new examples
- Word forms: nouns, adjectives, adverbs
- Use of articles
- Use of pronouns and pronoun referents
- Word choice & idioms
- Punctuation

### **Best Practices for Addressing Sentence Structure, Grammar, and Word Choice**

#### **Issues in an ESL/MLW Submission**

1. Copy a problematic sentence into the letter, explain the problem, model at least two options for correction, and encourage the student to identify and correct similar errors. You may use embedded comments to point out one or two similar errors, but make it clear to the student that you have not identified every instance of this particular error.
2. Identify trends using your embedded comments. Make sure to use the correct term for the problem every time (e.g.: **incorrect verb tense**)
3. Do not point out every instance of an error. Instead, include embedded comments relevant to a particular issue in **one** representative paragraph or on **one** representative page.
4. Provide examples to demonstrate proper grammar, usage, and mechanics.
5. Provide direct links to reputable sources, but do not allow a link to substitute for a clear explanation.

### **In addition to the general protocol for responding, here are additional recommendations for writing a response of ESL/multilingual writers:**

1. Use short, direct sentences to convey your ideas and instruction.
2. Avoid using idioms and slang. (When necessary, explain words you think the student might not understand).

3. Use correct terms for grammatical errors. If you don't know, look it up. Like anyone learning a second or third language, multilingual writers often know the correct terms for grammatical errors and parts of speech, even when native speakers do not.
4. Some re-writing for purposes of illustration is acceptable, but do it in the letter, not the embedded comments.
5. Be sensitive to student's possible lack of familiarity with American idioms.
6. Identify recurrent misuse of an expression and present the American idiom. (E.g., The American idiom for "repeating a pointless activity" is "beating a dead horse.") If sentence structure and grammar problems predominate, idioms may not be addressed until the third submission of a given assignment.
7. Do NOT fixate on language problems to the exclusion of the quality of thought and the logic of presentation.
8. Provide coaching in composition, as needed. For example, you may need to explain the linear style of formal, written English: the introduction, the thesis statement, supporting paragraphs, and the conclusion. In some cultures, an indirect, non-linear approach to the presentation of information is the norm; in such cases, what we see as a roundabout organizational style might be a perfectly acceptable and intentional structure in other cultures. Be aware that an ESL student might be writing in an organizational style that they have been taught to use and rewarded for in the past.
9. Regarding the student's use of sources, be sensitive to cultural attitudes about originality. Multilingual writers may come from educational backgrounds that value memorization as much as original thought. Such students might summarize or paraphrase extensively. Explain the value of original analysis supported briefly by reference to sources. In cases where the student's needs clearly exceed the resources of the Writing Lab, encourage the student to seek face-to-face assistance if possible. Keep in mind that some students will already be receiving face-to-face support, and others may not have access to face-to-face tutoring centers.
10. After several submissions, if the student's work shows little improvement, consider suggesting that he or she see a face-to-face tutor for additional assistance. Keep in mind that some of our students won't have access to a face-to-face tutoring center. Part of your response might read as follows: *You're showing great initiative here and it's clear you want to submit a good paper to your instructor. However, because we're online, we may not be able to provide the kind of help you need with this paper. Working one on one with a professional will really help you, so if you can talk to a tutor face-to-face, I recommend you do so. In the meantime, you are welcome to continue submitting to eTutoring.*

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INSUFFICIENT TIME TO RESPOND TO THE NEXT PAPER

## Explanation of Issue

Tutors often finish a paper and find that they only have 15 minutes or so left in their shifts. Finding the eQuestion queue empty too, the tutor may not know what to do about the 15 minutes remaining of their shift.

## Resolution

This is one of those cases when the tutor needs to use their best judgment. If the next paper in the queue is two pages long, there is a chance that the tutor will be able to finish their response to that paper. However, if the paper is seven or 10 pages long, the tutor may rightly judge that they do not have enough time to finish their response. However, 15 minutes can be just the right amount of time for an eQuestion response, so be sure to check the eQuestions queue before taking any other action.

If the tutor feels that they will be unable to finish a response to the next paper in the queue, they may “bank” those 15 minutes for her/his next scheduled shift. In other words, if the tutor is working on a Tuesday and their next shift is two hours and 30 minutes on Thursday, the tutor may log off and work two hours and 45 minutes on Thursday to make up for logging out 15 minutes early on Tuesday.

The opposite is also true. If you find yourself working 15 – 20 minutes over your shift for that day, you can work 15 – 20 minutes less than the hours listed on the schedule for your next shift.

But you need to keep careful track of this; your weekly tutoring hours need to remain true to the schedule.

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## RESPONDING TO STRONG SUBMISSIONS

Occasionally a submission appears “complete” and thus seems to require no recommendations. There are at least several possible causes for a strong submission:

- The assignment itself required minimal critical and writing ability (such as a straight-forward answer to a question or a short personal response).
- The writer has worked through multiple drafts, as shown by the submission history.
- The writer has worked thoughtfully on the submission, though no draft history exists.

Regardless of the cause, each submission merits some form of constructive advice. If, after reviewing the list of higher-order and lower-order concerns, you find no issue to address, do the following:

1. Acknowledge the quality of the submission (*without* making any comments about the grade the paper should or will receive):

- Indicate that the student has met the objectives of the assignment, and if applicable,
  - Indicate that the student has worked successfully through the revision process (when a submission history exists)
2. Indicate something the student does particularly well and encourage the student to continue to use that rhetorical strategy or sentence pattern.
  3. Identify at least one area to work on, with an aim not to “correct” but to strengthen.

Here are some areas where you might make recommendations:

- Suggestions for strengthening the title (titles both inform and engage)
- Other patterns for introducing an essay
  - ⇒ Open with a quotation
  - ⇒ Provide an alternative perspective
  - ⇒ Open with an example
  - ⇒ Avoid: dictionary definitions, long personal anecdotes, sweeping generalizations
- Other patterns for concluding an essay
  - ⇒ Indicate any issues not addressed in the essay
  - ⇒ Indicate additional areas for critical investigation or future research
  - ⇒ Use a summarizing quotation
  - ⇒ Indicate larger implications of or significance of issues addressed in the submission
- Strategies for coherence within or among paragraphs
  - ⇒ Transitional words and phrases
  - ⇒ Repetition of keywords
  - ⇒ Refer to arguments made earlier in the text
- You might also address:
  - ⇒ Varied strategies for introducing or integrating quoted material
  - ⇒ Varied sentence patterns and length
  - ⇒ Additional areas to explore in terms of content
  - ⇒ The finer points of English grammar
  - ⇒ Additional research strategies
  - ⇒ Avenues for presenting or publishing the piece

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WHEN SOMEONE ASKS TO SEE eTUTORING SUBMISSIONS

### **Explanation of Issue**

You may be asked to share student work with someone outside of eTutoring. English professors and writing or tutoring center coordinators may, for example, ask you to download, print, and/or share some of the papers you’ve read and the responses you’ve written because they are curious about eTutoring or are looking for examples to share with their students.

## Resolution

Do not, under any circumstances, print, email, or otherwise share copies of student work with anyone. Doing so is a violation of our confidentiality agreement with our students, as well as copyright infringement and a violation of FERPA. No matter who is asking (professor, writing center director, tutoring center director, friends, colleagues, etc.) NEVER share student work. Doing so will result in immediate dismissal.

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## CONTROVERSIAL ISSUES: RESPONDING TO STUDENTS

### Explanation of Issue

eTutors encounter a wide range of subjects and arguments in the Writing Lab, so it is not unusual for a tutors to find themselves in the position of responding to an argument with which they disagree, sometimes vehemently.

### Resolution

Tutors must be extra careful in such cases not to rise up in defense of their point of view. In fact, tutors should refrain from including their personal views in their responses. If the tutor wishes to raise concerns about the strength of the student's argument, they may do so, but such concerns must be raised carefully.

Tutors should use phrases like those appearing in the list below. Try to address the strengths and weaknesses of the points the student makes, rather than focusing on the student's opinion. The phrases below make it clear that it is not the student's or tutor's opinions that matter, but those of the sources referenced in the paper.

- Your argument seems to be that \_\_\_\_\_. Some would disagree and point out that \_\_\_\_\_. How would you respond to these arguments?
- If you don't mind, I just want to play devil's advocate for a second. Although you claim that \_\_\_\_\_, some people would say that \_\_\_\_\_. How do you account for this point of view in your paper?
- I noticed that your sources include commercial websites (.com) and Wikipedia. Although these are good places to start, they are not usually considered acceptable sources for college-level papers. You may want to consider speaking to your librarian about reputable sources on this topic. Librarians are often under-utilized, but they can make sure student writers get the best sources for their papers, and the better your sources are, the more persuasive your argument will be.
- This section, \_\_\_\_\_, may need a little something extra to make it stronger. Have you considered \_\_\_\_\_, who makes the claim that \_\_\_\_\_? Addressing the opposing side's arguments can add a lot of strength to a paper dealing with this controversial issue.

- I noticed that you indicate that \_\_\_\_\_ is a fact. However, I read, “ \_\_\_\_\_ ” by “author name,” which indicates that this isn’t true. You may want to reconsider using your source and/or quoting their ideas, as most readers won’t find this idea very persuasive.

#### FINISHING YOUR ASYNCHRONOUS WRITING TUTOR TRAINING

Now that you have finished reading the asynchronous writing tutor sections of the eTutor manual, it’s time to complete the last two steps of the training process.

1. Complete a response to the sample student paper, which appears in [Appendix A](#). It also appears on the [Info Site](#). Please send your response to the director at [sbergfeld@sbctc.edu](mailto:sbergfeld@sbctc.edu).
2. Take the [Writing Tutor Quiz](#).

**Go to the next page to start reading the sample student paper.**

**eWriting Submission Log****Writing Submission and Response Summary for the following writing sample:  
Essay Number One****Initial Student Submission**

|                                |                                                                                    |
|--------------------------------|------------------------------------------------------------------------------------|
| <b>Student Name:</b>           |                                                                                    |
| Course Title:                  | Foundation of College Writing                                                      |
| <b>Subject:</b>                | English 066                                                                        |
| Date Submitted:                | 02/16/2006 12:48 PM                                                                |
| <b>Document Title:</b>         | Essay Number One                                                                   |
| Document                       | summarize and analyze the essays read in class.                                    |
| <b>Description:</b>            |                                                                                    |
| Help Area:                     | Run on sentences                                                                   |
| <b>Type of Help Requested:</b> | Summarizing and Analyzing the essays read in class                                 |
| Citation:                      | N/A                                                                                |
| <b>Comments:</b>               |                                                                                    |
| File:                          |  |

February 16, 20XX

English 066

Essay #1

Laws define what has to be done and how to follow those rules but many people won't follow the rules because of certain beliefs they hold at a higher standard. Some laws contradict people's beliefs; therefore, this leads people to create controversy when citizens try and break those laws. The United States Government creates laws to reduce the prejudices in the country but laws can only go so far, we as a people need to take laws and put them into action.

The morality of the United States has dropped dramatically with teenage pregnancy being at an all time high and divorce rates doubling since 1960. Also the number of abortions has risen drastically since the 1960s (since they are legal now) and the violent crimes that take place on the streets and how violent crimes have gotten into the school system.

Although this case doesn't deal with abortion it does deal with violent crimes. In Baton Rouge, Louisiana a seventeen year old student, Leslie-Claire Spillman, the center piece for "High School Controversial" written by Marc Peyser and Donatella Lorch. Spillman, an openly bisexual student at McKinley High School who is cochairman of the Gay-Straight Alliance (GSA), also shares her duties with friend Martin Pfeiffer. They both started the GSA in their school to for gay and straight students to learn about laws and each other. However, living in the Bible Belt and being homosexual or bisexual and starting a group for Gay and Straight people to integrate was just not

something the parents, locals, or school board wanted. Spillman and Pfeiffer fought for recognition of the GSA, and brought it to the school board but when the school board turned it down, Spillman and Pfeiffer went to the courts, where by law McKinley High School and their school board could not discriminate against gay and straight students creating a group to teach about diversity. However many administration in the public school system say they follow rules about allowing any group to form under their administration, but it takes more than just students protesting about how their groups are being shunned because of what they believe in. Usually it takes the United States Constitution and bringing that to state and local courts.

Segregation of people in America has been illegal for nearly fifty years but in “Growing Up, Growing Apart” written by Tamar Lewin students feel they need to separate themselves once they get into high school. Lewin finds that Kelly Regan an Irish/Catholic girl, Aqeelah Mateen, an African-American/Muslim girl and Johanna Perez Fox, half Jewish, half Puerto Rican girl are all best friends despite their extremely different backgrounds, that was until high school came the one fall day. They all attend Columbia High School. On Kelly Regan’s first day of school she sat in her seat in homeroom next to an African American boy, she introduced herself in a polite manner “But he answered in like one word, and looked away. I think he thought I was a normal white person, and that’s all he saw” (368). Although desegregation laws have been legal for nearly fifty years, students feel that they still have to segregate themselves for reasons only known to them. No matter how many parents, teachers, or the United States Constitution telling the students to stop segregating themselves, the students will do whatever they please.

While homosexuality is against all laws in the military, the government says that they aren’t homophobic and accepts all people who are willing to serve their country. Such as Joseph Steffan the author and narrator in “Honor Bound”, Steffan writes how his experience in the Naval Academy forced him to be discharged because it was found out that Steffan is a homosexual. Steffan’s essay had taken place years before the “Don’t Ask, Don’t Tell” law was enforced. While it was only two weeks before his graduation from the Naval Academy and Steffan could have easily denied he was gay, he felt he needed to be true to himself and tell his commandant he was in fact a homosexual. Upon news of his homosexuality being released, his commandant was forced to discharge Steffan because of a law in the military stating: No Homosexuals Allow. While the laws in our country prohibit segregation in all places, one of the largest pieces of American History still segregates people, the military although it’s not a segregation of race or religion it is something that identifies people and that is their sexuality.

## APPENDIX B: THE WRITING LAB TEMPLATE

WeTC writing tutors have the additional choice of using a response template that has been designed specifically for use by WeTC writing tutors. Use of the template is optional, however. Our tutors find it useful for some papers and less useful for others, so they choose whether or not to use the template based each individual submission.

### **A Note About this Template**

This template is meant to help tutors structure their responses to student work. It is not a pre-made cookie-cutter response. Nor is it any substitute for the judgment and experience of our writing tutors. Instead, this template was designed to speed up your response time while ensuring that your responses are still detailed, perceptive, in line with WeTC protocols, and, most of all, helpful to students.

**Please DO:**

- Make this template your own by adding headings and making each heading and its material more robust. Some of the headings below contain just a link, which is **not** an adequate response. Be sure to describe the issue in more detail in your response to the student.
- Use this template when you find it most useful, eschewing its usage when you find it more helpful to structure your response another way. This template is meant to help you write responses, not saddle you permanently to one type of response.
- Replace explanatory text in the template with your own actual responses to these issues. This will make the template easier to use.
- Use this template to remind you that higher order concerns should generally get more attention than lower-order concerns.
- Use this template as a reminder that a response is only complete if it contains three parts: the opening letter, the embedded comments, and the next steps list.
- **Include the section headings below in your actual response to the student.** Section headings maintain organization and make your letter easier to read and more helpful overall.
- Where desired, replace the links below with your favorite, reputable web resources.

**Please:**

- **Don't** include sections and/or their headings if they aren't relevant to the paper to which you are responding. Use your judgment.
- **Don't** delete the section entitled "The strengths of this piece." Every piece of writing has strengths, and you should make sure each student knows about the strengths of their paper. Be sincere and don't go overboard with your praise, but make sure you praise every student's work.
- **Don't** let the template deter you from being creative and personable in your responses.
- **Don't** send the same response to every student. This template is not meant as a cookie-cutter response; pay close attention to each piece and give your complete attention to each writer.
- **Don't** submit a response without proofreading it first. Proofreading should already be a habit, but because of the increased copying and pasting, templates require careful proofreading.
- **Don't** copy this template as is into your responses! This template contains notes and pointers for you, the tutor, and thus, not all of it can be included in your response to the student.

Without further ado, here is:

### **The Writing Tutor's Template**

Create a welcome paragraph here. Please remember to include the student's name.

### **The Strengths of this piece:**

Please describe at least two specific strengths here. Example: "You present your ideas in a logical way and the transitions help the reader move smoothly through those ideas." Avoid generalities such as "This is a good draft," and "What an interesting topic!"

### **Your Concerns:**

Here the tutor should directly address the **student's** concerns (e.g., "You have asked for help with organization, so here are some tips..."). If you plan to address the student's concerns later in your response or you don't think it's appropriate to address them at this point in the writing process, **let the student know that:**

- A. You will be addressing the issue(s) below.  
**or**
- B. You will not be addressing the issue(s) in your response because other higher order concerns take precedence. You may also tell the student that the next tutor will help with their particular concern if the student makes sufficient progress on the issues you've addressed here. In addition, and when appropriate, you may tell the student that you are not addressing the issue because it isn't an issue. Example: "You have asked for help with run-ons, but I won't be helping you with that today because I don't see any run-ons in your essay. Way to go!"

### **Issues Needing Work:**

Select *at least one* and *no more than five* issues to address. Select the most important issues for this revision and delete the remainder. The list below is arranged in general order of importance.

**NOTE:** There may be times when a lower order concern warrants inclusion in a first or second response, such as an essay you cannot understand because the grammatical errors are densely packed and complex. Explain each selected issue thoroughly, give examples and models, and provide links to resources where appropriate.

Choose one to five of the higher- and lower-order concerns listed below. If there are several pressing, higher-order concerns, please limit your response to two or three of the most important issues.

### **Higher Order Concerns (or the A, F, O, and S parts of AFOSP)**

**The essay doesn't conform to the assignment requirements.**

According to your submission form, the assignment is, *“quote the student’s submission form here.”* However, the following aspects of the assignment do not appear in your paper:

- *“Quote one aspect of the student’s assignment here.”* I would recommend that you... *fill in advice for students here. Include a link where applicable.*
- *“Quote second aspect of student’s assignment here.”* I would recommend that you... *fill in advice for students here. Include a link where applicable.*
- Continue including descriptions of the assignment (and tips for fulfilling them) as needed.

### **Thesis**

I recommend a clear thesis that does the following:

- Expresses one main idea.
- Is narrow and focused.
- Is specific.
- Makes an arguable assertion.

Here’s an example of a thesis statement that fits all those criteria: “Hunger persists in Appalachia because jobs are scarce and farming in the infertile soil is rarely profitable.”

I recommend this handout because it will help you write an effective thesis sentence: (paste link here).

### **Content Development/Logic and Organization**

You might want to reconsider the order of your paragraphs. For example...

I noticed that one part of your thesis, “\_\_\_\_\_,” isn’t discussed fully in your paper. You may want to add a section on \_\_\_\_\_ to the paragraph that begins with \_\_\_\_\_.

I noticed that one of your paragraphs begins/ends with a \_\_\_\_\_ (slippery slope, ad hominem, post hoc ergo propter hoc, etc.) logical fallacy. The best way to describe this fallacy is \_\_\_\_\_.

One option for revising this paragraph is \_\_\_\_\_.

This handout has tips on effectively organizing an essay: (paste link here).

### **Paragraph formation**

I noticed that some of your paragraphs cover multiple aspects of the issue rather than just one. One thing you might try is assigning a color to each of your main points and highlighting every sentence with the appropriate color. When you do this, you might find that you have green sentences next to yellow ones; these sentences should be moved so that they are next to others of the same color (and covering the same point). This activity may help you stay focused on a single topic in each paragraph.

This handout gives good information on paragraph development and unity: (include link)

### **Transitions**

Transitions connect the end of one paragraph to the beginning of the next paragraph using key words or phrases.

This handout has a table that will help show you how to use transitions effectively: (paste link here).

## **Integration of sources**

When it comes to introducing and explaining quotes, you have a few options. They Say/ I Say, by Gerald Graff and Cathy Birkenstein, has quite a few good solutions for problems like this, including the following very useful templates (where X stands for the author's last name):

For introducing quotes:

"X states \_\_\_\_\_"

"As the prominent \_\_\_\_\_ X states, " \_\_\_\_\_"

"According to X, " \_\_\_\_\_."

"In X's view, " \_\_\_\_\_."

"X complicates matters further when he writes, " \_\_\_\_\_."

When it comes to following each of your quotes with brief explanations, Graff and Birkenstein have a few more suggestions:

"Basically, X is saying \_\_\_\_\_."

"In other words, X believes \_\_\_\_\_."

"In making this comment, X argues that \_\_\_\_\_."

"X is insisting that..."

"X's point is that..."

"The essence of X's argument is that..."

I think you'll find that if you decide to use any of these templates, your writing will become much clearer, and it may even become easier to say what you're trying to say. I encourage you to try a few of them and see how they work, but every quote should have some kind of introduction and a follow-up explanation.

I recommend this handout on integrating quotes: (paste link here).

## **Citation Formatting**

I would like to talk more about citing sources in MLA because it is an important topic, and it needs to be done a certain way. There are three reasons to cite one's sources. The first is to avoid plagiarism, which is the theft (intentional or unintentional) of other people's ideas. The second and third are to prove to your professor that you've done research and that you understand that you must give credit where credit is due. In general, there are two parts to correctly citing your sources. The first is that you must include an in-text citation following any part of your paper where you use the information or exact words/phrases of another author. The second is that you must list every source you use at the end of the paper on what is called a Works Cited page. It looks like you're getting very close to doing both correctly, but both need some tweaking. For example, if you're using MLA, your in-text citations should look like this if you're citing a book by one author (websites and other entries can differ from the examples below):

Example 1:

"It was night again. The Waystone Inn lay in silence, and it was a silence of three parts" (Rothfuss 721).

OR like this:

Example 2:

Rothfuss finishes the book as he starts it, “It was night again. The Waystone Inn lay in silence, and it was a silence of three parts” (721).

There are a few things I want you to notice here. The first is that, in MLA, both the author’s last name and the page number **MUST** appear in every sentence containing a citation. The author’s name should appear in either the citation (inside the parentheses) or the part of the sentence setting up the quote, but the page number is almost always in the parentheses following the quote. The second thing you should notice is the placement of the period, the quotation marks, and the utter lack of punctuation inside the citation (Henwood 183). However, these are just the basics. For more information, check out the following websites:  
(Paste link here).

### **Introduction**

Your introduction should accomplish several things:

- Hook your audience into reading your paper by presenting interesting facts, new perspectives, and the “so what?” or the reason the reader should care about the issue under discussion.
- Introduce the topic of your paper
- List by author and title the main texts under discussion in the paper
- Provide a “road map” of your paper by stating the thesis

This handout on introductions might be helpful for you: (paste link here).

### **Conclusion**

Your concluding paragraph is your last chance to make your point and/or persuade your audience. It should briefly summarize the arguments you made and restate your thesis in a memorable way. This is a handy page on conclusions that includes several good examples: (paste link here).

### **Lower Order Concerns (or the P in AFOSP)**

#### **Sentence structure**

Most sentences in formal, written English follow this structure: Subject + Verb + Object...  
Parenthetical phrases describe the preceding noun and are offset by commas...

#### **Grammar**

I found a few instances of this particular grammatical error. In order to correct it, you may want to consider the following options:

#### **Diction and tone**

Although your tone was friendly and I thought your sense of humor really came through, your assignment description indicates that your audience would expect a formal tone of voice. In general, this means...

## **Mechanics**

Here are some tips on comma use:

### *Using a Comma*

- Use after an introductory word or phrase: *All this week, I've felt as tired as an old dog.*
- Use to separate an independent and dependent clause in a complex sentence: *Although my brother wanted me to go to the party, I stayed home.*
- You can use a comma after the independent clause and before the conjunction to punctuate a compound sentence created with a conjunction; however, such commas are not always required: *I would have watched television all night, but my sister wouldn't hear of it.*
- Use to set off appositives and nonrestrictive clauses: *My sister, who is a fashion designer, insisted on dragging me to a local show.*
- Use in lists of three or more items, but *not* in lists of only two items: *I went to the store to pick up some chips and pop.* OR: *I went to the store to pick up chips, pop, and dip.*
- Use to separate lists of two or more adjectives: *I received a gorgeous, cashmere sweater for my birthday.*

### *Using a Semicolon*

Within a sentence, the semicolon is used:

- To sort out large lists & lists of items with long names.  
Ex.: *There were citizens from Bangor, Maine; Hartford, Connecticut; Boston, Massachusetts; and Newport, Rhode Island.*
- To separate two closely related independent clauses (i.e., merge two *complete* sentences on a similar subject into one sentence).  
Ex.: *My grandmother seldom goes to bed this early; she's afraid she'll miss out on something.*

Semicolons are not used:

- To sort small lists or lists of items with small names. (In these cases, commas will suffice.)  
Ex.: *I went to the supermarket and bought lettuce, tomatoes, and bread.*
- To separate an independent clause from a list. (That's what a colon is for.)  
Ex.: *There are three sources of belief: reason, habit, and inspiration.*
- To separate an explanation from an independent clause. (Also a job for a colon.)  
Ex.: *After a sleepless night, I made my decision: I would take the job.*

## **Formatting**

I noticed that you typed your name at the top of each page; however, there's an easier way to do this that will save you the effort of constantly moving your name back to where it's supposed to be. If you're using Microsoft Word, go up to the "View" menu and select "Header and footer." Then you should be able to type in your name or select one of the auto-text options like "name, page #, and date." Hopefully this shortcut will save you some time.

I noticed that you have double the amount of space between paragraphs. In order to correct this in Microsoft Word, go up to "Format" and select "Paragraph." In the box that pops up, make sure that

the boxes labeled “Before” and “After,” in the “Spacing” section both say “0.” Otherwise, MS Word will insert extra spacing between your paragraphs.

**Issues not addressed in this response**

**Because you are limited to what you can cover in one session, we encourage you to mention other issues that the student will need to address in future drafts.**

**Create your closing here.**

At a minimum, please remember to remind the writer to resubmit, (unless your response is the third response to this specific assignment) and sign off with your name. If this is the final response to this assignment, remind the writer to come back with his or her next assignment. End the letter with a reminder that you have also embedded comments in the student’s text and that the Next Steps list follows the student’s text.

**Embedded Comments:**

You still need to go through the student’s essay and embed comments. Embedded comments should generally reinforce the issues you have discussed in the letter.

**Next steps:**

This list should appear at the **END** of the student’s text.

This list should contain no more than five items and should start with the most pressing (usually higher-order) issue, moving to less important issues (usually lower-order). The steps should correspond to the points made in the letter and embedded comments, and, like the concluding paragraph of an essay, should not present new information.