

2019

1ST EDITION

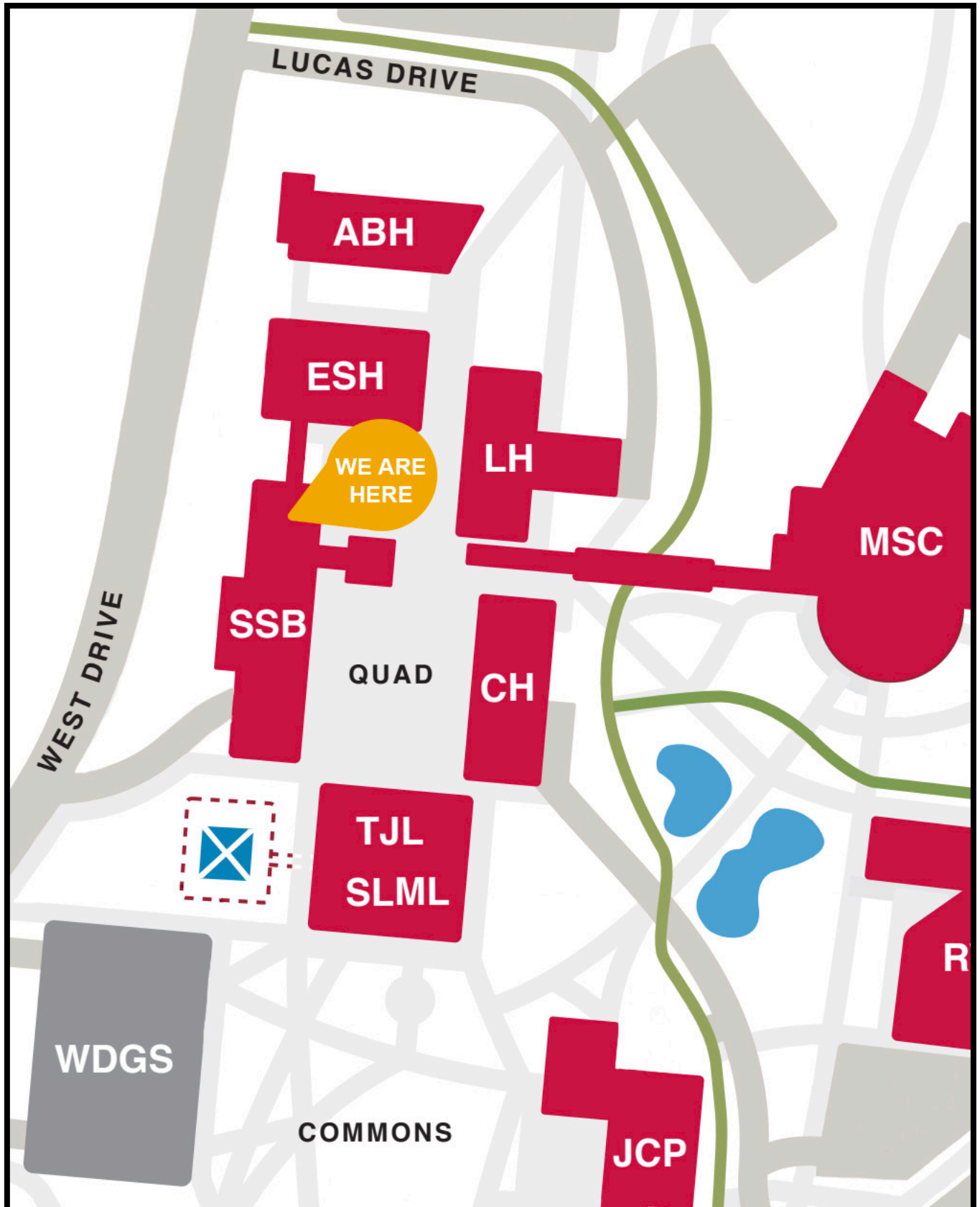
#UMSLWRITING

THE HANDBOOK

A GUIDE TO THE UMSL WRITING CENTER



FIND US ON NORTH CAMPUS



SOCIAL SCIENCE BUILDING (SSB) 222

WRITINGCENTER.UMSL.EDU

VISIT US

SOCIAL SCIENCE BUILDING (SSB) 222
WRITINGCENTER.UMSL.EDU

FOR APPOINTMENTS

UMSL.MYWCONLINE.COM

TALK TO US

(314) 516-6863

WRITING CENTER COORDINATOR

CHRIS SCHOTT, PHD
SCHOTTGR@UMSL.EDU
(314) 516-5613

FOLLOW US

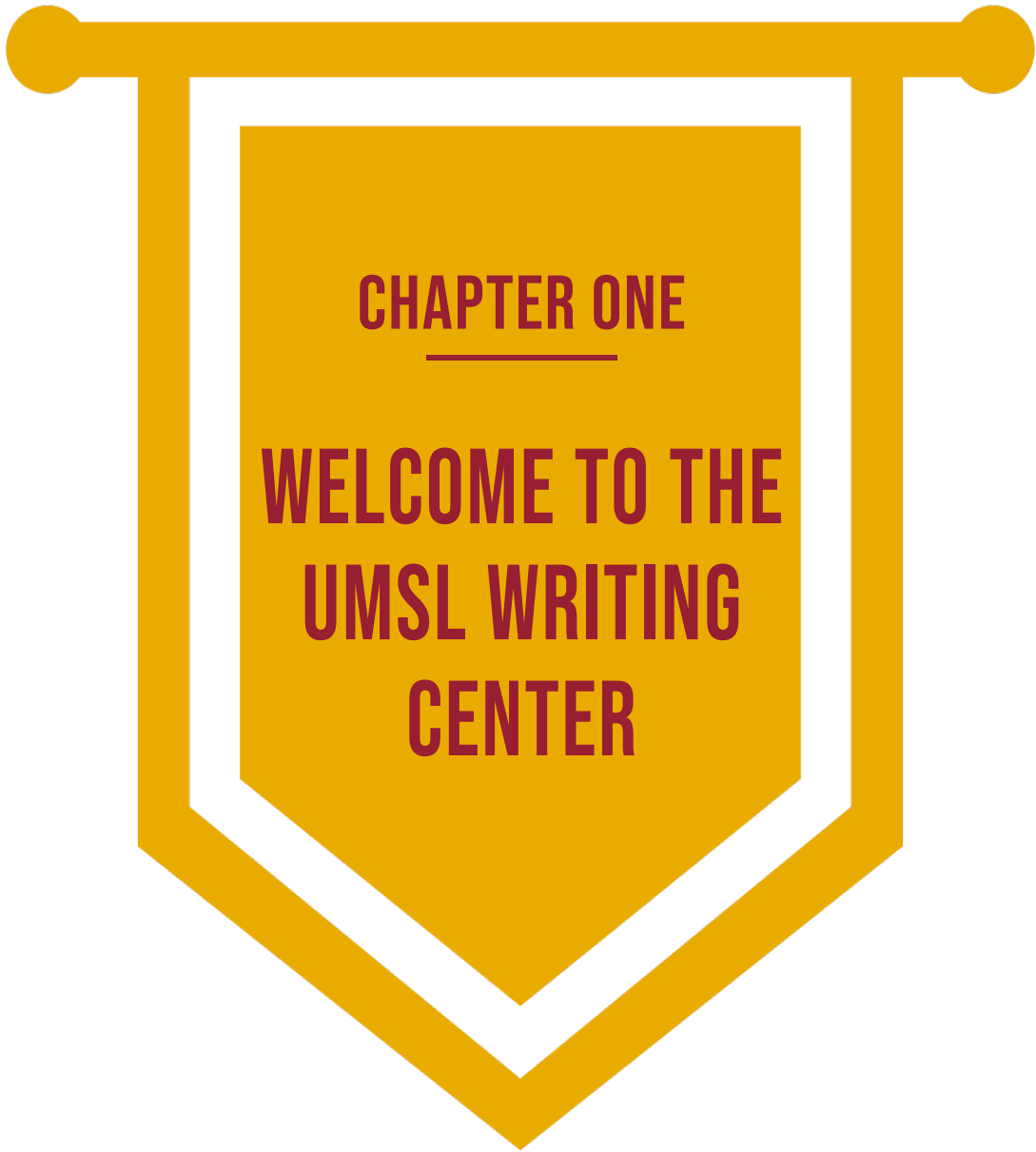
@UMSLWRITING



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 6. LET'S GET PROFESSIONALLY DEVELOPED
- BONUS!** *TURNITIN AS A TEACHING TOOL*





THIS IS THE UMSL WRITING CENTER

HI, WRITER! I'm the UMSL Writing Center Handbook. Nice to meet you!

UMSL IS A COMMUNITY OF WRITERS. While this handbook primarily serves a training and reference guide for Writing Center personnel, it is also a useful resource for anyone who would like to know more about the UMSL writing community at large. Here, you can learn about who we are, what we do, and how to take advantage of the resources we offer for students, faculty, staff, and alumni.

GUIDING OUR PURPOSE. This handbook upholds values of writing that can be understood and appreciated by the entire UMSL community.

MISSION STATEMENT

The UMSL Writing Center is a welcoming space where all writers can discuss, practice, and strengthen their writing skills. Our qualified consultants are active listeners and readers who assist writers of all kinds at any stage of the writing process by offering useful tools and guidance in an environment of respect, enabling them to become active agents in their education and find their academic voice.

THIS IS THE UMSL WRITING CENTER

OUR CORE VALUES

ANYONE WHO



WRITES IS
A WRITER.

**ALL WRITERS CAN
IMPROVE BY SHARING
AND REVISING THEIR WRITING.**

2

**WRITING BEST HAPPENS IN A
COLLABORATIVE AND
SUPPORTIVE
ENVIRONMENT.**

3

**WRITING IS A WAY TO LEARN
ABOUT AND INTERACT
WITH THE WORLD.**

4

THIS IS THE UMSL WRITING CENTER

WHAT WE DO

WE HELP STUDENTS BECOME BETTER WRITERS.

Writing is hard. It's time-consuming, complex, and it can be difficult to find the right way to say what you mean or explain what you know. The Writing Center explores assignments and writing along with students, helping them develop personal writing strategies, stronger academic habits, and a more attentive eye when working with language.

We are prepared to work with undergraduates, graduate students, and alumni in across all academic disciplines with all types of writing. We help with anything and everything, including idea development, organization, sentence clarity, academic citation, grammar usage, and much more. Many of our consultants have taken the same kinds of courses our students take and can help them put forth their best efforts in their writing.

THIS IS THE UMSL WRITING CENTER

WHAT WE DO

WE ASSIST FACULTY WHO ASSIGN WRITING AND STAFF WHO WRITE.

Regardless of their subject area, we believe that any instructor who assigns writing is a writing teacher. We also recognize that teaching writing is difficult. The Writing Center collaborates with faculty to help shape learning experiences that build student agency. Some of the ways we best work with campus faculty include serving as a resource to help create strong writing assignments, discussing how to get students engaged with their writing, and strategizing the best writing pedagogy for a class and/or assignment.

Our work with faculty is multifaceted. We can assist with making an assignment or course more writing-focused, help with crafting meaningful writing assignments, and aid in developing strategies for teaching writing. We also work with faculty on their own writing. Tired of looking at that book chapter or article? Come see us!

Apart from our wonderful students and faculty, we also work closely with staff and administration on the writing they do. Need us to look at a memo? Looking for the right kind of language for that tricky email? Writing creatively? We're happy and eager to help!

THIS IS THE UMSL WRITING CENTER

WHAT WE DO

WE ENRICH THE UMSL COMMUNITY.

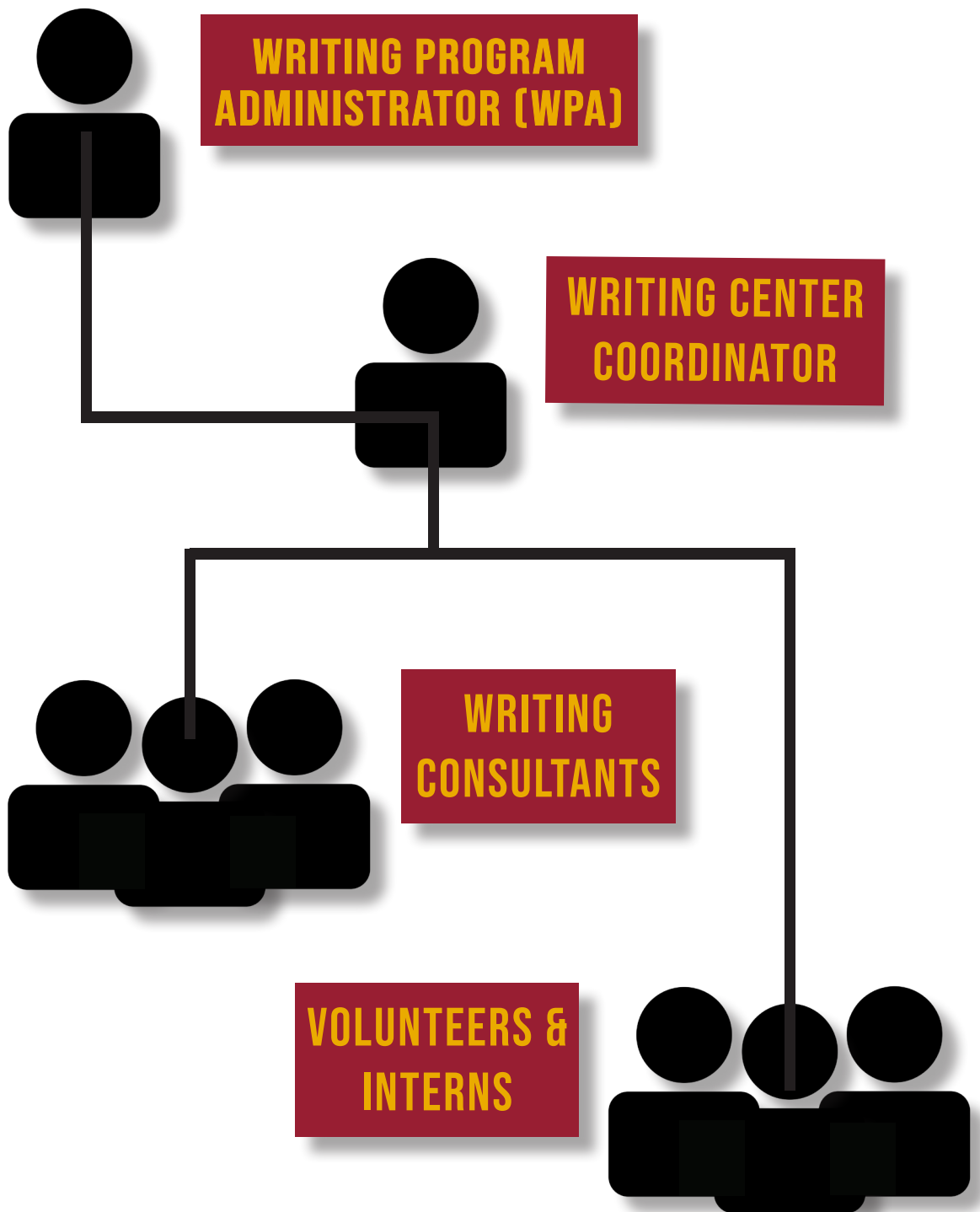
Beyond the classroom, writing is threaded into our daily lives. We are an essential part of fostering UMSL community literacy by wholeheartedly supporting our writers. It is important to us that our work is not bound by the walls of the Writing Center and we eagerly seek out avenues for collaboration and connection with our larger campus community.

In our efforts to build a community of writing across campus, the Writing Center works with various UMSL organizations, departments, and offices to host writing workshops and other events. From workshops on grammar and academic citation to hosting writing retreats for graduate students, we provide a diverse range of experiences to create better informed and engaged writers.

We love to collaborate with the UMSL community and beyond. The Writing Center works with others to promote a culture of writing. From class visits to designing and promoting writing events, we partner with numerous programs and resources, meeting their needs and providing quality writing assistance.

THIS IS THE UMSL WRITING CENTER

WHO WE ARE



THIS IS THE UMSL WRITING CENTER

The Writing Center is a division of the Department of English at the University of Missouri - St. Louis. The faculty and staff that make up the Writing Center include:

WRITING PROGRAM ADMINISTRATOR (WPA)

The WPA serves in a leadership role that oversees the development, management, and supervision of writing programs at UMSL, including the Writing Center. Duties include overseeing faculty development programs to improve the teaching of writing, establishing and assessing writing outcomes, and serving on undergraduate and graduate committees to represent writing programs and teaching. The WPA will often collaborate with the Writing Center Coordinator and Writing Consultants to ensure the quality of the academic support services the Writing Center offers.

WRITING CENTER COORDINATOR (WCC)

The Writing Center Coordinator leads staff, implements policies and procedures, and evaluates the performance of the Writing Center. The WCC also develops academic writing and reading initiatives, such as workshops and in-class presentations, through collaboration with discipline-specific programs, serving as a liaison between the Writing Center and stakeholders of writing on campus. In addition to helping in recruiting and hiring writing consultants, the WCC also ensures writing consultation training and professional development opportunities.

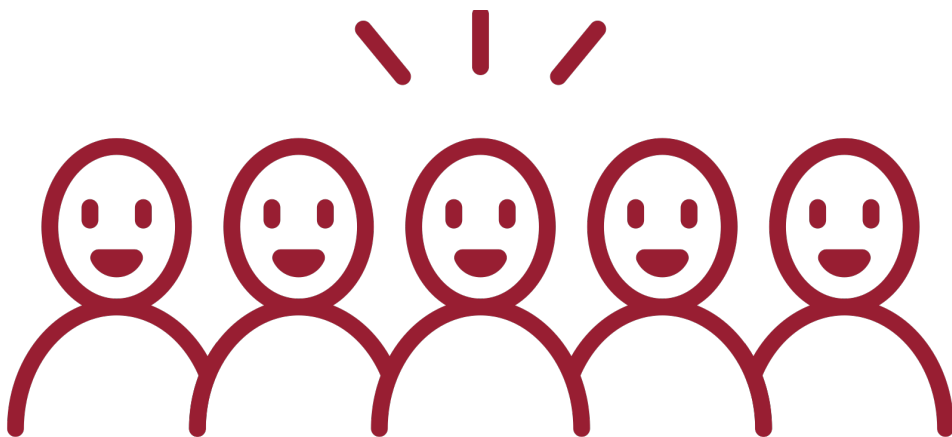
THIS IS THE UMSL WRITING CENTER

WRITING CONSULTANTS

Writing Consultants assist students with writing in engaging, one-to-one and/or group tutoring sessions. Consultants focus on a variety of writing topics including organization, development, research, grammar, usage, academic citation, and many other needs as they arise. Consultants also develop and offer writing workshops, introduce the Writing Center's services to faculty and students through in-class presentations, assist with promotion and social media engagement, as well as other tasks and duties as needed.

VOLUNTEERS & INTERNS

The Writing Center sometimes employs volunteers and non-paid interns. The responsibilities of these positions vary, depending on the Writing Center's needs. Volunteers and interns may serve as a receptionist for the Writing Center, orienting students to the Center's space and resources, or can themselves work as writing consultants. They may also develop workshops, generate promotional materials, and other duties as needed.





The UMSL Writing Center aims to create a supportive writing community across our diverse student/client populations, faculty and staff, and other UMSL colleagues.

Our clients and Writing Center staff are expected to adhere to the standards and expectations described in this chapter, helping us meet our mission as a campus resource and our role within the larger UMSL community.

POLICIES & PROCEDURES FOR CLIENTS

APPOINTMENTS

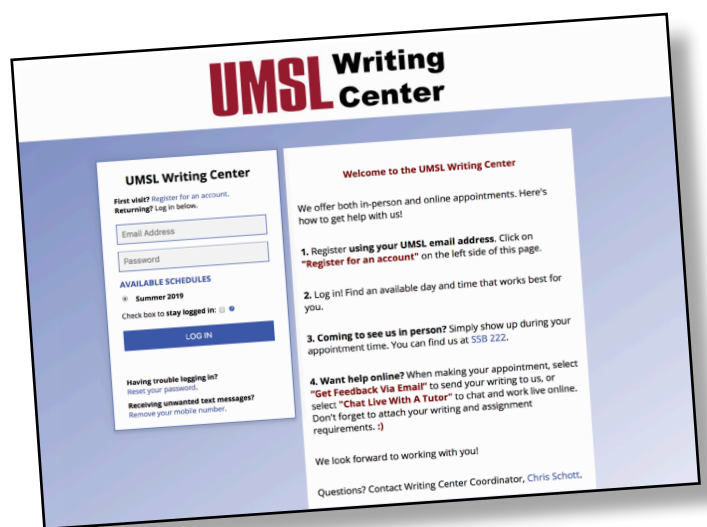
THE WRITING CENTER IS APPOINTMENT-BASED

We work with our clients to ensure they are getting the individualized help they deserve at a pace that best suits them. The Writing Center can get quite busy at times, so in order to maximize our capabilities as a resource for the UMSL writing community, we are an appointment-based service.

Appointments can be scheduled by going to umsl.mywconline.com. A Writing Center account is required.

HOW TO CREATE A WRITING CENTER ACCOUNT

Accounts are created by going to umsl.mywconline.com. Click on “Register for an account” and complete the New Account form. **An UMSL email address is required for registration.**

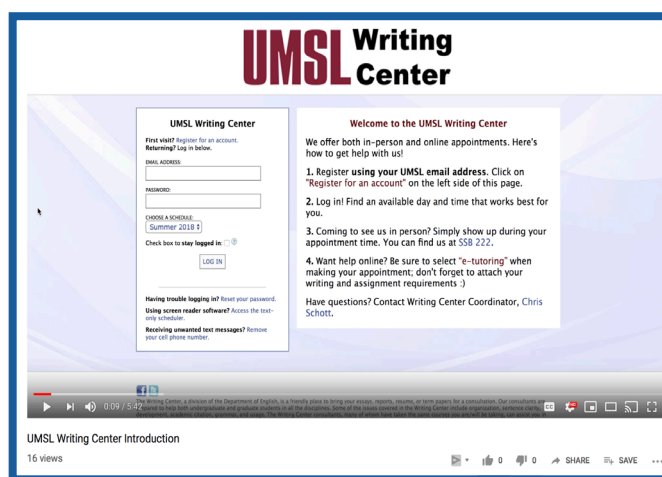


POLICIES & PROCEDURES FOR CLIENTS

HOW TO MAKE AN APPOINTMENT

It's easy! Go to umsl.mywconline.com and log in. Once at the Writing Center's schedule, click on an open appointment slot for a day and time that's best for you and fill out the appointment form. For a step-by-step tutorial, click the thumbnail below for a video:

Clients can always cancel an appointment by logging into umsl.mywconline.com, clicking on their appointment, and selecting **Cancel Appointment**.



HOW APPOINTMENTS WORK

We offer 30-minute or 60-minute appointments. We recommend that writers make a 60-minute appointment if they are working on a longer paper or project; this ensures there is plenty of time to talk and work. Shorter appointment slots can adequately assist with quick questions (e.g. grammar, citation, or formatting) and smaller pieces of writing. If clients are unsure how much time they need, we recommend booking a 60-minute appointment.

Clients may schedule up to two appointments per day, up to two hours per day, as long as appointments are not back-to-back.

POLICIES & PROCEDURES FOR CLIENTS

TYPES OF APPOINTMENT

IN-PERSON

Visit the Writing Center on campus at Social Science Building (SSB) 222. Sit down with a friendly consultant and discuss your writing, ask questions, and receive feedback, reactions, revision advice, and more! This option is perfect for writers who value face-to-face interaction and learn best through a conversation.

GET FEEDBACK VIA EMAIL

Clients can submit writing to the Writing Center and have it sent back to them with individualized feedback and revision suggestions. This option is great for students who need assistance, but cannot make it to campus, have a busy schedule, or cannot meet directly with a writing consultant.



HOT TIP! If possible, we recommend meeting *at least once* in-person before using this option. Doing so results in more rewarding online sessions.

CHAT LIVE WITH A TUTOR

Meet with us live online! Use a collaborative online workspace with a chat room, webcam, and microphone to talk about your writing, revise ideas, or anything else you might need. This option is perfect for clients who can't schedule an in-person appointment but still value interacting "face-to-face."

POLICIES & PROCEDURES FOR CLIENTS

WALK-INS

When time and consultants are available, the Writing Center can assist walk-in clients. However, **all scheduled appointments have priority** and walk-ins may only be helped when time permits.

WHAT TO EXPECT DURING AN APPOINTMENT

Writing consultants will work closely with clients on both larger concerns with their writing, as well as smaller issues. Larger matters may include the development of ideas, synthesis of sources, organization, as well as other higher-order concerns. Minor concerns may include grammar, formatting, citing sources, etc.

The Writing Center helps with just about anything writing-related; however, ***we do not offer proofreading services, nor do we edit papers for students.*** Instead, we will help identify patterns of error and places for revision, helping students become an agent in their own writing development and practices.



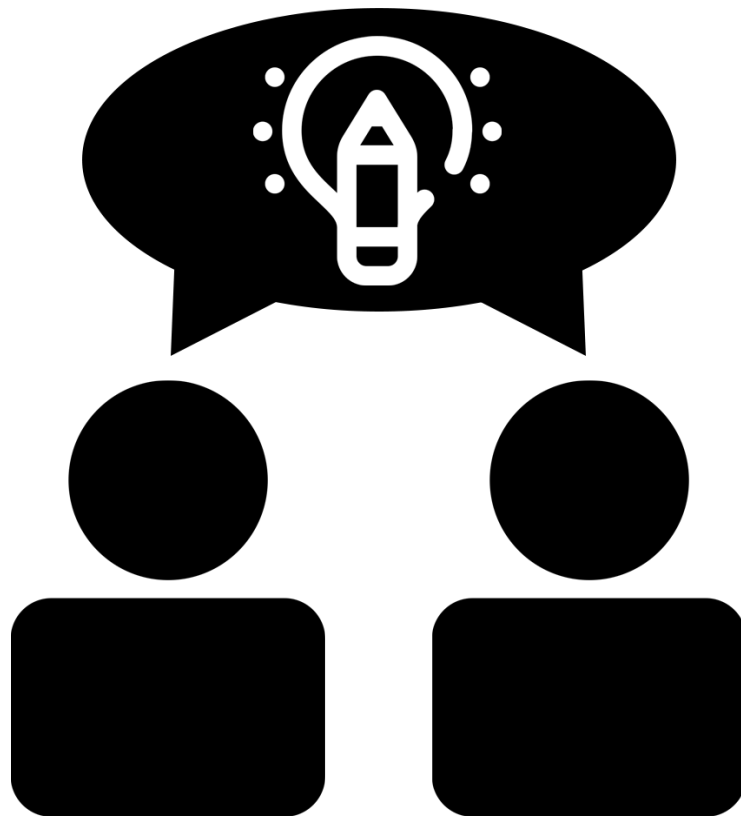
POLICIES & PROCEDURES FOR CLIENTS

LATE ARRIVALS

We encourage clients who may be late to call the Writing Center at **314-516-6863**. Clients more than 10 minutes late to their appointment may have their appointment canceled and marked as a “No-Show.”

NO-SHOWS

Not showing up to an appointment will result in a missed appointment. After **three missed appointments** in one semester, the client will be locked out of the appointment system for the remainder of the semester. However, these clients may still visit the Writing Center as a walk-in.



BEST PRACTICES FOR CLIENTS

Clients may make appointments anytime, as far in advance as they choose for any current semester. This is useful for writers who wish to be diligent about getting writing assistance.

Clients may choose to schedule a repeating weekly appointment, establishing consistent help throughout their writing processes. Recurring appointments can be scheduled by Writing Center consultants.

When working on a longer and/or complex piece of writing and project, clients may find it useful to schedule multiple sessions.

Clients may find it useful to work with the same writing consultant on their writing.

Writing consultants offer the best assistance when working with newly revised drafts. Having multiple consultants work with the same draft will likely result in redundant and therefore less useful feedback.

POLICIES & PROCEDURES FOR CLIENTS

WHAT TO EXPECT FROM THE WRITING CENTER

- A friendly, trained, and prepared writing consultant to listen and help.
- Assistance with a variety of writing issues.
- A consultant who can provide individualized writing assistance.
- A consultant who will encourage writing agency.

WHAT THE WRITING CENTER EXPECTS FROM CLIENTS

- Clients will have questions, concerns, ideas.
- Clients will bring something to write with and take notes.
- Clients will bring the assignment sheet/instructions.
- Clients are ready and willing to discuss, at length, their assignment/project.

OTHER POLICIES

- The Writing Center does not predict or guarantee grades on assignments.
- Writing consultants are not expected to be content experts. When the right words are hard to find, we can help, but our focus is on the writer, what they know about their topic, and how their ideas can be delivered through language.
- The Writing Center is not a fact-checking service; this responsibility rests on the writer. However, writing consultants can assist with assessing the credibility of sources and how the information is integrated into writing.



POLICIES & PROCEDURES FOR FACULTY & STAFF

GETTING STUDENTS WRITING HELP

REFERRING STUDENTS TO THE WRITING CENTER

Identifying a student who struggles with writing early in a semester can be the key to helping them get consistent and meaningful help. The Writing Center encourages instructors to refer students to the Writing Center. The Writing Center can provide students with a report form, documenting their visit, upon request. Feel free to contact the Writing Center Coordinator, Chris Schott, at schottcr@umsl.edu to discuss options.

REQUIRING STUDENTS TO VISIT THE WRITING CENTER

It can be difficult to require students visit the Writing Center. At times, students may resist this requirement without knowing the benefits of the Writing Center's services. However, with proper orientation and assistance from the Writing Center, required visits can be a valuable and useful experience for students. The Writing Center can provide students with a report form, documenting their visit, upon request. Feel free to contact the Writing Center Coordinator, Chris Schott, at schottcr@umsl.edu to discuss options.

SERVICES FOR FACULTY

CLASSROOM VISITS

Upon request, Writing Center consultants can visit faculty classrooms to give a presentation about our services and how to make appointments, offering a basic introduction to the Writing Center. To schedule a visit, contact the Writing Center Coordinator, Chris Schott, at schottcr@umsl.edu.

SPECIAL TALKS AND WORKSHOPS

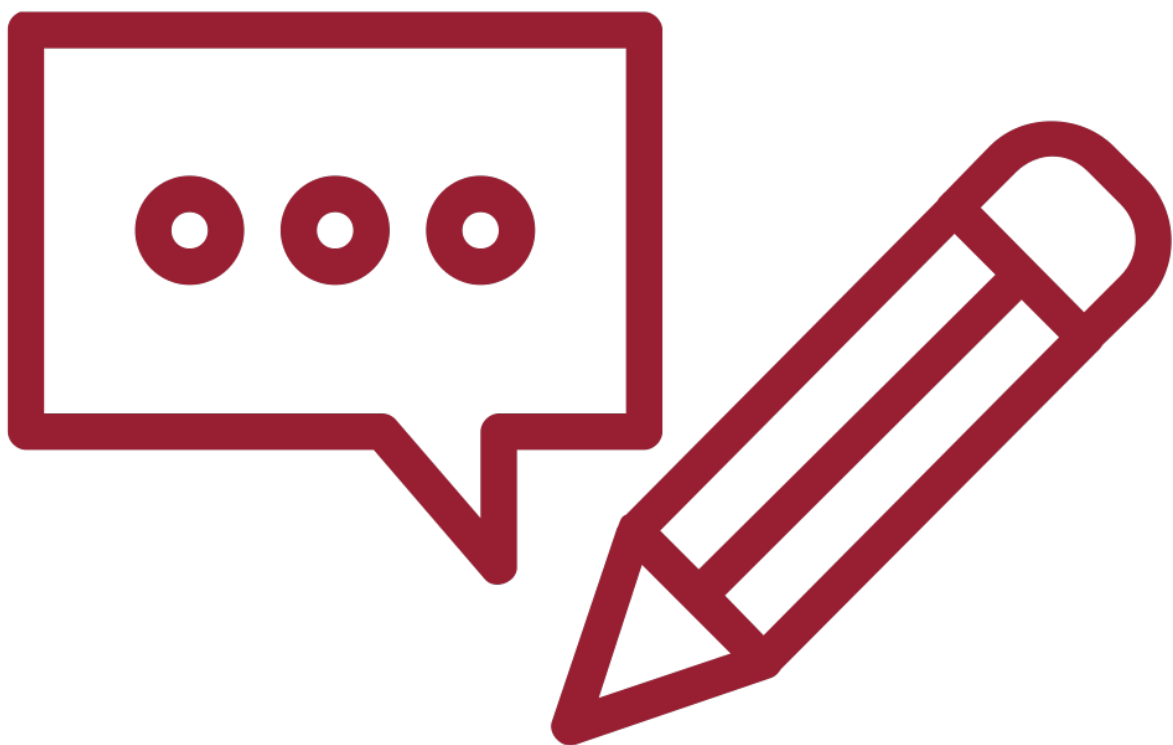
If instructors wish for students to have more intensive help or would like assistance with a particular writing topic/area, the Writing Center can give special talks, hold workshop sessions, and/or offer classroom presentations. Contact the Writing Center Coordinator, Chris Schott, at schottcr@umsl.edu for more details.

CLIENT REPORT FORMS

The Writing Center can provide a Client Report Form, upon request, for students who schedule appointments. These reports will verify a student's visit and explain what was accomplished during a consultation. As consultations between students and consultants are private, student approval will be needed before sending report forms to instructors.

OTHER POLICIES

- The Writing Center does not help with grading and assessing student writing.
- Writing consultations between clients and consultants are private and session information is protected. No information about a consultation will be shared without consent from the client.



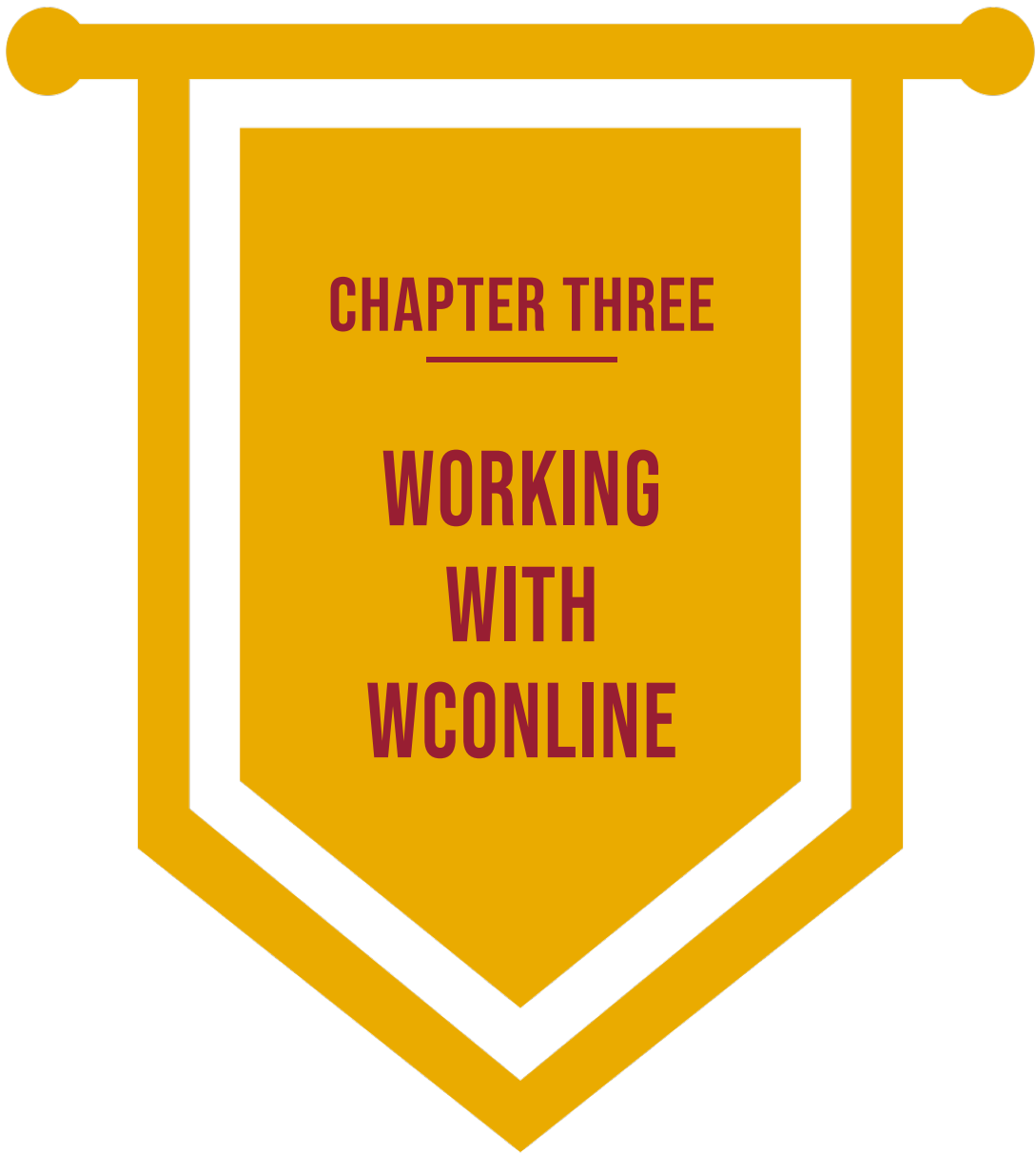
POLICIES & PROCEDURES FOR ALUMNI

WRITING ASSISTANCE

The Writing Center will work with alumni on various kinds of writing, including (but not limited to):

- Creative writing
- Documents for graduate program admission
- Scholarship application materials
- Resumes
- Cover letters
- Curriculum Vitae
- Personal writing

PLEASE NOTE! The Writing Center will not provide assistance with academic work from other, non-UMSL learning institutions.



WCOonline is more than just our appointment system – through this website, the Writing Center also records and archives appointment information, schedules shift breaks for staff, and collects all client and staff data. In many ways, WCOonline is the heart of all Writing Center operations.

This chapter will give you the most important features of WCOonline to help you through your day-to-day work and activities in the Writing Center. However, it is by no means exhaustive. Feel free to explore the system, ask questions, and learn more!

SCHEDULE COLOR LEGEND

CLIENT VIEW

To make an appointment, click on a white square below and then fill out the appointment form.

To modify or cancel an existing appointment, click on the appointment below or select it from 'My Appointments' under the 'Welcome' menu.

COLOR LEGEND

Open	My Appts.	Not Available	Other Appts.
------	-----------	---------------	--------------

Open: An open appointment, available to be booked.

My Appts: A scheduled appointment, either by the client or for the client.

Not Available: Staff is unavailable for an appointment at this time.

Other Appts: A scheduled appointment that has been booked by a different client.

STAFF VIEW

To make an appointment, click on a white square below and then fill out the appointment form.

To modify or cancel an existing appointment, click on the appointment below or select it from 'My Appointments' under the 'Welcome' menu.

COLOR LEGEND

Open	My Appts.	Not Available	Other Appts.
------	-----------	---------------	--------------

ADMINISTRATIVE COLOR LEGEND

Placeholder	Walk-In
Online	eTutoring

PLEASE NOTE! For staff, **Live Chat** sessions will appear the same bright red color as “Online” appointments in the legend. **Feedback Via Email** sessions will appear dark blue (“eTutoring”) and **In-Person** appointments will appear dark red (“Other Appts”).



CREATING A PERSONAL ACCOUNT

You'll need a WCOonline account to work with the Writing Center. Go to umsl.mywconline.com and click **Register for an account** to create one.

PLEASE NOTE! You must register with your UMSL email address.

New Writing Center staff should let the Writing Center Coordinator know which email address they used to register. This ensures they get access to basic administrative access to WCOonline, giving them some special privileges within the system.

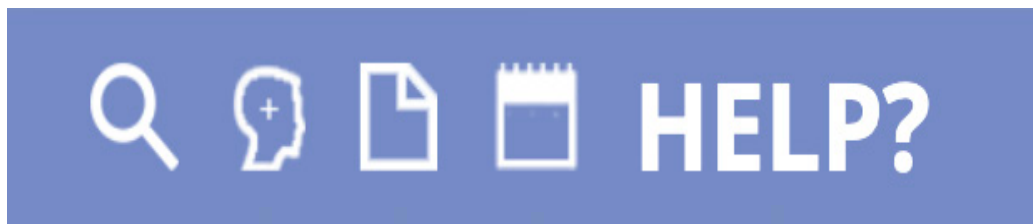
Register for a New Account

Fill out the form below in order to create a new account on this system. Once you've successfully registered, you'll be able to log in to the system immediately. Questions marked with a * are required.

Email Address *

First Name * **Last Name ***
Standing *
Major *

UNDERSTANDING THE WCONLINE TOOLBAR



PERFORM SEARCH

Allows you to search all registration, appointment, and client report information. This is a great resource when needing information quickly.

VIEW MASTER LISTINGS REPORT

See a current list of all booked appointments on a schedule.

CREATE A NEW CLIENT ACCOUNT

Allows you to input a new client account into the system. This feature is best used when new clients visit the Writing Center as a walk in for the first time.

ADD A NEW OFF-SCHEDULE CLIENT REPORT FORM

Allows for a client report to be completed independent of an appointment. This is useful when clients need proof of their work with the Writing Center, or if client information needs to be officially documented.

HELP

Allows you to view the schedule color legend.

CREATE ACCOUNT FOR A NEW CLIENT

Sometimes, clients *without* an account will visit the Writing Center for help. Please take the time to get them registered. To do so, click the **Create a New Account** icon and allow the student to fill out the registration form. Afterwards, they (or you!) can create an appointment.

CREATE AN APPOINTMENT FOR A CLIENT

If a client without an appointment an account stops by the Writing Center, you can quickly create one for them by clicking on an available time slot and searching for their name in the “Client” field.

Create New Appointment

Client

Schott, Chris (schottcr@umsl.edu)

To select a different client, begin typing a name or email above and then select from the resulting list.

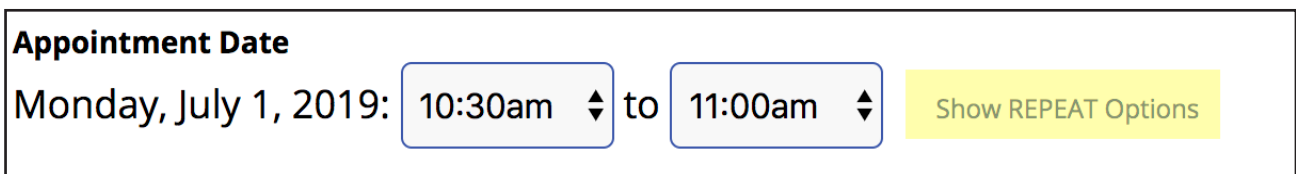


HOT TIP! We help many first-time visitors who do not have accounts and will need extra assistance getting registered and assisted.

CREATING A RECURRING APPOINTMENT

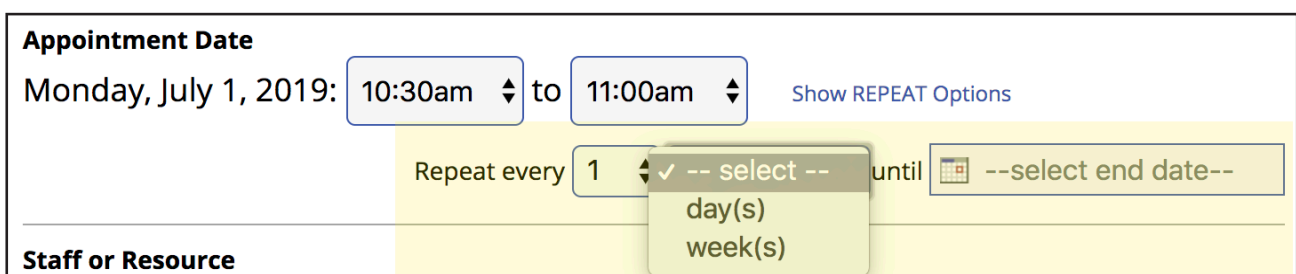
Recurring appointments are perfect for clients who want to consistently visit the Writing Center and improve their writing. If a student is interested, you can create a recurring appointment by following these steps:

1. Create a new appointment for a client on the day/time they want to repeatedly meet.
2. Under **Appointment Date**, click on **Show Repeat Options**.



Appointment Date
Monday, July 1, 2019: 10:30am to 11:00am [Show REPEAT Options](#)

3. Set the time and how often the appointment will repeat. You can choose to set the appointment to repeat each day or week at the same time.



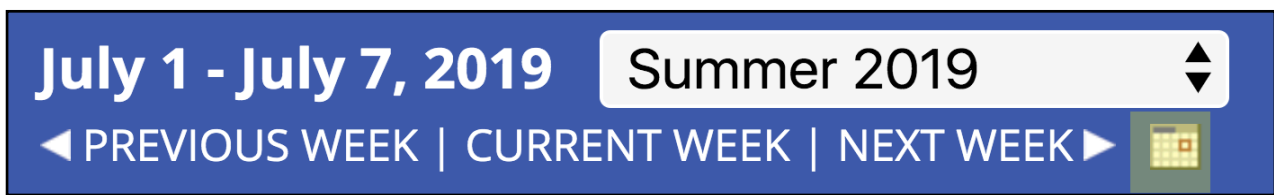
Appointment Date
Monday, July 1, 2019: 10:30am to 11:00am [Show REPEAT Options](#)

Repeat every 1 [-- select --](#) until [--select end date--](#)

Staff or Resource

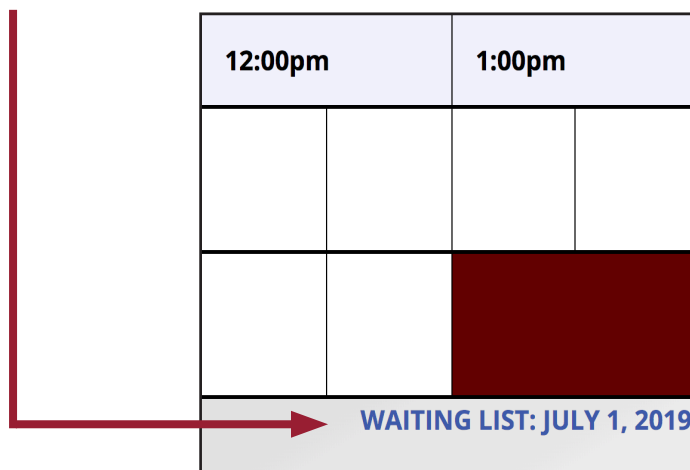
NAVIGATING THE SCHEDULE AND CALENDAR

You can navigate to any day and time in the schedule by using the **Previous** and **Next Week** options or by clicking on the calendar icon and selecting the day you want to view. You can find these options at the top of the schedule's main page.



USING THE WAITING LIST FEATURE

Sometimes, especially as the semester gets busy, our schedule may completely fill up for the day (or longer). When this happens, clients can add themselves to the **Waiting List**. Doing so will automatically alert clients if another appointment has been canceled. Clients can be added to the Waiting List by clicking the “Waiting List” link at the bottom of the day they wish to be added.



USING THE WAITING LIST FEATURE (CONT'D)

After clicking the “Waiting List” link, clients can further specify details about their waiting list and appointment preferences.

Limit to a specific staff or resource?

No. Notify client of any opening. ▾

Limit based on starting time? **Limit based on ending time?**

No. ▾ No. ▾

ADD TO WAITING LIST

Clients will be notified via email, or text message (if they have enabled the texting option on their account) if an appointment becomes available.

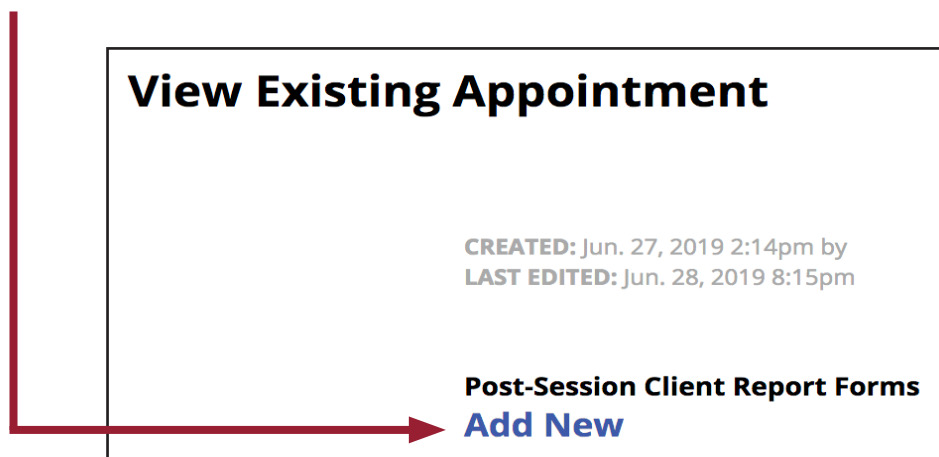


HOT TIP! The Waiting List does not recognize the order in which clients add themselves to it. When multiple clients are on the Waiting List, notification messages are sent out to *all* clients on the list simultaneously when an appointment time becomes available. Therefore, clients must act quickly to secure their time.

CLIENT REPORT FORMS

A **Client Report Form** is a short form that is filled out after an appointment. It documents what happened during a session, what issues were discussed, what goals were set, and any other relevant information.

Client Report Forms can be completed by clicking **Add New** under the **Post-Session Client Report Form** section.



At times, clients (or their professors) may require proof of their visit and work with the Writing Center. A Client Report Form is a great help in these instances. Additionally, Client Report Forms can be useful to document important notes and information during appointments for consultants in future sessions.

CLIENT REPORT FORMS [CONT'D]

Add New Client Report Form

Fill out the form below to record post-session information about a meeting with a client. Questions marked with a * are required.

Client

Appointment Date Monday, July 1, 2019 1:00pm to 2:00pm	Actual Appointment Length * 60 minutes
---	--

Staff or Resource *
Chris Schott

Issues discussed *

Comments

The Writing Center **does not** require a Client Report Form for every appointment, but encourages staff to document appointment information when they believe the information will be useful for other staff or when documentation will help inform future interactions with clients.

CREATING A PLACEHOLDER

When a staff member needs to leave the Writing Center, or step away for a break, creating a **Placeholder** on the schedule will keep clients from reserving that time.

To create a Placeholder, click on an open time slot and create a new appointment. At the bottom of the appointment form, in **Administrative Options**, click the **Placeholder** option and save the appointment. The slot on the schedule will appear yellow for you, green for other staff, and dark red for clients.

ADMINISTRATIVE OPTIONS

Walk-In/Drop-In | Missed | Placeholder ? | Email Client? ?

It is important for staff to use Placeholders in lieu of scheduling appointments with themselves when taking breaks. This ensures appointment data is kept accurate, as Placeholders are not accounted for when Writing Center data is collected.



HOT TIP! If you work long shifts in the Writing Center, you may want to schedule recurring placeholders on your schedule. Doing this at the beginning of a semester will ensure you get every break you need.

MARKING AN APPOINTMENT AS “MISSED”

Appointments should be marked as “missed” when:

1. Clients are more than 10 minutes late to their appointment.
2. Clients do not show up to their in-person appointment.
3. Clients do not upload a document to their Feedback Via Email appointment.
4. Clients do not log into their Live Chat appointment.

ADMINISTRATIVE OPTIONS

Walk-In/Drop-In | Missed | Placeholder ?

Mark an appointment as missed by clicking on the appointment and selecting the **Missed** checkbox under **Administrative Options**.

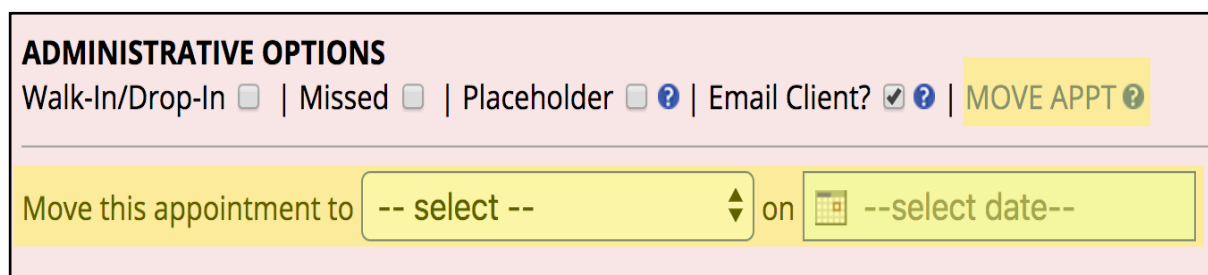
PLEASE NOTE! For In-Person appointments, staff should check to see if the client uploaded a paper to WCOonline *before* marking it as missed. If so, treat the session as a Feedback Via Email appointment.

Writing Center policy is that if a clients misses **three appointments** in one semester, they are blocked from making any more appointments until that semester ends. They will have access again once the semester ends. Blocked clients can still visit as a walk-in.


MOVING APPOINTMENTS

There may be instances when moving an appointment is necessary. For example, if a staff member is unable to meet with the client, if the client needs their appointment moved, or if the client needs or requests to meet with a different consultant.

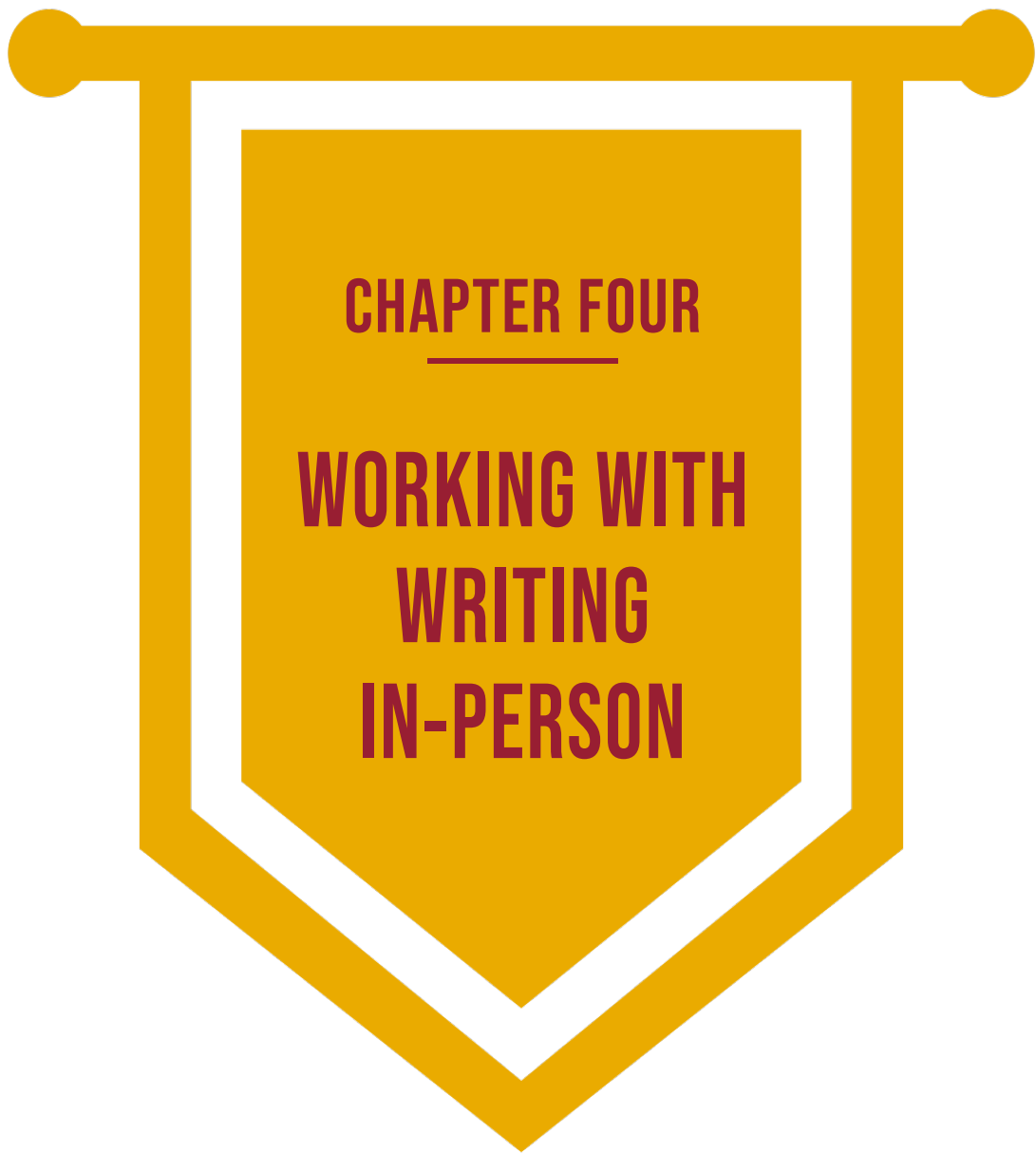
To move an appointment, click on the appointment, go to **Administrative Options**, and click **Move Appt.**



ADMINISTRATIVE OPTIONS
Walk-In/Drop-In | Missed | Placeholder ? | Email Client? ? | **MOVE APPT** ?

Move this appointment to -- select -- on  --select date--

Select the consultant to which the appointment needs to be moved, as well as the date and time. Click **Save Appointment** to save the changes. A confirmation email will be sent to both the client and the consultants.



CHAPTER FOUR

**WORKING WITH
WRITING
IN-PERSON**

THIS CHAPTER will explore some of the ins and outs of working with clients face-to-face in the Writing Center. However, before we dive in, there are some important ideas to note:

1. THIS INFORMATION IS A GUIDE, NOT THE LAW

The strategies and information you find in this chapter represent some sound ideas and pedagogically tested approaches to working with clients, but they are not comprehensive, nor do they account for all instances you'll come across as a writing consultant. Use this information as a guide, not as the law.

2. RELY ON YOUR INDIVIDUAL TUTORING STYLE

Be true to yourself. Your clients will come back to you because they appreciate your personal approach. This will ensure you're doing your best work in the Writing Center. The moment an educator stops teaching in the ways that match their individual personality and style is the moment they should reconsider their job.

3. OUR CORE VALUES SHOULD BE REPRESENTED

Our work with students in any capacity should ultimately represent our core values as a Writing Center. However you decide to work with clients, remember and uphold these ideas:

ANYONE WHO WRITES IS A WRITER.



**ALL WRITERS CAN IMPROVE BY SHARING
AND REVISING THEIR WRITING.**



**WRITING BEST HAPPENS IN A
COLLABORATIVE AND SUPPORTIVE
ENVIRONMENT.**



**WRITING IS A WAY TO LEARN ABOUT AND
INTERACT WITH THE WORLD.**

WHAT TO EXPECT DURING AN IN-PERSON APPOINTMENT

What to expect varies from client to client, from document to document, across professor expectations, and many other contextual factors reshaping each Writing Center consultation. The following sections will outline the general structure of a consultation session, as well as provide some best practices; however, remember that keeping a high level of reflexivity is important. Create sessions that speak to how you personally work best with writers and writing, and collaborate with clients in ways that shape sessions that best serve them.

PREPARING FOR AN APPOINTMENT

Whenever possible, check WCOonline and familiarize yourself with the appointment

- What is the client writing/working on? If applicable, what course?
- What are the client's identified concerns listed on the appointment form?
- Are there any attached documents?



HOT TIP! There will be times when there is no time to check WCOonline for the appointment information. That's okay! You can do this kind of preparation by talking to the student when they arrive.

GENERAL WORKFLOW FOR AN IN-PERSON SESSION

1. INTRODUCE YOURSELF / BUILD RAPPORT

The key to a great beginning is to be friendly, prepared, and willing to listen in ways that align with the client's needs. Let the client pick where to sit and allow them to have some agency in how the session begins.

2. ASK ABOUT THE WRITING

Find out more about what the client is writing. If they are working on a course assignment, ask to see the instructions. This can help you make sure what the client is writing matches what the professor is requiring. It can also allow the client articulate what they know.

3. DISCUSS EXPECTATIONS / SET SOME GOALS

Find out the client's priorities for the appointment. Ask some orienting questions:

- What stage of the writing process are they in?
- How do they get writing done?
- What questions and/or concerns do they have?
- What can realistically get done during the appointment time?

GENERAL WORKFLOW (CONT'D)

4. READ AND DISCUSS THE WRITING

Based on the client's needs, read the writing out loud, have the client read it out loud, or read silently; regardless, keep the client engaged in the session during this task.

Ask about confusing moments, offer praise, show you understand their ideas (or do not). Address their questions and concerns. Note any moments in the writing that are unclear; talk about why they are unclear to you. Talk about what's going well and what could use improvement. Create a conversation and prompt the client to engage with your reactions to their writing.

5. DISCUSS REVISION

Discuss areas of the writing that need revision and how to go about doing that kind of work.



HOT TIP! Writers self-define revision in many different ways. Some see it as simply changing words, swapping phrasing, etc. Others see revision as concept-based, meaning they're revising the idea, not just the language. Make sure your client is clear on how you're discussing revision.

WORKING WITH WRITING IN-PERSON

GENERAL WORKFLOW [CONT'D]

6. DISCUSS WHAT'S NEXT

Collaborate with the client and set an agenda for what's next with the draft. Aim for actionable next steps:

- When is the next/final draft due?
- What can and should be done next with the writing?
- What long-term goals can the writer strive for?

7. END THE APPOINTMENT

Be sure to keep an eye on the clock and try to end the appointment promptly at the scheduled time. Ask if there are any final questions, thank the client for making time to visit the Writing Center, encourage them to come back, and help them schedule another appointment (if necessary).



WORKING WITH WRITING IN-PERSON

BEST PRACTICES

OFFER SPECIFIC, GENUINE, AND PROCESS-BASED PRAISE

In addition to discussing areas of improvement, find and talk about aspects of the writing going well.

“The reason this introduction works so well is because...”

Frame criticisms as opportunities for progress and revision, not as detriments to their writing.

“Here in the paper you have a chance to strengthen your argument by including...”

PRIORITIZE GLOBAL/MACRO CONCERNS

Global/marco issues tend to be less obvious to clients as they write and revise; however, they are often weighed more heavily by professors when grading/assessing. They include issues such as:

- The development of ideas
- Clarity
- Organization
- Thesis development
- Research
- and more!

WORKING WITH WRITING IN-PERSON

BEST PRACTICES [CONT'D]

ADDRESS LOCAL/MICRO CONCERNS EFFECTIVELY

Local/micro issues are typically of great importance to clients. These include concerns such as:

- Grammar
- Sentence structure
- Punctuation
- Citation systems (MLA, APA, Chicago, etc.)
- Proofreading (i.e. teaching the student how, not doing it for them)
- and more!



HOT TIP! It can be easy and feel productive to “correct” and “fix” micro concerns in a client’s writing. However, avoid this mindset at all cost. It doesn’t teach the client much about revising their own writing and it puts an unnecessary burden of responsibility on you as a consultant. Also, **the Writing Center does not proofread writing**. Learn more about strategies to do this kind of work meaningfully in Chapter Six.

WORKING WITH WRITING IN-PERSON

BEST PRACTICES (CONT'D)

TAKE NOTES FOR THE CLIENT, WHEN IT IS USEFUL

Some clients work better when they are free to talk out their ideas and explore their writing freely. When useful, adopt the role of the note-taker. Keep track of key ideas, document patterns of the conversation, and ensure the client has something to take with them that will transfer out of the session and into their revision process.

READ WRITING ALOUD, WHEN POSSIBLE

Writing is experienced differently when heard. Hearing writing out loud offers an opportunity to explore the effectiveness of the language; it can also be easier to catch simple errors. If the client is comfortable, have them read their writing aloud, or you can read the paper out loud. Always ask the client if they are okay with hearing their writing read aloud before doing so.

MODEL REVISION, WHEN NECESSARY

Sometimes seeing is believing. Some clients may not know how to go about revising a particular idea, or know how to start structuring language and ideas differently. When needed, feel free to model certain writing tasks to demonstrate to the client how revision can unfold. Give them the agency to practice, too!

WORKING WITH WRITING IN-PERSON

BEST PRACTICES (CONT'D)

OFFER EXAMPLES OUTSIDE THE CLIENT'S CONTEXT/CONTENT

It's important for clients to see how language and rhetoric function outside of the context of their own writing, or the writing they do in their courses. Connecting how clients write to how writing happens in other contexts (e.g. academic, professional, personal, etc.). This can help with transferring knowledge to contexts beyond the session.

GIVE WRITERS SPACE AND TIME TO WORK

Sometimes the best work in a session is done by the client alone. If a session hits a stalemate, give the client a task, time to work, think, or write. Don't be afraid to walk away when the time is right. You can always come back and check in on their progress.

ENCOURAGE THE CLIENT TO TALK

It can be easy (and feel good) to keep talking and sound smart during a session, but be sure the client's voice is prominent during the appointment. Ask the client questions, getting them to articulate their ideas beyond what's stated in their writing. Get them to expand upon ideas and further contextualize their insights. Make sure the client understand their voice is valued.

BEST PRACTICES (CONT'D)

KEEP GOALS REALISTIC AND INDIVIDUALIZED

As you learn more about how your client works, and the kind of writing they are capable of, create realistic goals that are not too far beyond their abilities, but also challenge them to improve as writers. Think about their individual skill, where they are as a writer, where you'd like them to be (and their next draft), and set practical goals.

COMMON PITFALLS AND HOW TO AVOID THEM

DON'T PROOFREAD, NO MATTER HOW SATISFYING IT FEELS

It can be gratifying to start correcting grammar errors and fixing things like sentence structure, but the client will learn very little from this service and process. It's best to identify the patterns of error and discuss with clients how to spot and correct mistakes themselves.

TRY NOT TO DOMINATE THE SESSION

With more reserved clients, dominating a session may be easy to do. Remember that the writer is the focus of the appointment; the paper is the venue in which the learning is taking place. Keep the writer as the focus--if at all possible, get them to talk; give them the responsibility of making changes with the writing.

COMMON PITFALLS AND HOW TO AVOID THEM (CONT'D)

HOLDING THE PEN

Unless a more direct tutoring approach is necessary, let the client keep their agency in the appointment by doing all the writing during the session. Let them hold the pen and do any writing during the session.

NOT LISTENING RHETORICALLY

Many times, clients will tell you what they *think* they need help with. However, often buried within their ideas is something more pressing. Some students may say they need help with grammar and citation, all while also explaining that they can't seem to find the right way to express an important idea to their audience. While the student can't outright articulate it, they also need help with making their ideas clear and accessible. Be sure to listen carefully.

GENERALIZING ADVICE

Remember, each writer is different and how you frame writing advice should be tailored to meet that client's individual way of understanding, writing, and academic habits. Assuming that one way of explaining a writing concept will be useful to everyone is simply incorrect, but an easy assumption to make.

TROUBLESHOOTING

ENDING AN APPOINTMENT ON TIME

Some clients want more time with us. Other times, the conversation is good or you wish there is more time to work. However, because the Writing Center is often busy, it is important to end appointments on time. With five (5) minutes left in the appointment, let your client know the time is ending. This is a good time to start wrapping up and making revision plans.

DISCUSSING DIFFICULT TOPICS

Sometimes clients write papers that cover difficult, controversial, or sensitive topics. It is important that all clients feel comfortable discussing their writing in the Writing Center. There are some steps we can take to ensure a safe and welcoming space to work and talk:

1. Find a private space in the Writing Center to talk and work. A small table or corner of the room is ideal. Feel free to work elsewhere on campus, if needed.
2. Remember, your job isn't to necessarily critique the content's "correctness", but the quality and strength of how that argument is crafted.
3. Be kind, tactful, empathetic, and understanding.
4. If you simply cannot work with the writing, offer to trade appointments, or pass off the appointment to the Writing Center Coordinator.

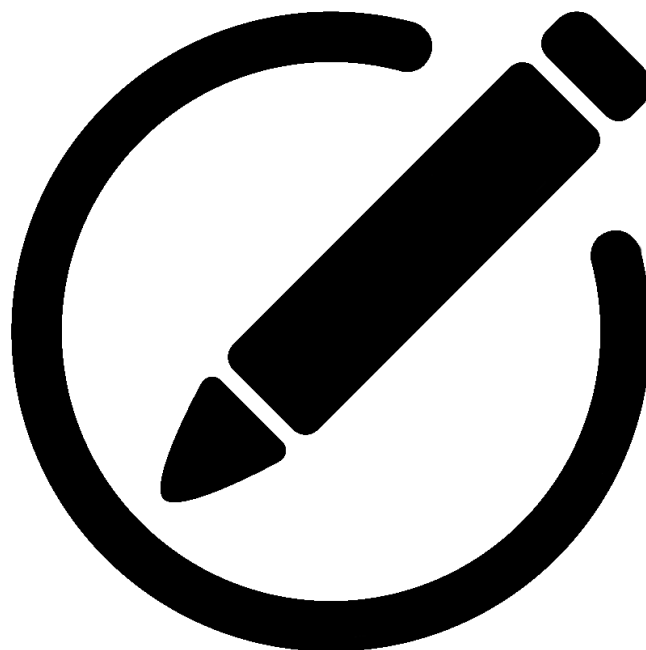
WORKING WITH WRITING IN-PERSON

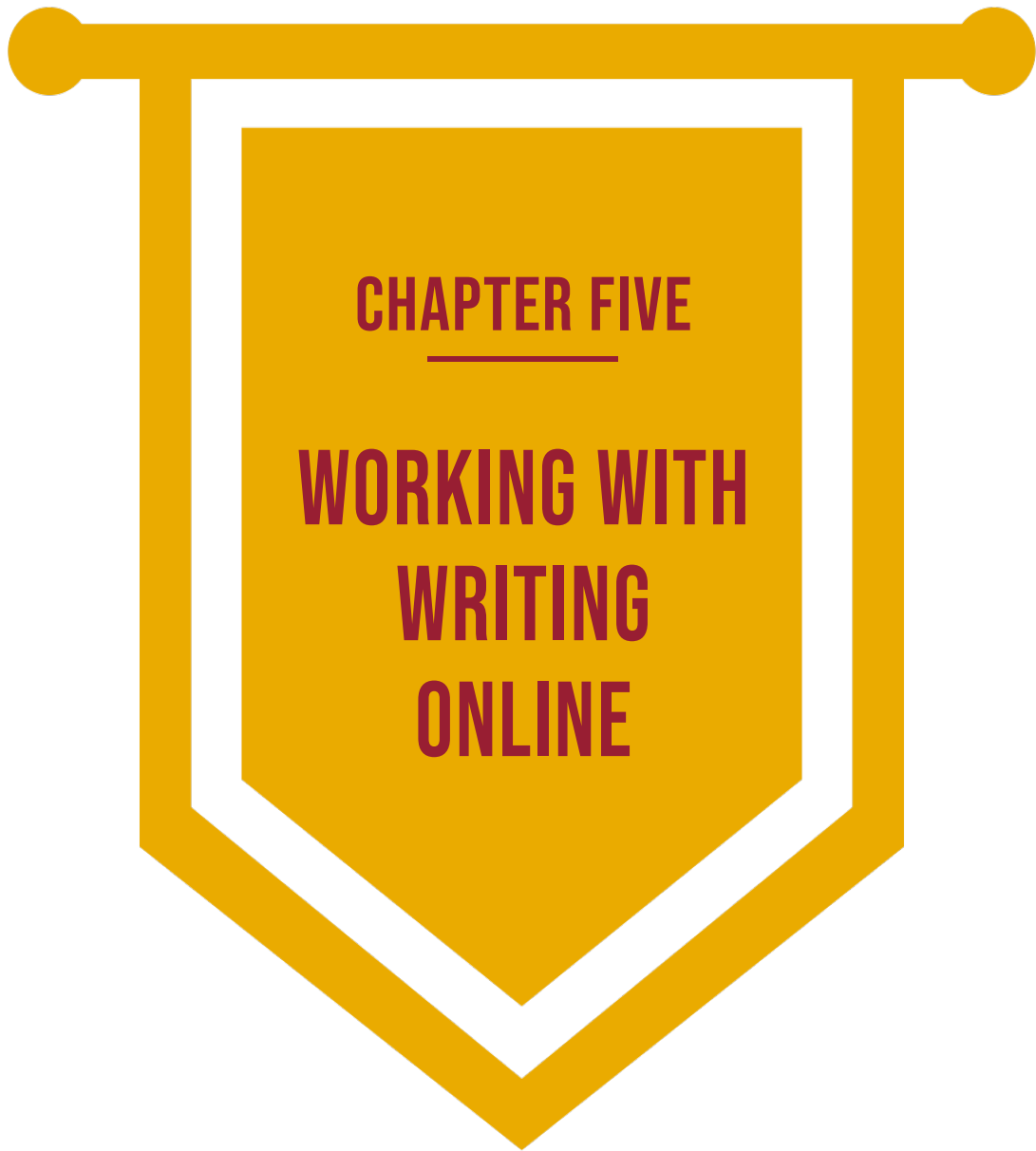
TROUBLESHOOTING [CONT'D]

ANGRY AND/OR UPSET CLIENTS

If a client is upset, or becoming angry, there are some basic tenets to keep in mind as well as some actions to take:

1. Stay calm. Remember the client's issue/concern is not something to take personally.
2. Be kind. Many times, upset clients will appreciate and mirror a kind demeanor.
3. If needed, include the Writing Center Coordinator to help, or to take over.
4. If necessary, the UMSL Police number is **(314) 516-5166**.





TUTORING ONLINE IS DIFFERENT,

and while many of the goals are the same, working online is fundamentally and pedagogically distinct from working in-person.

The Writing Center offers two kinds of online consultations: **Feedback Via Email**, which is our asynchronous [*not live*] option, and **Live Chat**, which is our synchronous [*live*] option. This chapter will provide the general workflow for these kinds of sessions, as well as the best practices, common pitfalls, and some troubleshooting for if and when things go awry.


As with the previous chapter, while the information represents a history of good work in our Writing Center, it is not the law of the land. It's always best to bend your work to meet a client's needs in the moment. Just like sessions in-person, online sessions will vary because writers and their needs vary, too.

FEEDBACK VIA EMAIL APPOINTMENTS

PREPARING FOR AN EMAIL SESSION


Carefully read through the WCOonline appointment form for the appointment. Keep careful note of, and do the following:

- What is the student working on?
- What are their identified concerns?
- **Look for the attached document and download it.**
- **Open the document in Microsoft Word.**



Sometimes, clients will forget to upload their document(s). Email the client as soon as you can and request they upload it, or send it directly to your email (if you prefer).

If the client never uploads the document(s), mark the appointment as "Missed". It's a good idea to 5 - 10 minutes before taking this step.



We use the Comment function in Microsoft Word to leave any and all feedback for these appointments. If you do not have Microsoft Word on your own device, any computer in the Writing Center space is equipped.

FEEDBACK THROUGH MICROSOFT COMMENTS

REFER TO THE SAMPLE PAPER

You can find a [sample paper here](#) that offers an example of how the Writing Center gives feedback through Microsoft Comments. Feel free to refer to it as needed, especially if you find any of the following needing further clarification.

INTRODUCE YOURSELF (AND MORE!) IN THE FIRST COMMENT

Say hello, be friendly, and set the expectations for the session. This first comment is your chance to explain what you'll be looking at in the writing (based on the client's needs), as well as build a warm rapport with the client. This is your first impression; make it count!

READ THROUGH THE DRAFT AND OFFER FEEDBACK

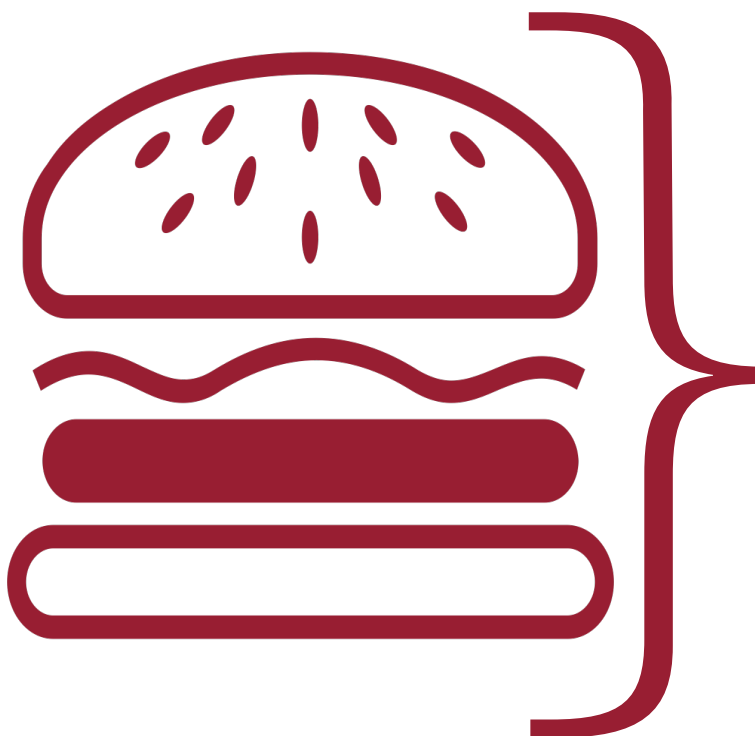
Based both on the client's stated needs, as well as your own observations about the writing, focus on both **macro** and **micro** level concerns in the writing through your feedback.

But what is macro and micro level feedback, you ask?

FEEDBACK THROUGH MICROSOFT COMMENTS (CONT'D)

MACRO-LEVEL FEEDBACK

IT'S THE WHOLE BURGER!



ORGANIZATION
CLARITY
REFINING IDEAS
DEVELOPING IDEAS
RESEARCH
THESIS

- React to the text as a reader: What is clear? What is not? Why?
- Be thorough, but concise in your feedback.
- Connect your feedback to your larger understanding of the text

FEEDBACK THROUGH MICROSOFT COMMENTS [CONT'D]

MICRO-LEVEL FEEDBACK

IT'S THE FIXINS'!

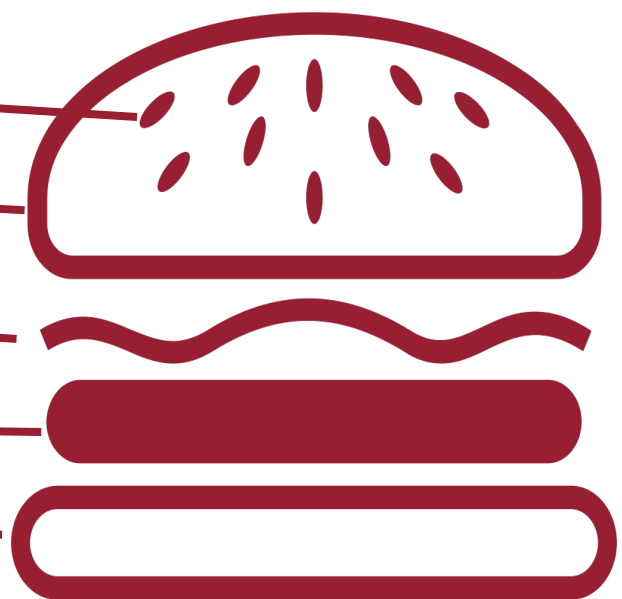
GRAMMAR

SENTENCE STRUCTURE

CITATIONS

REFERENCES

PUNCTUATION



- Identify and explain *patterns of error*. Don't mark every instance.
- Explain errors in a way that help the client. Avoid technical jargon.
- Contextualize within the client's paper to help them learn best.

FEEDBACK THROUGH MICROSOFT COMMENTS (CONT'D)

ADDRESS CLIENT'S CONCERNS, BUT DON'T BE AFRAID TO STRAY

Be sure to spend time helping clients with their self-identified needs. However, sometimes clients do not realize there are more important concerns to attend to. As the consultant, you can facilitate the session to prioritize these more pressing concerns. Don't hesitate to note any concerns that are clear to you, but perhaps not to the client.

CRAFT A FINAL COMMENT

At the end of the session, compose a final comment that will help the client understand your impressions of the writing, what they need to do next, and any other final advice, words of wisdom, or other information. Be sure to:


- **Provide actionable next steps**
- **What patterns for revision do you see?**
- **What can reasonably be accomplished for the next draft?**
- **Are there any long-term goals?**

You can find examples of comments, what they look like, how they function as feedback, and how they assist clients in [this sample paper](#). However, it is merely an example and approaches will vary.

WRAPPING UP THE APPOINTMENT

SEND THE CLIENT'S DOCUMENT BACK TO THEM


Sending your feedback to the client is easy. In WCOOnline, click on the appointment, scroll to the bottom of the page, and click “Edit Appointment”.







 **This schedule supports file attachments.** To attach a file to this appointment, click 'Edit' below.

CLOSE WINDOW	EDIT APPOINTMENT	CANCEL APPOINTMENT
Email client notice of cancellation? <input checked="" type="checkbox"/>		

To attach your feedback/document, scroll again to the bottom of the appointment form to the file attachment section. Be sure to:

1. Choose your file.
2. Title it something easy for the client to recognize as feedback.
3. Select “Yes & Attach.” This sends the file directly to the client’s email.
4. Click “Save Appointment” to complete!

 **This schedule supports file attachments.** To attach a file to this appointment, use the options below. To view attached files, click the 'view appointment' button to return to the appointment overview. **File attachments must be 1MB or less and in one of the following formats: .doc; .docx; .rtf;**

File #1	Document Title	Notify Client? 
<input type="button" value="Choose File"/> No file chosen	document with feedback	Yes & Attach 
File #2	Document Title	Notify Client? 
<input type="button" value="Choose File"/> No file chosen		No 
File #3	Document Title	Notify Client? 
<input type="button" value="Choose File"/> No file chosen		No 

BEST PRACTICES

OFFER SPECIFIC, GENUINE, AND PROCESS-BASED PRAISE

Find examples in the work of things going well in addition to things that need improvement.

“This introduction sets up the rest of your paper nicely because...”

Frame criticisms as opportunities for progress and revision, not as detriments to their writing.

“This is a moment where your thesis is not being supported, but this can be remedied by...”

IDENTIFY PATTERNS OF ERROR, BUT NOT EVERY INSTANCE

To make the most of your time (and the client’s), identify the patterns of error you see most prevalent in the writing. However, marking every instance will stall your session progress; it also doesn’t help the client learn. Here’s what to do:

Taper off your feedback. Initially, identify the error and explain it in detail: what it is, why it is an error, how to correct it. From there, mark similar errors less and less, referring back to original advice. Later, do not mark similar errors at all, allowing the client to find and correct them on their own.

BEST PRACTICES (CONT'D)

AVOID OFFERING TOO MUCH / TOO LITTLE FEEDBACK

Offering too much feedback may clutter the margins of the document, which may overwhelm the client as they revise their writing. *Offering too little feedback* may leave the client thinking their writing does not need much revision (when it might) or that you didn't spend much time reading and/or thinking about their work. Show the client you are engaged with their work, offering both positive and critical feedback at a reasonable rate.

MODEL REVISION, WHEN NECESSARY

Modeling can be especially important in online sessions where a live conversation is lacking. Sometimes, clients may not understand the best way to revise an idea. When needed, feel free to model certain writing tasks to demonstrate to the client how revision might unfold. Encourage them to practice, too!

OFFER EXAMPLES OUTSIDE THE CLIENT'S CONTEXT/CONTENT

It is important for clients to see how language and rhetoric function outside of the context of their own writing, or beyond their course work. Connecting how clients write to how writing happens in other contexts (e.g. academic, professional, personal, etc.) can help with transferring knowledge beyond the session.

BEST PRACTICES (CONT'D)

KEEP GOALS REALISTIC AND INDIVIDUALIZED

As you learn more about how your client works, and the kind of writing they are capable of, create realistic goals that are not too far beyond their abilities, but also challenge them to improve as writers. Think about where they are as a writer, where you'd like them (and their next draft) to be, and set practical goals.

COMMON PITFALLS AND HOW TO AVOID THEM

KEEP A FRIENDLY AND PROFESSIONAL TONE

We're human, and sometimes giving feedback online can seem impersonal, especially when the client is not sitting with you. Remember to keep a positive mindset and a welcoming and professional tone in your feedback. Remember, your feedback will leave an impression on your client; ensure it's the one you want to be remembered by.

DON'T PROOFREAD, NO MATTER HOW SATISFYING IT FEELS

It can be gratifying to start correcting grammar errors and fixing sentence structure, especially when working online. However, the client will learn very little from this. It's best to identify the patterns of error and explain clients how to spot and correct mistakes.

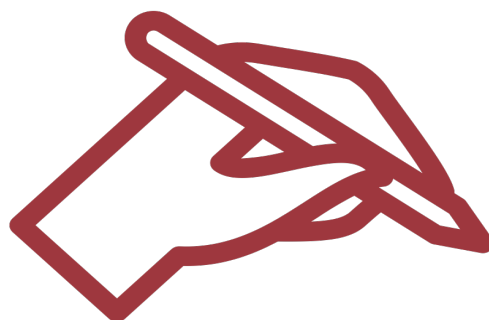
COMMON PITFALLS AND HOW TO AVOID THEM (CONT'D)

NOT LISTENING RHETORICALLY

Many times, clients tell you what they think they need help with. However, there are sometimes more pressing matters. This is an easier conversation to have during in-person appointments. However, when online, explain to the student in a comment why you're focusing on other matters. Essentially, because you can't converse and listen in-person, you must listen rhetorically to the writing itself. What does it *really* need?

GENERALIZING ADVICE

Remember, each writer is different and how you frame writing advice should be tailored to meet that client's individual way of understanding, writing, and academic habits. Assuming that one way of explaining a writing concept will be useful to everyone is simply incorrect, but an easy mistake to make. Using what you can gather from the client's writing style and ability, craft advice you think would best fit their aesthetic and style.



TROUBLESHOOTING

ENDING AN APPOINTMENT ON TIME

There are times when you will not get as far as you'd like during an asynchronuous appointment. Whether you are finished with the paper or not, end your appointment on time. If you only made it some of the way through the writing, that's okay; in your final comment, let the client know how far you made it, as well as any final insights and revision plans for their writing.

DISCUSSING DIFFICULT TOPICS

Sometimes clients send in papers that cover difficult, controversial, or sensitive topics. It is important that all clients feel comfortable discussing their writing in the Writing Center. For online sessions, here are some steps we can take to ensure a safe and welcoming space to work and talk:

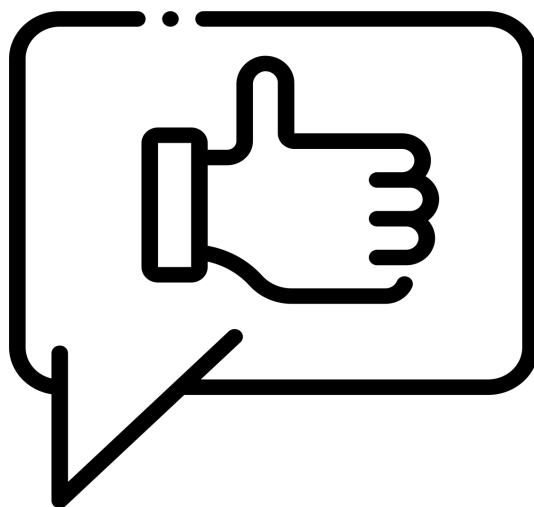
1. Be overtly kind and welcoming in your feedback. Even if unintentional, at times, comments may be read as aggressive. Do your best to be aware of your tone.
2. Remember, your job isn't to necessarily critique the content's correctness, but the quality and strength of how that argument is crafted in writing.
3. Remain empathetic and understanding in your feedback.
4. If you simply cannot work with the writing, offer to trade appointments, or pass off the appointment to the Writing Center Coordinator.

TROUBLESHOOTING [CONT'D]

GIVING ONLINE FEEDBACK TO ENGLISH AS SECOND LANGUAGE (ESL) CLIENTS

Working with ESL students online sometimes present situations where the client's usage of English is difficult to understand. Due to the nature of asynchronous feedback, consultants aren't necessarily able to ask questions that will lead to a conversation so they can offer meaningful feedback. We want to offer the best help we can for these students, so consultants should be especially mindful with their comments and suggestions.

Additionally, it is the Writing Center's belief that ESL clients will get better assistance in-person than online. Consultants should offer the best help they can online; however, inform the client they should make an in-person appointment in the future.



**LIVE CHAT
APPOINTMENTS**

PREPARING FOR A LIVE CHAT SESSION

Read through the WCOonline appointment form. Keep careful note of, and do the following:

- What is the student working on?
- What are their identified concerns?
- See if the client has uploaded a document; if so, download it.

NEXT, YOU'LL NEED TO JOIN THE CHAT ROOM

Click on the appointment in WCOonline. At the top of the appointment form, click on the **Join Live Chat** link. This will open the chat room for you and your client to work within.

View Existing Appointment

Client

Appointment Date
Tuesday, June 18, 2019
1:00pm to 1:30pm

Staff or Resource
Chris Schott

CHAT LIVE WITH A TUTOR
CREATED: Jun. 13, 2019 4:28pm by Kirstie Pinson
LAST EDITED: Jun. 18, 2019 10:49am

Post-Session Client Report Forms
[Add New](#)

MEET ONLINE? CHAT LIVE WITH A TUTOR

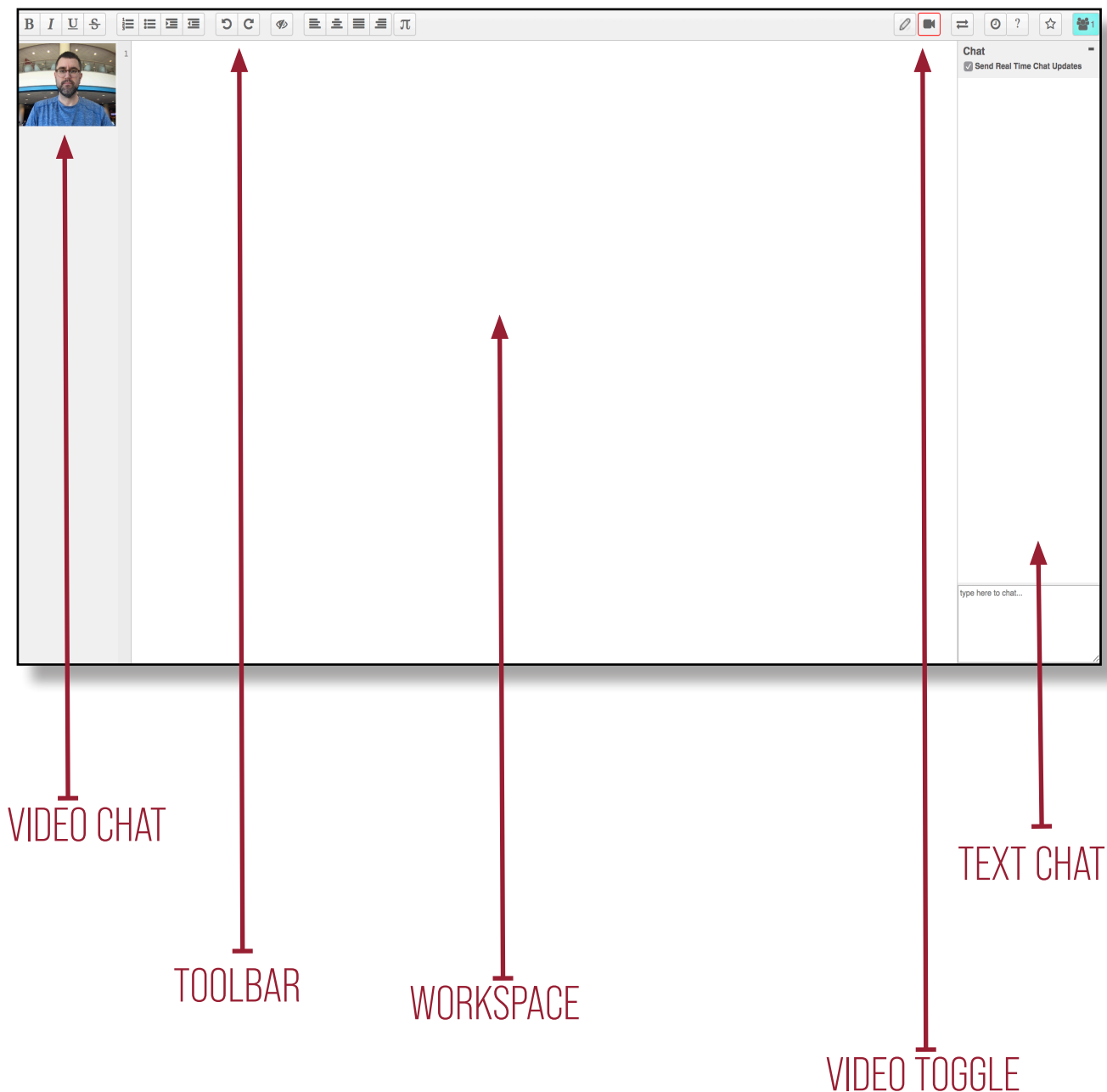
Get live help online! Log back into this website approximately five to ten minutes before the start of your appointment. Then, open this appointment and click "Join Live Chat." You can chat live, or even use a webcam and audio to talk to your tutor.

[JOIN LIVE CHAT](#)

WORKING WITH WRITING ONLINE

PREPARING FOR A LIVE CHAT SESSION [CONT'D]

Once in the chat room, you'll notice a chat bar on the right and a large workspace on the left, which takes up the majority of the screen. You may also notice your webcam (if you have one) may turn on. Live Chat sessions support both video and audio chat as well.



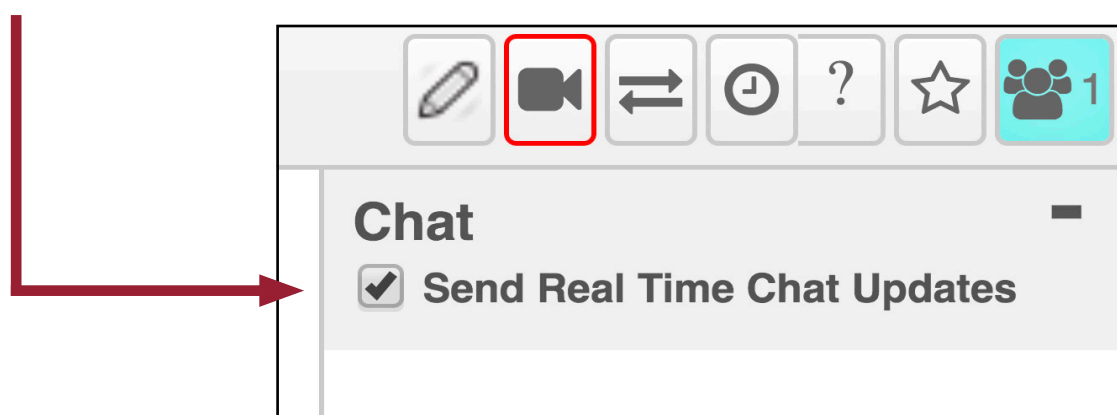
PREPARING FOR A LIVE CHAT SESSION (CONT'D)

DON'T BE AFRAID TO USE VIDEO AND AUDIO

While not required for a productive session, the video and audio features can help make communication during live chat sessions easier, personable, and effective. If you or the client would work better through chat, feel free to use that method instead/in addition.



HOT TIP! Uncheck the “Send Real Time Chat Updates” option for a smoother communication experience.



GET THE WRITING INTO THE CHAT ROOM WORKSPACE

Either you or the client can copy and paste the paper into the collaborative workspace. There is also an import option on the chat room interface.

Once the client arrives in the chat room, you can start your session!

WORKING WITH WRITING ONLINE

LET'S HAVE A CHAT (SESSION)!

Audit Case Study 1
18170319

Everything about the audit, from the first contact to the publishing of the opinion, was not in accordance with private or public standards. Since Missouri Office Supply agreed to be audited under PCAOB standards, Thomas & Matthews have a strict responsibility to conduct the audit in accordance with GAAS. To ensure they are reporting the financial state of the company fairly, the auditors must be competent, ethical, and independent in their reporting. They must also follow procedures for audit planning and conduct.

The first, and the most pervasive, issue was **Matthews' acceptance of the client with a clear lack of independence [...was Matthews' clear lack of independence and acceptance of the client]???**. As an auditor, he has due diligence to serve the public and interested parties of a company, not the client. One of the assigned students also was gifted stock that was privately purchased **[...assigned students was also gifted privatized purchased stock, which...]**, which may elude to another independence issue. If an auditor stands to gain from issuing an opinion, then the issued opinion should be considered unfounded or the auditor should decline involvement. Ethical concerns should have been especially obvious when the client's engagement offer was associated with a bribe for a favorable opinion. This is a significant audit business risk for the Thomas & Matthews firm and everyone **with which** they associate. Yet Matthews accepted the offer without having done any investigation of the company, its functions, structure, related parties, or reputation, further increasing the audit risk.

Since the engagement offer and agreement took place on the same day, Matthews did not take the necessary time to plan the audit individually and chose to reuse another client's audit plan. This is problematic because each audit plan should be detailed **[, individualized,]** and followed closely to ensure reasonable assurance. The businesses are not even in the same sector; one was manufacturing and the other was wholesaling and retail. As he was not familiar with the company's finances, he would not have been able to accurately measure materiality, audit risk, or risk management for the client.

Matthews also instructed them not to audit or test the internal controls. Their compliance violated GAAS and should have an obvious point to report Matthews for an ethical violation. With no certainty that the controls are properly detecting, correcting, and preventing material misstatements, the financial statements and all supporting transactions would be unreliable audit evidence. **Thus,** he could not plan the risk of material misstatement and increased the audit risk generally.

Another violation of GAAS was Matthews' assigning two untrained accounting students and no supervision to the audit. The students obviously would not have the experience necessary to conduct an audit that may have required a much larger team given the allotted time. His method of matching the amounts in financial statements to their corresponding accounts was rudimentary and lacking in any substance. When the accounts weren't agreeing to the statements, instead of digging deeper, he told them to switch to an even less credible testing method, again, a reportable issue. Those factors combined with the lack of supervision and understanding of the company render all of their assessments of the financial statements are unfounded.

Having no access to prior year returns presents a scope limitation, as they would have no basis to measure changes in accounts or perform substantive testing. **As a wholesaler, the company undoubtedly had inventory or claimed to, that was never audited which is another scope limitation.** The overstated assets could

Chat
Send Real Time Chat Updates

Chris: Hello! Feel free to paste your paper into the space to the left, if you want! 12:40

Chris: ^^ Actually, I already put it in here for you :) 12:44

Kirstie: Thank you, sir! 12:51

Chris: Hi Kirstie! How are you today? 12:51

Kirstie: Well thanks! How are you? =] 12:52

Chris: I'm great! Is there anything in particular you would like help with today? Anything I should keep an eye out for as I read? 12:52

Kirstie: The instructions weren't very clear, so just making sure it's fairly well written is good enough for me. Thank you!! 12:53

Chris: sounds good! I'll start reading and I may have questions as I go--tend to put notes in brackets in the text--feel free, at the end, to copy and paste this into a word document to help you revise later. sound okay? 12:54

Kirstie: Sounds great! 12:54

Chris: quick question--did matthews or the client have the lack of independence ? 12:57

Kirstie: Matthews 12:57

Chris: gotcha! some slight rephrasing might help make that clear. lemme see what i can do. 12:57

Kirstie: thanks! 12:57

Chris: not sure if that's really better--but the phrasing currently creates some ambiguity. 12:59

type here to chat...

A typical Live Chat session looks like this. Notice the majority of the work is done in the chat room, via the chat conversation. There is less marking on the actual document. In this way, Live Chat sessions are more like in-person sessions. However, there's more to it than that.



HOT TIP! Each participant in the chat room will have their own color. This way, any work done is color-coded and easily seen.

LET'S HAVE A CHAT (SESSION)! [CONT'D]

BE SURE TO INTRODUCE YOURSELF AND OFFER ORIENTATION

Clients may not be familiar or comfortable with the live chat interface. In the chat, or through audio (if being used), introduce yourself, ask the client what they want to focus on, and collaborate on an agenda for the session. Also, orient the client; help them make sense of the interface and get started, if needed.

GENERAL WORKFLOW

1. INTRODUCE YOURSELF / BUILD RAPPORT

A good chat session begins by being friendly, prepared, and listening to the client's needs. Do your best to make them feel comfortable, which can be especially useful in an online platform. Don't worry so much about sound "professional" or "academic"; be yourself, stay informal, and have fun while doing your best work as a consultant.

2. ASK ABOUT THE WRITING

Find out more about what the client is writing. If they are working on a course assignment, ask to see the instructions (they can paste them into the workspace). If needed, ask the client to articulate what they know about their assignment.

GENERAL WORKFLOW (CONT'D)

3. DISCUSS EXPECTATIONS / SET SOME GOALS

Find out the client's priorities for the appointment. Ask some orienting questions:

- What stage of the writing process are they in?
- What questions and/or concerns do they have?
- What can realistically get accomplished during the appointment?

4. READ THE WRITING

Read the writing, but do your best to keep the conversation going and the client engaged. While reading, ask questions, praise moments going well, point out pieces that are unclear. Too much dead air/chat can lead to an unproductive, or seemingly unhelpful session. Create a conversation and allow the client to engage with your reactions.

5. DISCUSS REVISION

Talk about areas of the writing that need more work, whether big or small. Discuss why these areas need to be revised and how to go about doing that kind of work. One useful tip is to use the chat room to create a itemized "to-do list" for the next draft.

LET'S HAVE A CHAT (SESSION)! (CONT'D)

6. DISCUSS WHAT'S NEXT

Collaborate with the client and set an agenda for what's next with the draft. Aim for actionable next steps:

- When is the final/next draft due?
- What can and should be done next with the writing?
- What long-term goals can the writer strive for?

7. END THE APPOINTMENT

Keep an eye on the time; try to end appointment at the scheduled time. With five or so minutes left, ask if there are any final questions. Also, be sure to:

1. Remind the student to export, or copy and paste the writing back into their own word processor.
2. Let them know the chat log can also be exported, or can be seen by revisiting the chat room in the appointment.

Thank the client for making time for an appointment, encourage them to see us again, and help them schedule another appointment, if needed.

BEST PRACTICES

You'll find that many of the previously mentioned best practices also apply for Live Chat sessions. However, there are also some practices that specifically fit this venue.

USE DISTINCTIVE FONT/STYLE CHOICES WHEN WORKING

While your work in the workspace will already be color-coded, it can also be useful to sometimes provide commentary in the paper. To help the student differentiate between commentary and other kinds of writing help, consider using brackets and/or bolded fonts.

USE THE CHAT ROOM TO TAKE SESSION NOTES FOR/WITH THE CLIENT

Sure, you can communicate in the chat space. However, you can also use the space in other ways, such as taking notes for the client (much like you might do in an in-person session). By isolating the notes into a separate digital space, the client's attention will be explicitly drawn to it.

BE PATIENT AND HELPFUL

At times, clients may struggle with the features of a live chat session. There is a bit of a learning curve, especially for first-time clients. Be patient and offer as much friendly advice and as many technical helps as you can.

COMMON PITFALLS AND HOW TO AVOID THEM

You'll notice that some of the same pitfalls that may happen in other kinds of sessions happen in Live Chat sessions, too. But keep an eye out for the following quirks unique to these appointments.

LIVE CHAT SESSIONS SOMETIMES FEEL RUSHED

It might be a quirk of the technology, but you may get the urge to work faster with the Live Chat sessions. Remember to take your time, explain yourself thoroughly, and ask if the client understand/needs further help throughout the session. Don't rush.

WANT TO USE YOUR OWN LAPTOP? USE A VPN

UMSL requires we use a Virtual Private Network (VPN) if we want to use our own devices for Live Chat sessions. [You can learn how to install the necessary software here.](#) It's easy and nice to have on your device anyway, as VPNs are generally pretty cool and provide you with online privacy.

COMMON PITFALLS AND HOW TO AVOID THEM (CONT'D)

SOMETIMES, PEOPLE GET DISCONNECTED

Networks like to fail, computers like to crash, internet connections like to stall. All of these can lead to a client (or you) getting disconnected from WCOonline. Stay calm and wait for your client to come back. If you get disconnected, stay calm and try your best to reconnect. It happens. It's okay. Everything's fine.

TROUBLESHOOTING

You'll find that many of the previously mentioned troubleshooting issues also apply for live chat sessions.

However, as new concerns pop up, let the Writing Center Coordinator know. Together, we can create solutions to keep our work productive, our clients happy and assisted, and our troubles as minimal as possible!



THIS FINAL CHAPTER is perhaps the most important in this handbook. If you're new to writing consultation, the idea of sitting down with students and helping them write may feel overwhelming. It's perfectly fine to feel that way. This chapter will help ease those feelings and better prepare you to think carefully about working with writers and helping them in the moment with what they need.

However, it's important to understand that any guide claiming to prepare will be insubstantial. Why is that? For one, no two sessions are the same. Writing situations vary, as do tutoring styles, professor expectations, and assignment requirements.

One major theme in this chapter, and hopefully throughout this handbook, is that the best writing consultants can bend their practices to fit the moment. **Be flexible.**

LET'S GET PROFESSIONALLY DEVELOPED

WE WANT OUR CLIENTS TO:

Understand that good writing takes time and reflection.

Find strategies that work for them to start, develop, and finish writing.

Take control of their writing and become an agent in their own literacies.

THE ROLE(S) WE ADOPT AS WRITING CONSULTANTS

Writing consultants, because of their unique position within a learning situation, wear many hats during tutoring sessions. Conceptually, this is important because it reveals that while consultants can certainly be more than just teachers, they also are distinctly different from other academic resources, and embody a special set of privileges. Let's look at some of the more common/prominent roles that tutors adopt in their sessions.

THE CONSULTANT

Consultants can figure out what's working and not working properly in a piece of writing and explain why. They can help with those macrolevel and microlevel moments in the writing that need revision. They are, by all means, a tutor. However, they are *not* the teacher; they are *not* grading the writing. Also, a consultant is *not* a peer; as a writing expert, they have an investment in the success of the client that peers may not experience.



THE ROLE(S) WE ADOPT (CONT'D)

THE LISTENER

Traditionally, in many educational settings, the teacher/student relationship is a one-way street. The teacher talks and the student listens. This isn't ever the case in the Writing Center. Writing Consultants do as much, if not more, listening than talking during a session. We don't just listen to what the client is saying, we listen for what they are not saying, too. Perhaps the client is telling you about their grammar but they inadvertently reveal their thesis isn't matching the content of their argument. We listen explicitly *and* rhetorically.



THE ROLE(S) WE ADOPT (CONT'D)

THE OLDER SIBLING

For many writers, writing is a deeply personal activity. Having someone critique and discuss your writing can be a difficult experience, especially if confidence is low and anxiety is high. Consultants can play the role of the caring older sibling. As someone with more experience and understanding, it can be comforting to writers who need to hear that even the “experts” have trouble writing.



THE ROLE(S) WE ADOPT (CONT'D)

THE QUESTIONER

There are lots of good reasons to ask questions during a session. Of course, asking questions when there is confusion or if clarity is needed is important; however, there are also other reasons to ask questions to help make a session productive for the client. For example, even if you know the answer, asking a client to further explain an idea in their paper can help them further develop the idea, or present it more clearly. Questions are a great way to keep the client engaged in the session and talking about their writing.

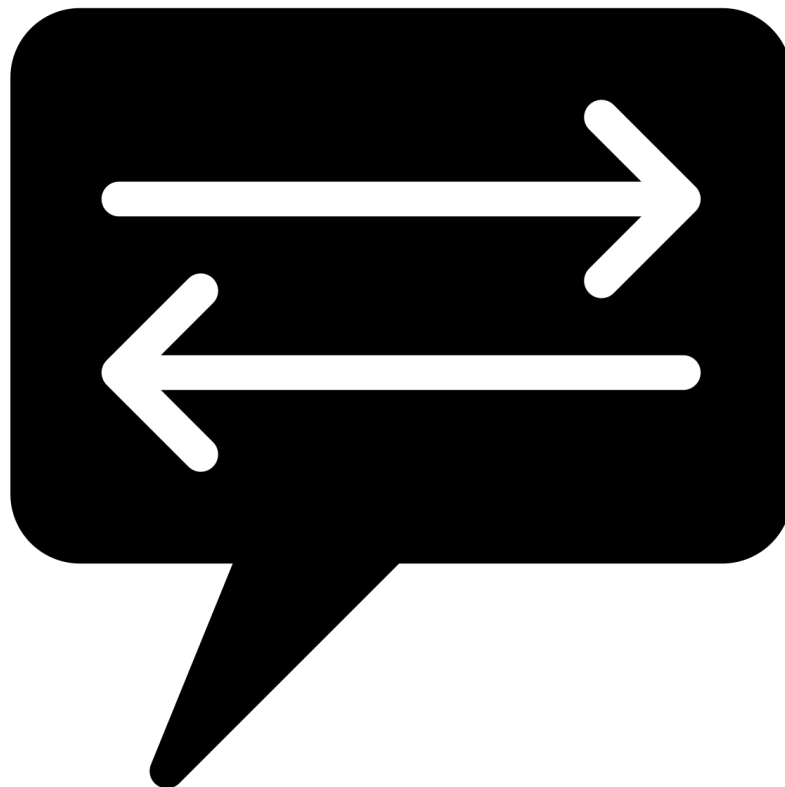


LET'S GET PROFESSIONALLY DEVELOPED

THE ROLE(S) WE ADOPT (CONT'D)

THE INTERPRETER

Consultants will find themselves translating ideas and text in many ways. Because we are often good at figuring out what people mean to say, we frequently become interpreters. We might help interpret the kernel of an idea in a client's paper, helping them develop it fully. We might interpret a professor's confusing instructions from their assignment requirements. In this way, we can serve as an ally to students who are unsure of how to proceed with their writing.



THE ROLE(S) WE ADOPT (CONT'D)

THE CHEERLEADER

Clients may come into the Writing Center feeling a bit defeated, frustrated, or overwhelmed with what they're writing and working on. You might spend a great deal of your session helping them find the motivation to keep going. As a resource for writers, this is an important role to fulfill. Especially when they need it most, don't hesitate to encourage clients to keep going, to keep writing, all while helping them drive toward making progress.



THE ROLE(S) WE ADOPT (CONT'D)

THE THERAPIST

As with the cheerleader role, consultants sometimes also find themselves in the role of the therapist, helping clients talk and work through their frustrations and concerns. While this can be very useful and important, it is vital to not let this role dominate the tutor-student relationship. Find ways to guide the conversation back to the writing, using the energy from the session to motivate the work being done.



THE ROLE(S) WE ADOPT (CONT'D)

THE CO-CONSPIRATOR

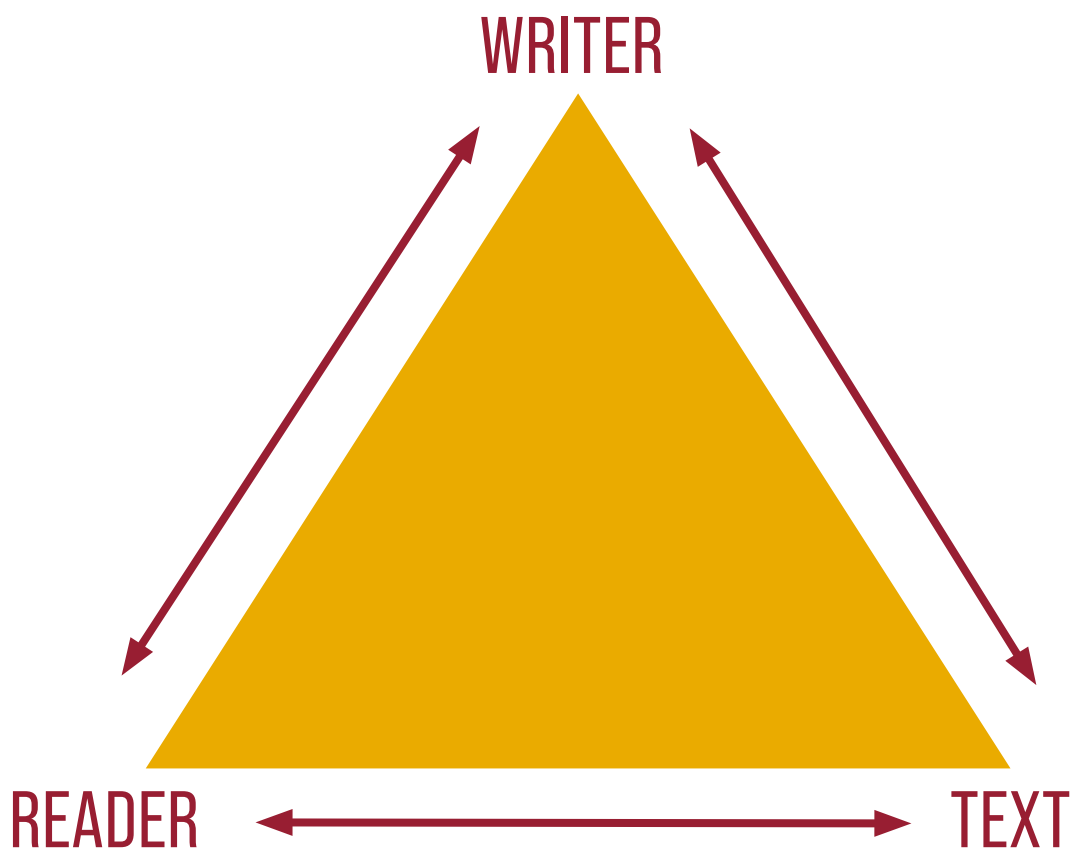
Perhaps the most controversial role, as it truly reveals the writing center as a unique learning environment, the co-conspirator role allows consultants to identify authentically with clients. It's okay to validate student frustrations, share experiences of your own, and present yourself as a true confidant in their journey as a writer. That said, it is also important to remember you are, as an employee of the university, also a representative of the university's values. It's very possible (and important) to play both roles in these moments.



These are just *some* of the roles we play. There are plenty more, some of them unique and specific to individual clients and sessions. The key is to be flexible to what is required in the moment, offering the client the most meaningful experience possible.

WRITING CENTER RELATIONSHIPS

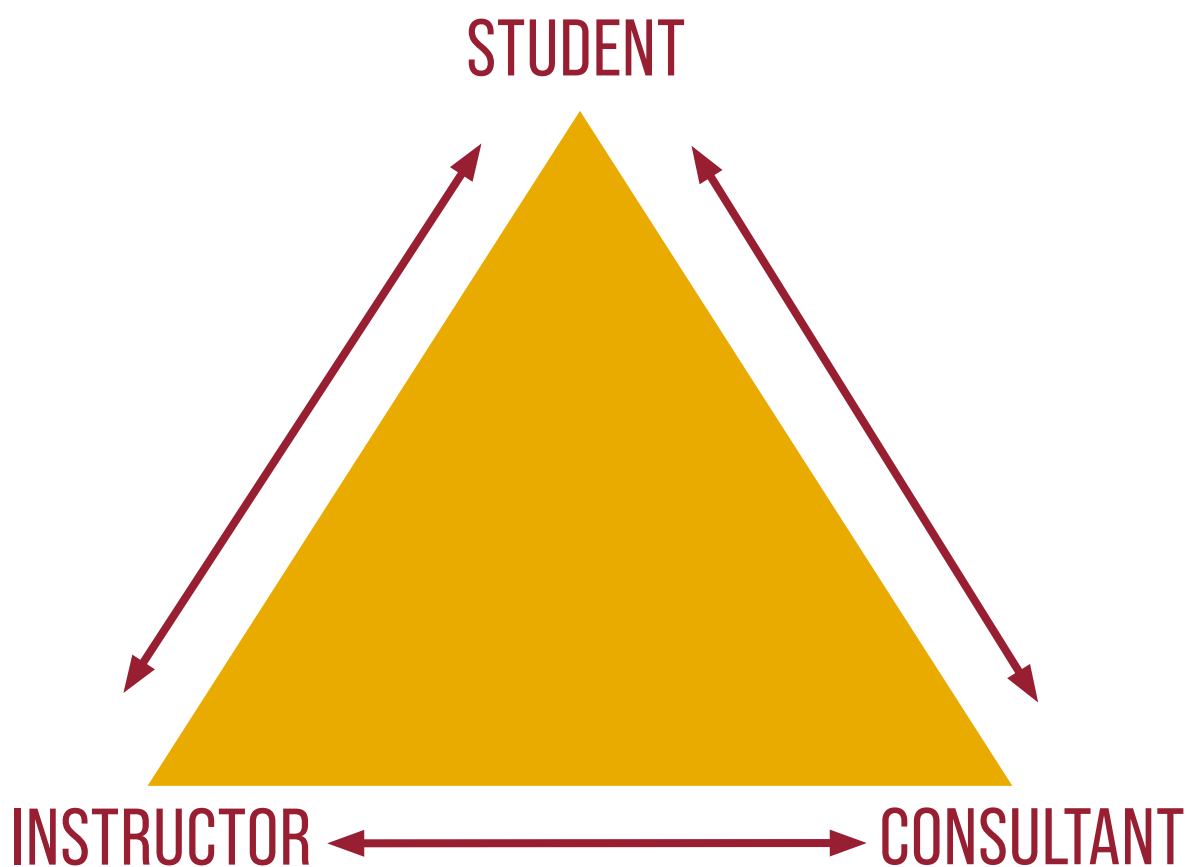
To further understand how the UMSL Writing Center is positioned along side clients and within the larger university setting, we can explore a few of the established relationships. To do this, we can use the concept of the Rhetorical Situation Triangle (see below). In this triangle, the intersections of writer, reader, and text are visualized to show how each of them are linked to each the other.



WRITING CENTER RELATIONSHIPS (CONT'D)

STUDENT / INSTRUCTOR / CONSULTANT

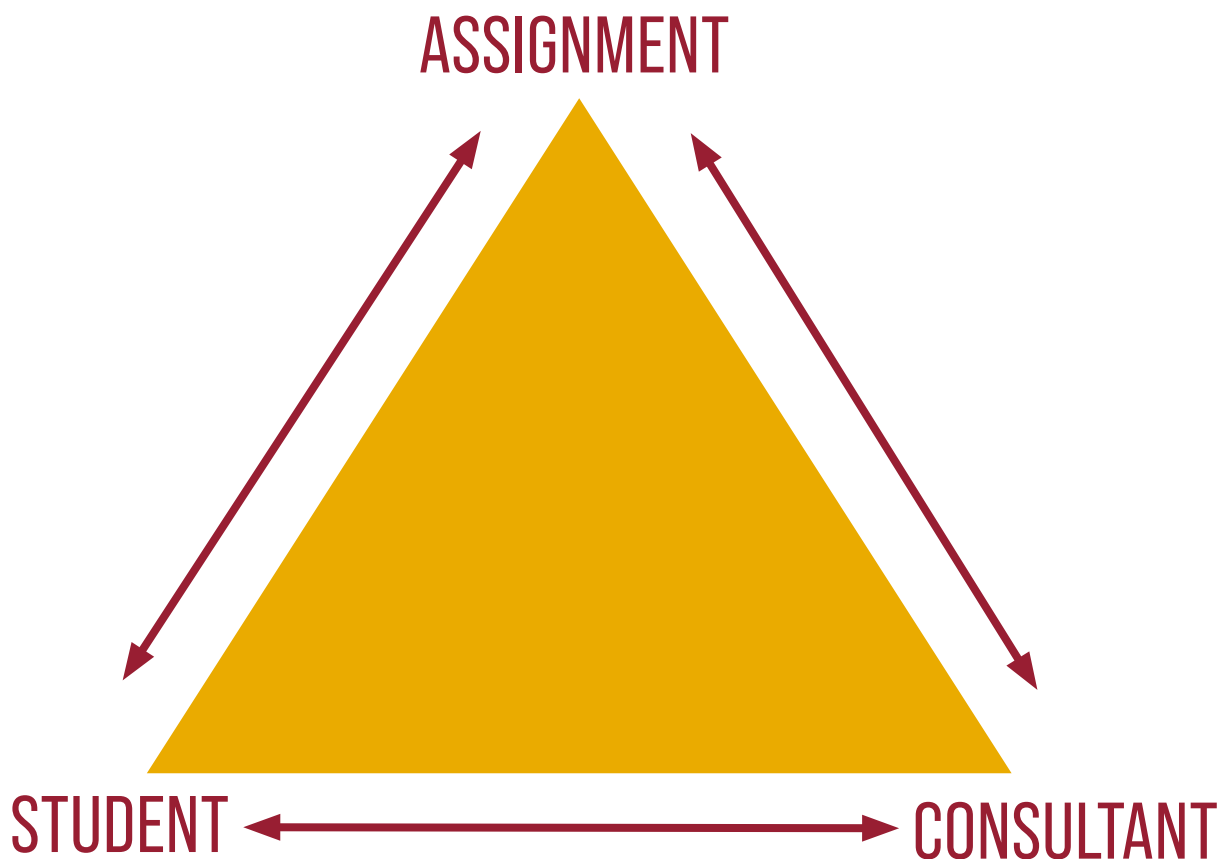
As a writing consultant, it's important to remember that you are not the instructor of the course. You won't be grading or formally assessing the writing. You are not responsible for assigning a formal ranking to the paper. Additionally, you are not the student or their peer. Instead, you occupy a third position - one where you can offer a reaction as a reader with a specialization in understanding how the writing is functioning.



WRITING CENTER RELATIONSHIPS (CONT'D)

ASSIGNMENT / STUDENT / CONSULTANT

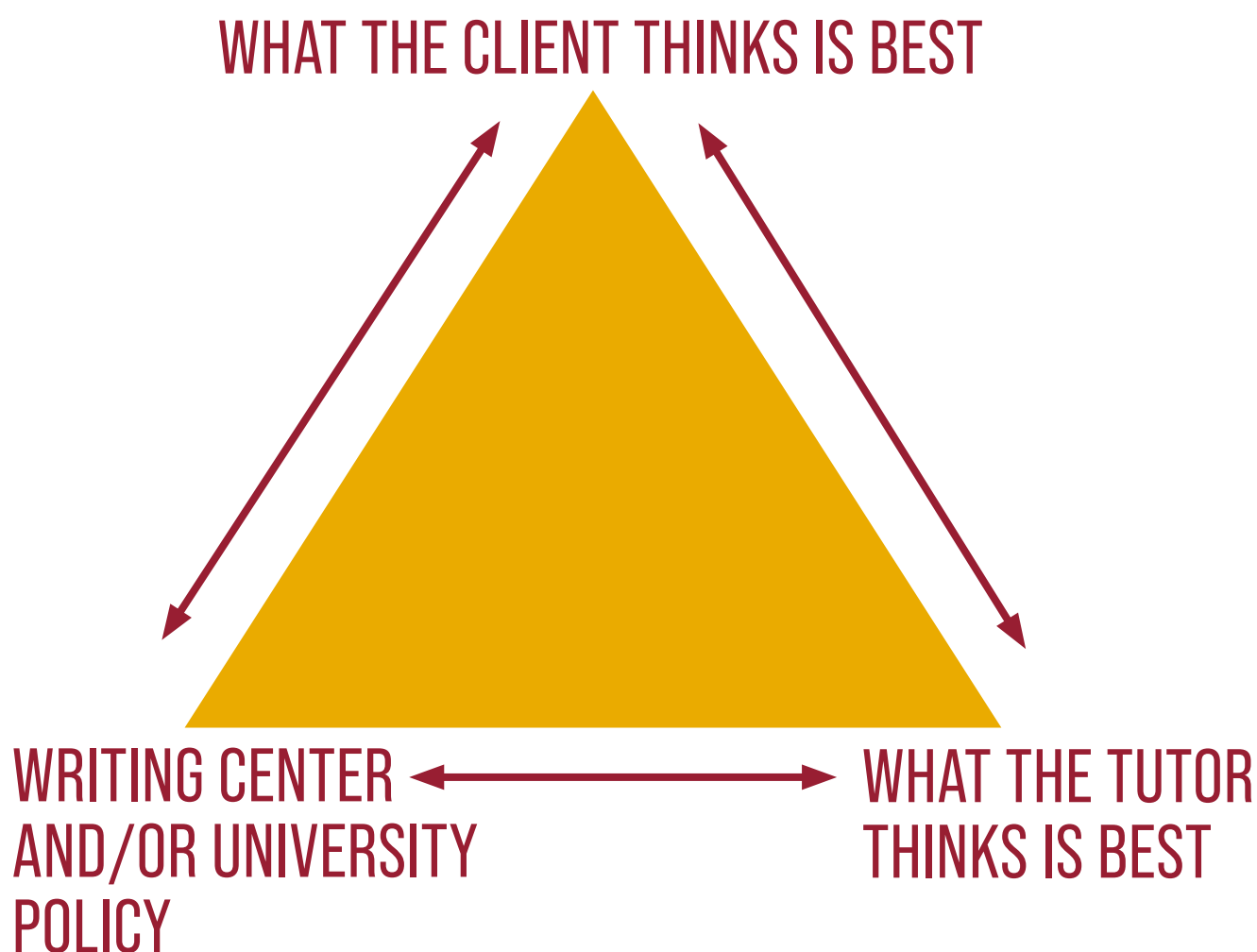
Understanding that students have a different relationship to their assignments than consultants is useful. While they often are looking to get a high grade, as consultants, we understand that the process of writing can also teach us something important. Consultants connect learning and improving as a writer to completing an assignment. We do our best to instill this mindset into our clients, too.



WRITING CENTER RELATIONSHIPS (CONT'D)

CLIENT / POLICY / CONSULTANT

When facing any learning situation, we all have our own ideas about what might work best. It's important to recognize the differences in our value systems and how they impact each other. As consultants, we need to carefully reflect upon how our ideas of what's best interacts with and affects both what the client wants as well as university and/or Writing Center policy.



COMMON TUTORING APPROACHES/STYLES

DIRECTIVE VS INDIRECTIVE

When working with clients, we might find ourselves doing most of the work (being directive), or we can help facilitate a session where the client takes the lead (indirective). Here are the major differences:

DIRECTIVE TUTORING

- Consultant talks more
- Focus is on product (paper)
- Client is more passive
- Consultant makes more statements
- Advice is more prescriptive
- Consultant holds the pen
- Clients is dependent on the consultant

INDIRECTIVE TUTORING

- Client talks more
- Focus is on writing process
- Client is more active
- Consultant asks more questions
- Advice is more descriptive
- Client holds pen
- Client is more independent from consultant

While we certainly want all clients to be agents in their sessions, there are times when a more directive approach is appropriate for the learning that needs to happen in that moment. Meet the client where they are and choose the correct level of consultation for them.

COMMON TUTORING APPROACHES/STYLES (CONT'D)

MINIMALIST CONSULTING

The danger of “doing too much”, even when the client needs more direct help, looks like this:

- The consultant is doing the work/thinking for the client
- The clients feels as if they have permission to be passive
- The emphasis in the session is only on the “product” (text) instead of also on the “process” (learning)

Being a proactive minimalist in your sessions may help remedy these concerns before they happen.

- **Sit beside the client, *not* across from them. This breaks the authoritative dynamic.**
- **Read the writing out loud (or have the client do so), if possible.**
- **Give the client a task during the session (take notes, work with language, proofread, etc.)**
- **Ask questions to keep the client from being passive and passing responsibility to you**

LET'S GET PROFESSIONALLY DEVELOPED

OTHER THINGS CONSULTANTS DO (BESIDES TUTORING)

STAFF MEETINGS

As needed, Writing Center staff will meet to discuss relevant news, information, for training, other happenings, and to simply come together and ensure the Writing Center is running smoothly. All staff are expected to attend meetings. Meeting dates and times will be determined at the beginning of each semester by the WCC.

WRITING CENTER COMMITTEE

All Writing Center staff are automatically members of the Writing Center Committee, a committee formed by the Department of English to handle all matters related to the Writing Center and its functionality. Membership on this committee will require the attendance of committee meetings.

WRITING WORKSHOPS

The Writing Center develops and offers workshops for a variety of academic offices, courses, and other university events. There will be opportunities to develop and teach workshops both in collaboration with other Writing Center staff, as well as individually.

LET'S GET PROFESSIONALLY DEVELOPED

OTHER THINGS CONSULTANTS DO (CONT'D)

FIRST-YEAR COMPOSITION (FYC) PRESENTATIONS

Each semester, all sections of FYC visit the Writing Center to learn about the space and meet the consultants. Staff have the opportunity to give the presentations as well as work with students to ensure they are properly introduced to the services and kinds of help we offer.

SPECIAL EVENTS

At times, the Writing Center is asked to attend student resource events, give special talks to classes, meet with faculty to discuss writing, and other miscellaneous tasks throughout the semester. Staff will have the opportunity to help fulfill these duties.

SOCIAL MEDIA MANAGEMENT

The Writing Center has numerous social media accounts in which we communicate with the university community. Some staff will help manage these accounts, including creating and scheduling posts, ensuring information is up to date, and create a sense of identity online for the Writing Center.

CREATE MATERIALS

Writing Center staff will be asked to help create materials to promote Writing Center services. These include (but are not limited to) writing handouts, short how-to guides, videos, podcasts, and other materials, as needed.

YOU MADE IT!



If you have questions, concerns, or need anything, you can always ask the Writing Center Coordinator or senior staff for help.

WELCOME TO THE UMSL WRITING CENTER!



TURNITIN AS A TEACHING TOOL

WHAT IS TURNITIN?

Turnitin is an Internet-based “plagiarism detection” service that launched in 1997. Writers can submit their documents and Turnitin will compare the language used to its own database of published papers, books, and other materials. Writers then get a report of this comparison. Turnitin also offers *some* help with grammar and writing mechanics.

WHAT DOES THIS HAVE TO DO WITH THE WRITING CENTER?

While Turnitin is a resource that professors can use in their own courses, the Writing Center has become the hub for students who want to use Turnitin independent of their professors. This hub is housed in the [Writing Center Canvas resource site](#). Sometimes, when students have questions about Turnitin, they turn to us.

ACCESSING TURNITIN THROUGH THE WRITING CENTER

Writers can go to the [Writing Center Canvas resource site](#) and enroll into the course site. Once enrolled, they can visit the site and follow the instructions to submit their writing.

TURNITIN AS A TEACHING TOOL

ISN'T TURNITIN A CONTROVERSIAL SERVICE?

Yes it is. Turnitin is not a service the Writing Center actively promotes. This is because the service has historically not done a good job of detecting plagiarism, as it claims. In fact, Turnitin, as you'll come to see, often promotes a culture of fear and mistrust in writers. We do our best to get students past these hurdles and use the service meaningfully.

WHAT CAN TURNITIN DO FOR WRITERS?

While Turnitin isn't very good at detecting plagiarism, it is good at identifying areas where a writer's voice is marginalized or not present. Turnitin highlights text to indicate what the program believes to be source usage. When the highlighted areas dominate the text, it's possible the writer's voice and ideas are not present. With the example below, you might ask, "Where is the student's identity in the paper?"

Introduction

Organisms of distinct species possess a variety of different mechanisms to control their gene expression. As such, the process of gene regulation is an important process for cells when it comes to the conservation of their own energy and preservation of their genes through different generations. The bacterium used in these series of experimental trials, *Escherichia coli* (E. coli), is a small, rod-shaped, bacteria and is commonly found in the lower intestines of endotherms with most strains being completely harmless to humans, and others being known to cause UTI's (Urinary tract infections), diarrhea, and gastrointestinal diseases (Berg 2012). As for sustenance, Glucose is the preferred carbon source for E. coli, and most bacteria in general, and of course, bacteria such as E. Coli need to replenish their glucose source constantly and have a steady supply of it. Another component of E. coli bacteria, Lac operon allows for digestion and utilization of lactose in the absence of any glucose, which is complex in its structure and functioning, and is an example of an inducible system (Wanner 1978). Only in the presence of lactose, however, can the three structural genes of lac operon can be transcribed, lacZ, lacY, and lacA, respectively. These genes can designate proteins to help the cell in the process of digesting

TURNITIN AS A TEACHING TOOL

THE TURNITIN PERCENTAGE/SCORE

Clients will ask about their Turnitin percentage (sometimes called a “Similarity Index” score). Assure them that no score is inherently good or bad. Turnitin, on their website, even affirm this:

From Turnitin’s website: *“It is important to realize that the Similarity Index is NOT a “plagiarism index” – there is no score that is inherently “good” or “bad.” 0% does not necessarily mean that everything is OK with the student’s paper and 75% does not necessarily mean that the student should flunk. You have to look at the report and decide: what is going on here?”*

Assure clients their score is not an indication of any kind of academic dishonesty or plagiarism. You can go through their Turnitin report and writing with them to learn more about their source usage.

In the end, writing is meant to be read and reacted to by people, not machines or algorithms.

CONTACT THE WRITING CENTER COORDINATOR FOR MORE HELP

If clients need more assistance than you can offer, have them contact the Writing Center Coordinator.