SUNY Adirondack

Center for Reading and Writing

Staff Manual

2016-2017

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*“...**in a writing center the object is to make sure that writers, and not necessarily their texts, are what get changed by instruction. In axiom form it goes like this: Our job is to produce better writers, not better writing.”* --Stephen North, “The Idea of a Writing Center” from *College English*, Sept, 1984

In this quote, North does not mean that writing centers neglect writing, but that they improve a student’s writing by improving the student. This might seem obvious to most teachers now, but in their earlier days, writing centers were often called (and seen as) labs or clinics, creating an impression of writing centers as a place where students’ writing was experimented with, cured, or fixed.

Most writing centers have now moved away from such limiting and condescending metaphors. A more enlightened view of the writing center is as a place for real and long-term learning, where tutors serve as experienced readers and writers, sharing their knowledge with students but also learning from the students. Just as academics get feedback from their peers when they are writing journal articles, so too do students get feedback from tutors.

The primary goal of SUNY Adirondack’s Center for Reading and Writing (CRW) is to help students develop a sense of their own abilities so as to become independent of faculty and tutors. Although the tutors often work with students in the areas of clarity, rhetoric, and correctness needed to complete particular assignments, the long-term goal is to help students become more critical and insightful thinkers, developing skills that can be used beyond the current assignments.

In addition, the CRW helps all students with reading skills. Even fluent readers may not realize that college texts are read differently than the texts they encounter on a day-to-day basis, such as newspapers, novels, or leisure magazines. Just as college professors may be better able to comprehend unfamiliar texts with support from those in specialized fields, so students may be better able to read, comprehend, and remember college text material with support from reading tutors.

Finally, the CRW aims to serve the entire ACC community, not just students. It is open to faculty and staff, for anything from getting feedback on their own writing to discussing ways to respond to drafts or write assignments.

*Our mission is to help students in both the short-term and the long-term. Long-term is key. Ask yourself what you can do that will help the student not only with the paper at hand, but beyond.*

Introduction

Welcome to the SUNY Adirondack Center for Reading and Writing (CRW)! We are a peer-, faculty-, and professional-staffed center that emphasizes the theories and pedagogies of writing center studies developed over the last three decades. Our CRW is unique in that beginning student tutors work alongside faculty and professional tutors of all ages and experience.

Our services include:

* One-on-one and small group tutoring sessions for all levels of writers (remedial to published writer), types of writers (creative, nonfiction, academic, and even poets), and stages of the writing process (brainstorming to polishing and revision).
* One-on-one reading sessions that focus on various reading skills and techniques.
* One-on-one and small group speech preparation sessions.
* Online tutoring sessions through WCOnline.
* Creative Writing Group, an informal group that meets weekly.
* ESL Conversation Group, an informal conversation group for students of any language to practice their conversational abilities.
* Brief class visits, in which tutors represent the CRW and advertise its services in campus classrooms.
* Class workshops, in which tutors organize a 45 minute group workshop for a specific purpose with the instructor’s goals or tasks in mind.

Locations

The CRW is located at both the main and the Wilton campuses.

Queensbury Campus

At the Queensbury campus, the CRW is located on the main floor of the Library. It is open for a few hours each week in the summer, staffed by faculty tutors at varying times. The phone number is 518-832-7603, and the email address is *writingcenter@sunyacc.edu*. Selected tutors will be given the password and the responsibility to check and respond to email.

Wilton Campus

At the Wilton campus, the CRW is located in the Tutoring Center, just off the main hallway. The Tutoring Center is home also to tutors from sundry other disciplines. The CRW table is staffed by faculty tutors Monday through Thursday, at varying times.

Description of Roles

Director: The CRW Director’s duties span several categories.

* Tutoring: Tutor several hours each week, usually four or five hours on the schedule and other hours as needed at the Queensbury and Wilton campuses and fill in for absent tutors as best the schedule will allow.
* Administrative: Hire, schedule, and supervise consultants/tutors; troubleshoot and help out with difficult sessions; write, design, revise, and update promotional and educational material, such as brochure, handouts, Proofreading Handbook; sign timesheets and keep payroll records; liaise with Payroll Office; do financial aid (work-study) paperwork; liaise with Financial Aid Office; keep records (number and type of sessions, trends over the semesters, number and type of workshops); maintain scheduling software and the CRW’s webpage; liaise with Wilton campus personnel; visit tutors there to help tutor, discuss any tutoring issues, prepare presentations, maintain stock of CRW handouts; keep abreast of national and international writing center-related issues; maintain the physical appearance of the CRW
* Professional Development and Service for the CRW Consultants: Attend and present at annual conferences, including CCCC (Conference on College Composition and Communication), the CUNY Writing Centers Association, NEWCA (Northeast Writing Centers Association), and the Conference on Peer Tutoring in Writing; keep in touch with writing center directors from area colleges; maintain membership in professional organizations
* Service for the College: Schedule Class Visits and Workshops for SUNY ADK faculty; create workshops that scaffold and support classroom learning
* Advising and Counseling: advise and supervise student tutors in the ENG266 (CRW Internship) course; encourage student tutors to attend writing center conferences and help them prepare proposals and papers; confer with individual faculty members about assignment design, responding to drafts, etc.; lead workshops for faculty, such as on writing-to-learn, reading in college (with the reading specialist), or working with ESL students; confer with the reading specialist and the director of accessibility about the best use of tutors for specific students.

Tutors: The CRW includes faculty, professional, and student (peer) tutors. A total of 92 hours per week is budgeted for faculty tutors; up to 40 hours per week (total) are available for paid student tutors through the work-study program. Work study students may work up to 8 hours per week, as per Financial Aid guidelines.

* Faculty tutors: Faculty tutors are faculty members in the English Division. Faculty tutors are paid at the faculty rate of $20.00 (2014/15 budget).
* Professional tutors: Professional tutors are drawn from an outside pool of educators. These tutors are often graduate students or part-time teachers. They are paid at the faculty rate.
* Student (peer) tutors: Student consultants are graduates of ENG 263 and 265. Besides tutoring, student tutors can also work on special projects, such as writing handouts, researching, and helping with presentations and workshops. They fall into one of the following categories:
  + Internship Credit: Some student consultants tutor for credit (ENG 266: Center for Reading & Writing Internship). ENG 266 can be taken repeatedly, for one, two, or three credits. The one-credit version requires 40 hours/semester (about 4 hours/week), the two-credit version 80 hours/semester (about 6 hours/week), and the three-credit version 120 hours/semester (about 8.5 hours/week).
  + Work Study: Some consultants work in the CRW as part of their Work Study responsibilities. These consultants are eligible for Financial Aid/Work Study, as noted in their Banner accounts. These consultants may work up to 8 hours per week and are funded through the Work Study Program at $10/hour. Some Work Study students may serve in the CRW as Receptionists, if they lack training as writing or reading consultants.
  + Paid Student Tutor: These consultants are ineligible for English 266 credit *and* Work Study, but they have completed all required tutor training. Paid student tutors can work up to 8 hours per week at a rate of $10/hour. This rate will adjust to match the Financial Aid Work Study rates.

Writing Tutors and Reading Tutors

Every tutor is a writing tutor; in addition, every tutor should have had basic training in tutoring reading.

The reading tutors’ approach to reading parallels the writing tutors’ approach to writing: they avoid formulaic remedies and isolated “skills,” focusing instead on looking at discrepancies in how the tutor and tutee understand a text, and on developing an understanding of who they are as readers.

For more information, speak with Jane Arnold, SUNY Adirondack’s Reading Specialist, who does the training and supervision of reading tutors.

Criteria for Being a Tutor in the SUNY Adirondack Center for Reading & Writing (CRW)

Peer Tutors:

To be eligible to be a peer tutor in the CRW, a student must:

* successfully complete ENG 263, including meeting the student learning objectives listed in the syllabus, which are the ability to:
  + teach writing one-on-one
  + guide a writer throughout the process of writing papers for any academic discipline
  + explain grammatical rules
  + recognize and appropriately deal with ethical issues
* successfully complete ENG 265, including meeting the student learning objectives listed in the syllabus, which are the ability to:
  + assist students in the CRW with common college reading issues
  + assess students in the CRW for referral for specialized reading intervention
  + use a variety of approaches to reading a variety of college texts
  + *\* NOTE: Students are permitted to start tutoring after ENG263 but before ENG265 must take ENG265 the semester they begin tutoring.*
* demonstrate an understanding of the basic tutoring theories that inform writing center work
* have a clearly articulated personal tutoring pedagogy
* demonstrate an awareness of his or her own strengths and weaknesses in writing, reading, and tutoring
* demonstrate an understanding of and ability to explain to others the steps involved in writing a range of paper types, including reading responses, critiques, and research papers
* demonstrate an ability to analyze assignments across a range of disciplines
* demonstrate an ability to work with students who have specific challenges, such as first-language interference, documented learning disabilities, or basic writing levels
* demonstrate an understanding of and ability to explain to others the differences among revision, editing, and proofreading
* demonstrate an ability to revise, edit, and proofread his or her own writing
* demonstrate an understanding of and ability to explain to others SUNY Adirondack’s Student Code of Conduct
* behave in a professional manner, including being punctual; wearing appropriate clothing; addressing students, faculty, and staff appropriately; and following the CRW’s policies as described in the Tutor Handbook.

Faculty Tutors:

To be eligible to be a faculty tutor in the CRW, a person must do all of the above except for taking the training courses. In place of the training courses, faculty tutors must demonstrate awareness of the material covered in the courses and must sit in on those courses or be otherwise trained individually to meet the criteria. For example, the Reading Specialist who teaches ENG 265 can provide one-on-one training in basic reading tutoring for faculty tutors.

Interns from Four-Year Schools:

Eligibility for interns to tutor in the CRW is determined on a case-by-case basis by the Director of the CRW. Generally, interns have a range of things they can do, including researching and writing handouts, co-leading workshops, liaising with faculty, staffing the reception area, and maintaining files. Their assignments will be arranged between the student intern and the Director. If the student has taken ENG 263 while a student at SUNY-Adirondack, he or she will usually be eligible to intern without further training or mentoring. If the student has taken a comparable course at another institution, he or she is also usually eligible to intern without further training, though mentoring might be helpful. If the student has not taken a tutor-training course, the Director will work out with that intern the extent and types of training needed before the intern can tutor.

Community Volunteers:

The Center for Reading & Writing does not use volunteers from the community at large; however, former CRW tutors who have since graduated from or are no longer taking courses at SUNY Adirondack may tutor on a voluntary basis as long as they seek and are granted approval by the Director. Typical reasons for volunteering would include maintaining professional skills between graduation and transferring to another school, or while looking for a job in a related field.

Tutors’ Responsibilities

Professionalism:

Student Tutors: As a tutor, you are both teacher and student, yet neither wholly teacher or student. Many students will think of you as teachers, particularly those of you who are “nontraditionally aged.” You might hear and read some surprising things, but you should not abuse your position, nor should you get overly personal with the tutees. In addition, you need to consider your work here a professional job, and both act and dress accordingly.

All Tutors Should:

* Arrive on time. In fact, coming a few minutes early will allow you to get a cup of coffee and relax for a bit before beginning.
* Chat amongst yourselves *quietly.* If you are not tutoring but other tutors are, please keep the volume down.
* Keep an eye on the doors and greet any student walking in.
* Be courteous to all tutees, greeting new tutees in a welcoming manner and controlling any irritation with difficult tutees.
* Keep the tutoring sessions confidential. Do not discuss tutees with other tutors unless in the context of solving a problem or analyzing your tutoring. Do not gossip about tutees or their teachers.
* Not use the CRW as a lunchroom. A coffee and donut is not usually a problem, nor is eating when the CRW is not busy, but do not eat your lunch while tutoring someone.
* Dress professionally. This does not mean suit-and-tie formality, but it does mean avoiding wearing baseball caps, worn jeans, low-cut shirts, T-shirts with controversial slogans, and such like. While the CRW does not have a “dress code”, you are expected to dress appropriately for the position (i.e. avoid clothes that are revealing or clothes that advertise products or promote controlled substances). In addition, personal hygiene is important since you are working in close quarters.
* Conduct themselves in a professional manner. All students and staff need to be treated with respect and dignity.
* Be punctual. Show up for your time a bit early so you can check for appointments and get yourself settled. If you know that you will always be late (a class overlaps or abuts your time in the CRW), just be sure that your co-tutors and the receptionist know this, so they can let students know you are on the way.
* Help keep the CRW clean and quiet. It is essential that noise be kept to a minimum. Converse *sotto voce*.

If Canceling Your Shift:

If you can’t get to work for any reason, you must try to find a substitute (unless your absence is an emergency). Absences without notification will negatively impact your employment status as a tutor. \*\**Finding a substitute is your responsibility — do not expect someone else to find one for you.\*\**

The procedure:

If you are going to be late or absent please contact the CRW as soon as possible (518.832.7603). Call the CRW or one of your co-tutors BEFORE you call or email the Director.

* If ill or calling off on short notice, call the CRW directly (518-832-7603) to let your co-workers know. This is very important! If you call before we open, leave a message.
* In advance of absence, arrange an exchange of hours with another tutor and leave a message for tutors working with you. Be sure to tell them who will be substituting for you.

Procedures

Arriving at Work

When you arrive, determine whether you have any appointments. Check the online appointment book, and then ask any waiting students whether they have an appointment with you. Students with appointments have priority over drop-in students.

Greeting Tutees and CRW Visiters

Tutors working in each time slot should work out amongst themselves who will be the designated greeter. If possible—that is, unless all tutors are tutoring—someone should always be seated at the reception desk. When every tutor is busy, the designated greeter should keep an eye on the entrance.

Leaving Work

Before you leave for the day, make sure all of your session reports have been entered into WCOnline. Remember to enter your hours on your web time sheet, and submit the time sheet to Banner when you have completed the last day of the pay period. (Pay periods are two weeks, and time sheets are due every other Friday by 7 pm. Use this as your deadline—not the deadline stated by Payroll.)

If you are the last person out for the day, turn off the computers, shut the doors to the private tutoring rooms, place books back on the shelves, and straighten up.

CRW Center Maintenance

How to Check the CRW Email Account

The CRW has its own college email account. To access it, go to the SUNY Email links on the website. Login and password info are listed no the Quick References page at the end of the handbook.

**All messages** sent from this email account **MUST** be formally constructed. Each message must contain a salutation, message, and the first name of the consultant who created the message. For example,

Dear Ms. Jones,

Thank you for contacting the CRW to schedule your appointment. We have scheduled you for Thursday at 1:30pm, as you requested. Please remember to bring your assignment sheet, and we’ll see you Thursday afternoon.

Sincerely,

Khristeena

How to Check the Voicemail

To retrieve the phone messages, dial 6000 and enter the security code 821.

Answering the Phone

Answer the phone with “Hello, Center for Reading and Writing.” If you are the only person tutoring, excuse yourself to the tutee to answer the phone. If you need only make an appointment or take a message, do so. If phone calls continuously interrupt your session, turn down the ringer volume and let the calls go through to the voicemail.

Computer and Printer Issues

As you may have noticed, we do not have state-of-the-art computers. This is partly because we do not have enough security for more expensive equipment and partly because the purpose of the computers is for typing papers and doing basic Internet research. They are for temporary use by students, for writing or revising drafts that they will then discuss with a tutor.

Please let the Director know when you have a technical problem that you cannot resolve. One of them will fill out a “SysAid ticket” (request for technical help).

Extent of your responsibility to students

You are a writing tutor, not a computer lab assistant. You are not required to give computer training to students, unless you have the time, skill, and desire to do so. Do not show students how to double space, etc. when there are other students waiting to be tutored.

You should, however, be familiar with basic Internet research and be willing to work with students to find and evaluate online sources. If you lack this confidence, Charlotte will give you basic training.

Paper and ink

If you run out of paper, you can get more paper from the copier stand in the computer lab on the main floor.

Office Supplies

Any additional office supplies, such as pens, post-its, etc., can be found in the Copy Center in Washington.

Using WCOnline

WCOnline is the CRW’s appointment scheduler. Each tutor will have his or her own account, but once a tutor account is open, other tutors may operate from the same login.

To access WCOnline, open a web browser and go to [sunyacc.mywconline.com](http://sunyacc.mywconline.com). If logging in for the first time, create an account with your SUNY Adirondack email address (If a tutor DOES NOT use the SUNY ADK email address, s/he will NOT be able to schedule appointments). After you create an account and log in, you will see the Queensbury schedule, which is our default schedule page. To select a different schedule, simply click the schedule dropdown menu, and select “Wilton” or “Subject Tutoring.”

To schedule an appointment:

* First, make sure the client has visited the CRW before and has a WCOnline account. If they do not, have them visit the webpage and create their own. This will help them be more comfortable with the software.
* For regular clients who are in the WCOnline system, simply select the appointment time they request, and fill in the appointment box that pops up. Remember to click save.

To cancel an appointment:

* Go to the appointment box, click on it to open, and select “Cancel” at the bottom of the screen.
* If the client cannot remember when the appointment is, look up the client’s information and find the appointment that way.

To move an appointment:

* Open the appointment box. On the left, under the date information, you will see “Move Appt.” Click this, and toggle the dropdown menus to select the new appointment box. This will move the entire appointment.

To enter Session Notes:

* After every session, open the appointment box and scroll down to the bottom. You will see “Add New Client Report Form.”
* Complete the form with notes about your session in the Comments box and click to email a copy to the student. In case of a concerning session, also email the report to the Administrator so the CRW Director will also see it.
* If you forget to do the session notes, the Director will notify you of your “orphans,” or sessions lacking the notes, so you can complete them.

Information for Paid Tutors

Student Tutors

Student tutors can work for credit (ENG266, the internship course) or for pay (the federal work study program, or direct hire). If you want to get paid through the work study program, you must have already applied for financial aid (FAFSA) and be eligible for work study. Do this through the College’s Financial Aid Office in Warren Hall. Once you are eligible, this office will give you a work study packet that includes all the forms. You must fill out those forms BEFORE you can start tutoring. Besides the basic tax forms, you will also need to have the Director sign the following two forms:

**The On Campus Work Agreement (OCWA)**

This is the triplicate contract (one copy for the College, one for the Director, and one for you). The OCWA needs is filled out at the beginning of each school year. If you are working both fall and spring semesters, you should not have to fill out another one of these in January.

**Right-to-Know Training**

Likewise, Right-to-Know training must be done at the beginning of each school year. This is a federal requirement for all public employees (which you now are). The training includes either viewing a video or viewing a slide show on Banner. Depending on how this training is done for student tutors, you might or might not have to have the Director sign. (The form of the training is undergoing some changes.)

Faculty, Professional, and Direct Hire Tutors

Faculty and professional tutors must also sign a contract and do the Right-to-Know training, but in a slightly different form.

**Contract**

You will receive an email from the Vice President’s assistant with directions on logging onto Banner and electronically signing your contract. Some faculty tutors might get paper contracts (depends on Banner). Since these contracts are often not sent out to you until after the start of the semester, you are allowed to work from the beginning of the semester.

**Right-to-Know Training**

Likewise, Right-to-Know training must be done at the beginning of each school year. If you are also teaching a course, you probably have already done this training—you need do it only once per year.

Timesheets

**Pay Week and Due Dates**

**Pay period:** Each pay period is generally two weeks. Occasionally, Payroll needs to change the pay period, and you will be informed via email and/or Banner of any such changes.

**Time sheet deadline:** It is your responsibility to submit time sheets and on time. Time sheets are due by 7pm on the Friday at the end of the pay period. Ignore information from Payroll about a Monday deadline—that is the Director’s deadline, not yours. If you do not meet the deadline, the Director will not be able to meet her deadline, and your time sheet will not get approved by Payroll. If you do not submit a time sheet before the deadline, you will need to complete a paper time sheet or print off your web time sheet and physically sign it before giving it to the Director.

**Procedure:** Before you leave each day you tutor, enter your hours on your time sheet in Banner—that will make it easier for you to remember what hours you worked and, since Charlotte can see your time sheet in progress, she can also double check your hours. Step-by-step instructions are below.

Checks can be picked up every other Friday from 9:00 to 4:00 from the Business Office (Warren Hall). You need your I.D. to get your check. If you do not pick up your check by 4:00, it will be mailed to you.

PAY DATES FOR SPRING 2017

January 13, 2017

January 27, 2017

February 10, 2017

February 24, 2017

March 10, 2017

March 24, 2017

April 7, 2017

April 21, 2017

May 5, 2017

May 19, 2017

Instructions for Banner time sheets:

1. Log into Banner.

2. Click on the tab at the top “Employee.”

3. Click on the link “Time Sheet.”

4. Click on “Pay Period and Status.”

5. Select the Pay Period from the drop down list for which you are reporting time, then “Time Sheet.” Faculty and professional tutors should look for the WF prefix for the pay period.

6. To enter hours for a specific day, click on the link “Enter Hours” below the heading for the correct day. Click on the buttons: “Next Day” and “Previous Day” to navigate between the different weeks of the pay period. The total hours will appear once you click “Save.” When all done, click on “Time Sheet.”

7. When all of your time for the entire pay period has been entered, you must sign the time sheet by clicking on the submit button. You will be prompted for your PIN again. NOTE: your PIN is your electronic signature. IMPORTANT: *You must sign your electronic time sheet on or before 6 pm on the Wednesday ending the pay period.* This gives Charlotte a day to review time sheets, make any necessary changes, and submit them to Payroll (which she must do by 9 am on Friday). Submitting a time sheet late will require you to complete a paper time sheet that will be signed either at midterm or during finals week, delaying your pay.

8. After submission of your time sheet, you can view the status of your time sheet at any time. You can also view all your previous records, your tax information, and so forth.

**NOTE:**

If you need to edit, click again on “Enter Hours” to edit; however, once you “submit,” you cannot make changes. If you need to make a change after you submit, let me know before *I* submit so I can return the time sheet to you. Once I click on “approve,” only Payroll can make changes.