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Introduction to the Scheduler

A. How to Access the Scheduler:

To access the Scheduler:
1) Visit the Writing and Speaking Center site: www.smc.edu/writingcenter/
2) Click the box that says “Schedule an Appointment”
3) Log in

B. About the Scheduler:

The Scheduler is where students go to make appointments, but it also allows you to view your personal tutoring schedule. Because all appointments are made through the Scheduler, the site automatically tracks all the appointment and usage records for the Center. This is how we collect usage data.

C. Overview of Scheduler Functions:

Figure 1: Schedule and Date

As shown in Figure 1, in the top center of the Scheduler display, you can set the date and the schedule you want to view. The Scheduler will default to the current semester’s schedule and today’s date, but you can use the pull-down menu to view a different schedule, use the calendar icon to select a different day, or use the “week links” to flip between weeks.

Figure 2: Appointments by Tutor

As shown in Figure 2, each day in the schedule shows the date, the tutors who are scheduled to work, and any appointments. The colors on Figure 2 display a little differently than they will in real time because this screenshot is from a past week. For a current day and week, navy blue denotes unavailable time, white denotes an open appointment slot, and royal blue denotes a filled appointment slot. If you mouse over a filled appointment slot, as shown in
the bottom right of Figure 2, you can view the name of the person who made the appointment. If you click on the appointment, you can view the appointment form to get an idea of what the person wants to work on in the tutorial (see page for more information).

Figure 3: Toolbar

![Toolbar](image)

The toolbar shown in Figure 3 appears in the upper right of the Scheduler. The first icon (the one that looks like a dog-eared piece of paper), is used to enter an Off-Schedule contact report. The second icon (the one that looks like a person in profile) is used to add a new client to the system. The third icon (the one that looks a little like a spiral notebook) is used to generate reports. The fourth icon (the one that looks like an envelope) lets you e-mail the site administrator (Mandy). Finally, mousing over the word “HELP?” will give you a brief summary of the Scheduler functions.

For more information, see:
Off-Schedule Contact Reports: page 11
Add a Client to the System: page 5
Managing Appointments in the Scheduler

A. Viewing Appointment Details

To view a client’s appointment form, click on the appointment slot in the scheduler.

Figure 1: Appointment Form

<table>
<thead>
<tr>
<th>Time:</th>
<th>Sunday, December 15: 9:30pm to 10:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client:</td>
<td>Emily Huber</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:elhuber@smcm.edu">elhuber@smcm.edu</a></td>
</tr>
<tr>
<td>Course:</td>
<td>American Mutant</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Karen Anderson</td>
</tr>
<tr>
<td>Assignment:</td>
<td>How much social influence does a mutant have</td>
</tr>
<tr>
<td></td>
<td>I have an argument and an idea of what I want to talk about, but I am having trouble structuring the paper. Also, I need help incorporating the critical analysis and scholarly sources. Basically, I'm just pretty lost!</td>
</tr>
<tr>
<td>Admin Options: MOVE APPT.</td>
<td>Walk-In/Drop-In:</td>
</tr>
<tr>
<td>View Existing Client Report Forms</td>
<td>SAVE CHANGES</td>
</tr>
</tbody>
</table>

As shown in Figure 1, the appointment form will show all the details a client provides for his or her appointment. If you can, try to read over the appointment forms before the tutorial so that you have an idea of what the client wants to get out of the session.
B. How to Make an Appointment for Someone Else:

While it is best to have students make appointments on their own (send them online to the Scheduler, or bring it up for them but have them log in), sometimes you may need to make the appointment for the student. Here's how to do that:

1. In the Scheduler, click on the appointment slot the student wants.

2. On the appointment form (shown below) adjust the time if needed, and use the pull-down menu to fill in the client’s name. Fill in (or better yet, have the client fill in) the course, instructor, assignment, and other information.

3. If this is a walk-in appointment (defined as someone who does not schedule in advance but walks in during your shift when you happen to have an opening), click the box marked “walk-in/drop-in.”

4. Click “SAVE APPOINTMENT” at the bottom.
C. How to Add a New Client

If someone is not already in the system (not shown in the client pull-down menu on the appointment form), you can help that student create an account. Here’s how to do that:

1. Locate the toolbar in the upper left of the Scheduler, and click the icon that looks like a person in profile.

2. Fill out the form with the client’s information, or ask the client to fill out the form. If the client is not there, you will have to create a password for him or her.

3. Change the pull-down menu next to “Notify Client?” to Yes (this is especially important if the student is not there to select a password), and click “CREATE ACCOUNT.”

D. Modifying or Moving Appointments

You can modify an appointment by clicking on the appointment slot. When the form comes up, you can edit the information, and then click “SAVE CHANGES.”

To move an appointment, click on the appointment slot. When the form comes up, click the link in the lower right labeled “MOVE APPT,” as shown below.

Once you click the link, the Admin Options box will expand (see below) and allow you to choose where the appointment should be moved.

Adjust the information as needed, then click “SAVE CHANGES.” Double check the Scheduler to make sure the appointment moved to the correct location.
E. Canceled Appointments

If a client cancels an appointment, it will disappear from the schedule, and you will receive an automated e-mail letting you know.

If a client asks you to cancel an appointment, click on the appointment slot. When the form comes up, click the red link at the bottom labeled “CANCEL THIS APPOINTMENT.”

F. When Clients Run Late

If a client runs 5 minutes late for a 30-minute appointment or 10 minutes late for a 60-minute appointment, e-mail the client (the e-mail address can be found on the appointment form), and ask if they are still planning to come. A sample e-mail might read:

Hi (insert student name),

I was just wondering if you are still planning to use your (insert appointment time) appointment at the Writing and Speaking Center today. It is perfectly fine if you no longer need the appointment, but please let me know so that I can cancel it for you.

Thanks,
(insert your name)

G. No-Show Appointments

If a student does not show up to his or her appointment AND does not respond to your e-mail OR otherwise indicate that he or she needs to cancel, mark the appointment as “Missed.” To mark an appointment as “Missed”:

1. Open the appointment form by clicking on the appointment slot.
2. Look at the bottom Admin Options portion (shown below), and check “Missed.”

<table>
<thead>
<tr>
<th>Admin Options:</th>
<th>Walk-In/Drop-In: ☐</th>
<th>Missed: ☐</th>
<th>Placeholder: ☐</th>
<th>Email Client? ☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVE APPT.</td>
<td>View Existing Client Report Forms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Click “SAVE CHANGES.” The appointment will disappear from the Scheduler, but you and the student will receive an automated message, and the missed appointment will be added to the semester data and the student’s account record.
H. Walk-In Appointments

If a student drops by for a tutorial during your shift (as opposed to scheduling it in advance) and you are available to tutor him or her, it is a “Walk-In” appointment. Here’s how to handle it:

1. Click on the appointment slot and have the student fill out the appointment form.
2. Before saving, check the box labeled “Walk-In/Drop-In” at the bottom.
3. Click “SAVE APPOINTMENT,” and conduct the tutorial.
Contact Reports

A. What are Contact Reports?

Contact reports are a brief, written summary of what occurred in a tutorial. They should reference the assignment, the issue the student wanted to address, what you did to address it, and how it turned out. Contact reports will also include any other relevant details of the appointment.

B. When is a Contact Report needed?

Any time you conduct a tutorial, you need to fill out a contact report. This is true for on-schedule tutorials, off-schedule tutorials, and walk-in tutorials, and it is the same procedure whether the tutorial is for oral expression, written expression, or both.

You do not need to do a contact report if the appointment is canceled or if it is a No-Show/Missed appointment.

C. When should Contact Reports be completed?

Ideally, you should fill out Contact Reports immediately after a tutorial. This is when your memory of the appointment will be sharpest, and you will be less likely to forget to do it. If you just have one or two appointments, you might be able to recall the appointments in detail, but things tend to get fuzzy after four or five appointments in a row. Therefore, whenever possible, do contact reports immediately after tutorials.

However, sometimes it is impractical to do a Contact Report immediately following a tutorial. You may have a student waiting, a class to get to, or some other obligation that takes precedence. So, in the event that you cannot complete a Contact Report right away, try to jot down some notes after each tutorial so that when you have time to write the Report it is easier to recall the highlights.

D. How to do Contact Reports

1. Click on the appointment slot in the Scheduler.

2. When the appointment form comes up, click the “Add New” Contact Report in the Admin. Options box at the bottom.

3. When the Contact Report form comes up (see below), fill out the information. For most appointments, you will probably not need to use the E-mail Options or attach a file. The bulk of your Contact Report will go in the “Comments” box.

For more information on the drop down menu for written expression, oral expression, or both, see “Written vs. Oral Expression” on page 12.
4. When you have completed the report, click “SAVE.”

*Important Note: The Scheduler will only save complete reports; you cannot save a draft and come back to finish it. If you close the window or open another in the Scheduler, your draft will be lost. So, make sure to do Contact Reports when you can write straight through and finish, and make sure to hit “SAVE” when you are done. Formatting also gets a little whacky, so things like spacing, parentheses, em dashes, and quotation marks may get lost.*

**E. Sample Contact Reports**

The content of your Contact Reports will largely depend on what happens in particular tutorials, but here are some samples to keep in mind:
Sample 1:

Elizabeth brought me a draft of her paper with her professor's comments. The most immediately noticeable aspect of Elizabeth’s writing was her tendency to lump a lot of thematically related ideas into a single large paragraph - sometimes spanning a page or more. We spent much of the tutorial discussing possible ways for Elizabeth to organize her essay in a more logical or readable way. Her thesis argued that Henry, Lincoln, and King all used imagery of war, slavery, and religion to fight for different kinds of freedom. I suggested therefore that for each of the men she briefly discuss the type of freedom they were fighting for, and then use evidence of the speeches to show the different types of imagery. Each of the figures then could potentially have three paragraphs devoted to the types of imagery they used. I also suggested that Elizabeth be careful of her generalizations as this would undermine her credibility in the eyes of historically-minded readers. She had a good instinct for narration, and we talked about ways this narration could be used to establish continuity and transitions throughout her paper.

Sample 2:

David wanted someone to take one last look over his final paper before he turned it in. His thesis was already strong and his organization was well-planned and logical, so we spent most of our time working on minor grammatical errors. In particular, David seemed to struggle with comma splices, so we talked about how to distinguish between dependent and independent clauses.

Sample 3:

Nicole wanted help organizing her ideas since she said she felt like she went in circles every time she attempted to do so herself. So, we listed off all the ideas she had touched on in her proposal and talked about ways to group them into a thesis. Ultimately, Nicole decided the best way to frame her argument was to discuss how the unreliability of the narrator, his tendency to blame external factors, and his imminent execution all complicated his apparent remorse and good intentions. We then talked about how this was a working thesis and how she could write the paper and then go back and incorporate specific literary devices (diction, symbolism, etc.) into the thesis. This seemed like the best approach in terms of allowing for the incorporation of all her ideas but then refining her thesis based on the ones she actually ends up talking about.

Sample 4:

Abbey and I worked on two pieces of writing: one on the poem My Son, My Executioner, and another on Sonny’s Blues. She showed me a version of the essay on My Son, My Executioner with the professor's comments. I quickly read the paper and the comments, then asked her to define her thesis for me. She said she wanted to discuss how the author of the poem portrayed an unusual negative aspect of parenthood. We talked about her focus on the word “instrument.” I asked her about the effect of that word in particular, and we discussed how it could come off as objectifying the son. We settled on a new thesis: the author conveys a complex mix of negative and positive emotions associated with parenthood. We also talked about stating generally-held views or stereotypes of parenthood, and whether she needed to cite them. My instinct was to say that if it is common knowledge, it doesn’t need to be cited, but I know some professors have slightly different rules on when to cite. Moving on to the second essay, we briefly discussed the plot of the story: Sonny wants to become a musician, but his brother discourages him. I asked her to state her thesis for me, and we talked about
the difference between “listening” and understanding another point of view. She took notes in her notebook to reference while revising on her own.

F. Sending Contact Reports to Professors

If a student indicates that he or she would like you to notify a professor of a tutorial, you can do that by sending a Contact Report. To send the report, simply fill in the professor’s e-mail address in the blank marked “Other Email(s)” (see below) on the Contact Report form. When you hit “SAVE,” the report will send.

![Contact Report Form](image)

G. Off-Schedule Contact Reports

If you conduct a tutorial off-schedule (meaning a time when you do not have available hours in the schedule), you still do a Contact Report, but the procedure is a bit different because there is not an appointment. To do an off-schedule Contact Report:

1. Locate the toolbar in the upper left of the Scheduler.

![Scheduler Toolbar](image)

2. Click the icon that looks like a person in profile.

3. An off-schedule Contact Report form will open, and you can fill it out and save it as usual.
Speaking Center

A. The Speaking Part of the Writing & Speaking Center

The process for creating a presentation or speech closely resembles the writing process, so the tutoring process for speaking/presenting is also very similar. For example, you might assist a student with brainstorming, outlining, or revising in either situation. Think about the argument/purpose, the occasion, the format or genre, the speaker, etc. when assisting with speaking tutorials.

B. Written vs. Oral Expression

The Contact Report form has a pull-down menu that requires you to select written expression, oral expression, or both to describe the nature of the appointment. This pull-down menu lets us track how many people make use of the Center for each type of tutoring. You can use your best judgment, but here’s the idea:

**Written Expression**: Choose this description when you are assisting with something that is purely written, like an essay.

**Oral Expression**: Choose this description when you are assisting with something that is purely spoken. For example, a student rehearses a presentation, and you give them feedback just on their delivery. Or, you might also point out some things about the student’s argument, but you do so in the context of speaking, not writing. (This is where things get fuzzy because you are talking about word choice, etc., but you are talking about it without necessarily touching on writing.)

**Both**: Choose this description when you are assisting with something that involves both writing and speaking. For example, if you are assisting a student with word choice or concision on PowerPoint slides, helping them write a speech, etc.

C. Filming

Students can film in LI 115 any time the room is not being used for a class, and they do not need an appointment if they just want to film.

If students want to film AND work with a tutor, they need to make a tutoring appointment online at a time when LI 115 is not being used for classes. The directions for the camera system are tacked to the wall by the desktop computer. They are also available online on the Tutor Resources page.

*For more information about Tutor Resources, see page 14.*
Miscellaneous Issues and Responsibilities

A. FYS Liaison Responsibilities

During fall semesters, each Center tutor is assigned to a few FYS sections as a liaison. To view a list of those responsibilities:

1. Go to [www.smcm.edu/writingcenter/](http://www.smcm.edu/writingcenter/)
2. Click the link on the left that says “FYS Instructors.”
3. Click the link that says “Liaison Responsibilities” to view the document.

B. SMP Drop-Off Service

If someone makes an appointment to work on an SMP or a similarly long assignment, you might be able to address one or two small concerns in a normal-length session. Offer to do that, but also emphasize that you cannot look at the whole thing and recommend the SMP Drop-Off Service.

How it Works:
1. Direct the student to bring a hard copy of the paper to Mandy in LI 109.
2. Mandy will talk with the student about when he or she wants to have the tutorial.
3. Mandy will line up a tutor to read over the SMP before the tutorial and make the appointment.

C. If a Student Cannot Log-In to the Scheduler

Usually, this means that the student’s account was deactivated due to No-Shows. Have the student e-mail Mandy ([apheatwole@smcm.edu](mailto:apheatwole@smcm.edu)) to have her reactivate the account.

D. If You Can’t Make Your Shift

**If You Know in Advance:**
If you know ahead of time that you cannot make your shift a particular day, e-mail all the tutors (including Mandy) to ask if anyone wants to cover it. If someone indicates that they do want to cover or switch with you, make sure Mandy knows so she can make the change in the Scheduler. If no one can cover it, Mandy will either cover for you or cancel the shift.

**If You Know Closer to the Last Minute:**
If something comes up at the last minute (you get sick or are off-campus and can’t get back), text Mandy. She will cover your shift if she can or make other arrangements if she cannot.
**Online Resources**

**A. The Writing and Speaking Center Site**

The Center site ([www.smcm.edu/writingcenter/](http://www.smcm.edu/writingcenter/)) contains useful handouts and resources. There is also a list of ongoing projects you can work on if you do not have tutorials scheduled.

1. Look on the left hand side of the page and find the “For Tutors” section of the navigation bar.

2. For resources and handouts, click “Tutor Resources.”

3. For more things to work on, click “Ongoing Tutor Projects.”
Glossary of Terms

**Both [written and oral expression]**: Contact Report description used for tutorials having to do with both writing and speaking skills (see page 12)

**Client**: the Scheduler’s name for a student or tutee

**Client Report Form**: same as “Contact Report.” The Scheduler tends to call it a Client Report, and we tend to call it a “Contact Report” (see pages 8-11)

**Contact Report**: the brief summary you write for each and every tutorial (see pages 8-11)

**Drop-In Appointment**: same as “Walk-In” appointment

**FYS Liaison**: referring assignments of Center tutors to specific sections of First-Year Seminars to serve as representatives of the Center (see page 13)

**Missed Appointment**: same as “No-Show” appointment

**No-Show Appointment**: a student does not show up for the tutorial AND does not cancel it OR otherwise indicate to us that it should be canceled (see page 6)

**Off-Schedule (Tutorial or Contact Report)**: Off-Schedule refers to a time when you work but are not technically scheduled to do so (see page 11)

**Ongoing Tutor Projects**: a section of the website devoted to tasks you can work on if you are not otherwise occupied with tutorials.

**Oral Expression**: Contact Report description used for a tutorial having to do just with speaking and Presenting (see page 12)

**Resource (in the Scheduler)**: “resource” is the Scheduler’s name for a tutor

**Scheduler**: WCOnline is the company that runs the online Scheduler. It tracks our appointments and data (see pages 1-2)

**Walk-In Appointment**: a student walks in for a tutorial without making an appointment but when you are scheduled to work and happen to have an opening (see page 7)

**Written Expression**: Contact Report description used for tutorials involving just writing (see page 12)