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Mission Statement

Our purpose is to provide counsel that promotes the development of good writing skills and that fosters the tools necessary for Lipscomb clients—students, staff, and faculty members—to become confident, independent writers. We work to accomplish our purpose through one-on-one conversations about writing assignments, by listening and responding to ideas, and by teaching from a variety of resources to improve writing.

Our Goals for Clients...

- ...to discover and develop ideas that are appealing and that fulfill the writing task
- ...to convert thoughts/notes into drafts
- ...to revise drafts to improve content, organization, style, and grammar
- ...to teach clients to proofread their own drafts
Leadership Staff: Lipscomb University Writing Studio

**Director.** The Director is primarily in charge of the LUWS. The Director develops and modifies the LUWS resources to meet the need of consultants, clients, and faculty, and conducts formal evaluations of all consultants. When requested, the Director will discuss individual clients or sessions with instructors. The Director acts as a liaison between the LUWS and the English Department, and all other departments on campus. The Director is responsible for: training, supervising, and assisting the consultants in the LUWS; answering any questions that consultants have; offering advice and counsel on conducting sessions and the program as a whole; handling any difficulties or problems that arise in the LUWS. The Director schedules class visits and workshops when instructors request them. Finally, the Director approves requests for time off.

**Assistant Director.** The Assistant Director works in the LUWS for 20 hours a week and has a primarily administrative role; duties are determined by the Director each semester.

**The Staff of the ASC.** The staff members of the ASC are not employees of the Writing Studio, but are our partners, our peers, and our supervisors. They often assist with Writing Studio events and operations.
English Dept. Executive Aid. The English Dept. Executive Aid graciously assists with many Writing Studio events. Any other concerns should go first to the Director.

Student Administrators. Student Administrators function as assistants to the Director and Assistant Director by modeling the skills and responsibilities of tutoring, assisting in training and observing consultants, answering questions, offering advice, and serving as a substitute for the Director in his or her absence. They also serve as mentors for new consultants, and they help with the planning and implementation of LUWS events and staff meetings.

Writing Consultants. Consultants are primarily responsible for conducting one-to-one tutoring sessions, providing class visits for instructors, and giving in-class workshops. Occasionally, Consultants also will answer “quick questions” from walk-in clients or telephone calls, and complete assigned administrative responsibilities.
Policies

F. Rules for Scheduling Appointments

The following is an overview of rules that have been implemented in the Studio to provide consistency in scheduling.

- Clients may make only one appointment at a time and may have only one appointment on the books at any given time.
  - Note: If a client schedules a 25-minute appointment but needs more time, he/she has two options.
    1. You may offer them an additional 25 minutes immediately after the appointment with the SAME consultant (to create one 50-minute appointment), but not an appointment with another consultant. You may switch appointments around to make this happen, but please don't inconvenience any student who has already arrived and started working.
    2. You may ask them to make an appointment for the following day (a client may NOT have two appointments in the same day).

- Appointments are either 25 or 50 minutes, scheduled on the hour and half-hour only. Please use the extra 5 or 10 minutes to complete your Session Review notes, go to the restroom, etc. Sessions should not run over; consultants who allow this to happen are not benefiting the client, but are instead insinuating that the following client is not as important as the prior.

- For appointments, clients are considered late at ten minutes past their session start time, and they are recorded as a no-show. The consultant is responsible for explaining our policy to the late client, who can then reschedule for another day. If the client becomes upset, please refer them to the Director.

- All appointments, including walk-ins, must be recorded on the schedule.

- Occasionally, we get “quick questions” from a call or walk-in. Listen to the question, answer it if it is actually quick, and tell the client what sources you used to answer the question. However, if the question is not quick, recommend that the client schedule a full appointment and explain why. Record this contact on the appointment book.
• Exceptions to the scheduling rules must be approved by Dr. Watkins. Exceptions that do not need approval:
  o ELL clients are permitted to have more than one appointment on the books at a time, but may not have multiple appointments in one day.
  o Thesis and Dissertation clients may have standing weekly appointments.
  o Long-Term Individualized Plan Clients may schedule appointments in addition to their weekly standing session but may not have multiple appointments in one day.
Services for Clients

The One-to-One Tutoring Session. So many tutoring scenarios exist that describing a standard session is almost impossible; however, certain kinds of tutoring sessions frequently occur, as described here.

Brainstorming. Clients who come to the Studio with an assignment sheet but no draft often need encouragement to start writing. Sometimes that means reviewing the assignment sheet itself to make sure the client understands all the requirements; other times the client needs to kick around some ideas before sitting down to write. In both instances, be positive and reassuring while allowing the client to determine the focus of his or her paper. Your primary role is to ask questions and help the client develop his or her ideas. You could also serve as a note-taker, providing a copy of these notes to the client at the end of the session. Taking notes while the client speaks is important; allowing the client to see his/her thoughts written down generally assists the client in formulating further ideas for their assignment.

Rough Draft. Generally, these clients come in with a handwritten draft or one fresh from the printer that has undergone little or no revision, editing, or proofreading. At the rough draft stage, focus on higher order concerns like thesis, focus, organization, and fulfillment of the assignment. Unless all these areas are exceptional, punctuation and grammar probably shouldn’t be discussed at this point. If the paper is due too soon to schedule another appointment for lower order concerns, inform the client of the problems you see and explain that there is not enough time to cover them sufficiently. Give the client tips for self-editing and proofreading, and encourage the client to come sooner for the next assignment to ensure sufficient time for addressing all aspects of his or her writing. Also, suggest the client proofread for common errors before coming to the
LUWS next time to avoid wasting valuable tutoring time on errors the he or she can catch.

**Final Draft.** When clients come in with a “completed” paper, concentrate on higher order concerns first before moving on to grammar and mechanics. What a client thinks is final is often not, and you may have to be the one that explains this. When working on lower order concerns, use the handouts to discuss rules and point to examples in the paper that illustrate these rules. The client can apply the lesson to the rest of his or her paper. Don’t get pulled into editing the paper; your job is to help clients find patterns of weakness and show clients how to proofread on their own. Handouts may be found at the end of this manual.

**Graded Draft with Instructor’s Comments.** Remembering your role with the client who brings you a graded paper is crucial because you are not equipped to assess the grade given by an instructor or the aptness of his or her comments. Focus first on those issues raised by the instructor’s marginal and end comments. If the client wishes to vent, steer him or her back to the task at hand, reminding him or her that more can be accomplished if the focus remains on the work. In this kind of session, your primary concern is helping the client to understand what is expected in a revision or what can be done on the next paper to avoid the same mistakes.

**Long-Term Individualized Tutoring.** If a client asks or is recommended for long-term tutoring by either his/her professor or a consultant, the Director will assess the client using the appropriate long-term tutoring packet (ELL, GRE, PPST, etc.). These test packets are online. Please have the client email stacia.watkins@lipscomb.edu, the Assistant Director, or one of the Student Administrators. The client should follow the instructions on the packet and return it to the appropriate place. The Director, Assistant Director, or Student Administrator will review the packet and establish a
long-term tutoring plan that will address the observed weaknesses. This plan will be available as an online packet and/or as a physical packet. This plan will be stapled to the front of the client’s folder, and the client will have regular one-hour weekly sessions scheduled by the Director, AD, or SA. As a consultant, you will need to chart the client's progress with each area of weakness and move on to the next when the client is ready.

**PPST (PRAXIS) Tutoring.** The Pre-Professional Skills Test is required of all education majors to receive teaching certification. The Writing Test is divided into a Grammar section (Usage and Sentence Corrections) of 44 questions (30 minutes) and an Essay section in which clients have 30 minutes to write an essay on a given topic. Tutoring PPST clients will involve working on technical aspects of grammar and writing, as well as test-taking strategies specific to the PPST. Please refer to the PPST practice guides in the LUWS when working with these clients.

**GRE Tutoring.** The GRE general test is required for acceptance to most graduate programs. Clients can receive tutoring to help improve their Verbal and Analytical Writing scores. GRE tutoring, like PPST, will focus on technical aspects of grammar and writing, as well as critical thinking and vocabulary for the Verbal sections. You will also want to provide these clients with GRE-specific test strategies. Please utilize the GRE manuals in the LUWS when working with these clients.

**ELL/Traditional Tutoring.** Clients who do not speak native English may require tutoring as part of a class or may simply desire weekly sessions to work on their English communication skills. Traditional clients may also desire assistance with grammar or punctuation. The diagnostic packet will identify problem areas for you and the client to work on throughout the semester using the Studio’s handouts and resources.

**Thesis/Dissertation Clients.** Graduate clients may receive weekly standing appointments devoted to their theses or dissertations.
Computer Training; Internet and Library Research. Some clients spend more time fighting with their word processors than writing. Please become comfortable enough with Microsoft Office applications to walk them through the basics.

Because we are often asked to help clients become better researchers, you must be able to navigate basic library resources and Internet search engines easily. Of course, don’t do the research for them, but show clients the best places to get the information they seek. Be familiar with the library’s databases. When you are demonstrating these search techniques, use a topic that they are not writing about as an example. Remember, we are here to provide tools for their papers, not sources. If clients need extensive research assistance, please direct them to the staff of Beaman Library.
Service for Instructors

Conducting In-Class Workshops. Consultants will occasionally be asked to conduct a workshop in a professor’s classroom. All workshops must be scheduled through the Director. If a professor wants to schedule a workshop, provide him or her with the Director’s email. Workshops are professional teaching opportunities, so prepare for them accordingly. Prior to the workshop, consultants may schedule 30 minutes of paid preparation time per workshop.

Writing Studio Class Visits. At the beginning of every semester, the LUWS visits classes at the request of instructors to discuss what we can do for clients. Our goal is to provide accurate information about our services, but we also need to demonstrate our friendliness. Take postcards, and make sure you discuss all our services. Consider the following script for classroom visits:

We’re here to tell you a little bit about the Lipscomb University Writing Studio. The LUWS offers free one-to-one tutoring on any kind of writing for any class. Because our consultants are also clients, the LUWS provides a relaxed atmosphere to talk about your writing. A quick disclaimer: we are not proofreaders, so we can’t simply “fix” essays; however, we will work with you during any stage of the writing process—whether you have a finished draft or you’ve just received the assignment sheet.

The LUWS is open to all Lipscomb clients, but that doesn’t mean that you can only come for course-related writing assignments. If you’re having problem with something specific, we have long term tutoring. Long term tutoring is also an option for anyone preparing for the PPST or GRE. Don’t be afraid to make an appointment for writing projects outside of the coursework like resumes, application essays, and even creative.
Remember, the LUWS isn’t just for “poor writers.” At some point, all writers can benefit from talking to other writers. If you look at our brochure, you’ll see our website and instructions for making an appointment. Our hours change every semester, but you can always find them posted on the website. We offer 25 and 50 minute appointments. We take walk-ins, but we always recommend making an appointment because our schedule fills up quickly, especially toward the middle and end of the semester.

**Attendance Notification for Instructors.** Once the client has attended the session, the consultant is responsible for filling out the record form through WC-Online, which will send automatic attendance notification to the instructors once the email is provided.
Consulting 101: A Brief How-To Guide for the Nervous Tutor

Conducting the session: an overview

Prep

1. Before the session begins, you should briefly review client information on the WC Online Registration Form. Here, you’ll find necessary information about the client’s course, instructor, and reasons for coming to the LUWS, including weaknesses the client might have. Also, take time to look over previous session reviews, if any. This can help the consultant understand the client’s needs better. However, never base your appointment with the client on another consultant’s comments.

Greet

2. As you begin your session with a new client, think about how uncomfortable it feels to be in an unfamiliar environment. Remember also that clients may feel punished or inadequate for having to attend the LUWS at all. Do everything you can to put the client at ease: smile and greet the client, introduce yourself, ask the client to pronounce his or her name if necessary. Show the client that you want to help, and convince him or her that you can with your confidence and professionalism.

Review text and set the agenda

3. Next, ask to see the assignment sheet if the client is working on a paper for a class. Ask questions of the client to ensure that both of you fully understand the requirements. Find out where the client actually is in the writing process and when the paper is due. This will help you decide how you and the client can best spend the session.

4. With the client’s help, decide the priorities for the session. These might be determined from the Registration Form, from the paper’s due date, or from the client’s comments. It is essential that you clearly lay out the options for the session and what you can reasonably cover; then, the client can share in
the decision. Often, priorities will change when you start reading the paper, so be flexible. Consider the following scenarios:

a. If a client comes in with two portfolio revisions for his midterm portfolio that is due tomorrow, and you discover serious weaknesses in both organization and mechanics, you could not possibly cover higher and lower order concerns in one session for both papers. Lay out the problems (constructively) and suggest a plan for the session; be honest in telling the client that major problems exist and cannot be corrected in such a short time, but stay positive about what you can do:

   “Lee, I’m seeing some organizational problems in essay one, as well as the major mechanical errors your teacher pointed out in both essays. Ordinarily, I’d like to focus on the organizational issues first, but since we have only 30 minutes and you’ve already said you have to work tonight until 10, we should probably try to figure out as many of these mechanical errors as possible. Your teacher might still find essay one’s organization unacceptable, though. What would you like to do?”

The client can now make an informed decision. If the consultant alone were to determine the focus of the session, the client could go back to the teacher when she marked essay one’s organization as unacceptable and say, “I went to the Writing Studio, and the consultant said we should work on mechanics. She never said anything was wrong with organization.”

b. A client’s paper is due next week, and she indicates that she’s always had trouble with commas and wants to focus on them. You agree and start to look at the paper. As you get into paragraph two, you realize
you haven’t seen a thesis yet. When you stop to ask the client what her thesis is, she can’t tell you. Clearly, with a week before the paper is due, your priorities change suddenly here; working out a thesis and supporting paragraphs becomes critical. Without a clear thesis, perfectly placed commas won’t make a big difference. Don’t forget to encourage the client to come back for the comma review.

The tutoring process

5. With few exceptions, you or the client should read the paper aloud. Leave the decision to the client. Often, clients find and correct mistakes without help simply because they haven’t taken the time to proofread or edit. In addition, words that are incorrect or that sound unnatural are amplified when read aloud. Remember that ELL clients often do not have the ability to recognize such mistakes as they read and are often uncomfortable reading their papers aloud. In this situation, consultants may want to read the paper aloud.

6. Allow clients to maintain control of their paper. Leave the paper in front of the client, leave the pencil in his or her hand, and ask questions. If you find something that sounds unusual or confusing, ask the client what he or she means. Often, the client will say it perfectly in conversation; write down what is said. If the client uses a word that seems awkward, get the dictionary and have him or her look it up. The key to successful tutoring (and avoiding proofreading) is always getting information out of the client instead of giving it to the client. If you’re talking, the client is writing; if the client is talking, you’re writing.

Recap

7. Always encourage the client to make another appointment. Even if the paper is due tomorrow, the client still has other papers to write that will almost certainly mirror the same problems. If the client comes at the end of the semester, suggest getting an early start the next semester.
Documenting the session

8. **Complete the Client Report Form.** Instructors will receive the answers to the first five questions to learn what happened in a client’s session. The Director will use your notes as a reference for discussing the session with the instructor when necessary. Make sure you note the stage of the paper (i.e., rough draft, complete, graded) and when the paper is due. This information is critical for the instructor to determine how much help was given on each paper. Even more critical are detailed notes of the session: the next consultant may find your review helpful in setting an agenda for the next session.

**Checklist for writing effective Session Review notes:**

- Write effectively and clearly; you are publicly representing the LUWS.
- Use accessible language.
- Answer each section as thoroughly as possible.
- Do not judge the client’s writing. You notes should not be subjective.
- Describe the client’s participation in the session, and, if possible, show progress.
- Record any and all problems you have during the session.

**Plagiarism**

9. If you suspect that the client you’re tutoring may be attempting to plagiarize the paper he or she is about to turn in, please be sure to address this issue. Never assume that the client will pull the “plagiarized” material out of the paper before it is turned in. There are many ways that you can address this issue with the client. Remember, when you point out something that is not original to the client, be sure to show the client the proper way to incorporate information into his or her paper.
• Ask the client to describe the passage in question. If he/she cannot, the passage is probably taken from somewhere else and needs to be properly cited.
• Turn the paper over, and have the client re-describe the passage to you from memory. If he or she can’t, the passage is probably not original to the client.
• Have the client define unfamiliar or clunky words. If he or she can’t, the word/passage it is in is probably not original to the client.
• Make sure the client knows what type of citation style in which he or she is working.
• After your session, make sure that you describe everything you did and told the client, including the materials you used to explain plagiarism, in your session review notes.
• Remember, it is not plagiarism until the client turns the paper in!
LUWS Expected Outcomes for Clients and Consultants

Learning Outcomes

Learning Outcomes for Writing Tutoring Sessions
Over time, clients using the Writing Studio will be able to:

- **Outcome 1:** *Become more effecting critical thinkers.* Engage in higher-level critical thinking activities in writing center sessions, including cognitive developmental activities, such as critiquing their drafts, generating ideas, explaining ideas, organizing ideas, and understanding grammatical concepts.

- **Outcome 2:** *Engage in the writing conversation.* Use writing for inquiry, learning, thinking and communicating, and for integrating their ideas with others.

- **Outcome 3:** *Improve their effectiveness as writers.* Understand writing as a process; be aware that it usually takes multiple drafts to create and complete a successful text; understand the collaborative and social aspects of the writing process; develop flexible strategies for generating, documenting, revising, editing, and proofreading.

- **Outcome 4:** *Engage in the global academic community.* Improve their cross-cultural understanding and appreciation of their own cultures.

- **Outcome 5:** *Gain confidence.* Express confidence in their ability to revise and/or edit their texts.

Learning Outcomes for Consultants
In addition to Outcomes 1-5, over time, consultants who work in the Writing Studio will be able to:

- **Outcome 6:** *Identify a client’s of skill level, and assist him/her with any step of the writing process.*
• Outcome 7: Develop a tutoring philosophy.
• Outcome 8: Facilitate client-centered or client-directed learning.
• Outcome 9: Gain confidence explaining writing concepts to various audiences.
• Outcome 10: Demonstrate responsibility for own learning and professional competence.

Learning Outcomes for Community Outreach
In addition to Outcomes 1-10, over time, consultants who work in community outreach projects will be able to:
  • Outcome 11: Learn how to professionally represent LUWS outside the university.
In addition to Outcomes 1-5, clients from the community will be able to:
  • Outcome 12: Gain awareness of the LUWS, and writing centers in general, and its services to the community.

Learning Outcomes for Campus Outreach
In addition to Outcomes 1-10, over time, consultants who work in campus outreach projects will be able to:
  • Outcome 13: Develop ways to promote the use of LUWS to fellow students and professors.
  • Outcome 14: Enhance the LUWS presence on campus.
In addition to Outcomes 1-5, clients from the community will be able to:
  • Outcome 15: Gain awareness of the LUWS and its services to the campus community.
Learning Outcomes for Class Visits: All clients who are present for a LUWS Class Visit should be able to do the following:

- Outcome 16: Locate basic information about LUWS (hours, locations, phone number, and all ways that clients can seek a writing conversation in LUWS).
- Outcome 17: Understand that writing consultations are free and may require no appointment.
- Outcome 18: Explain preparation for and the process of a writing center consultation.
- Outcome 19: Understand how to locate LUWS web site and utilize the resources within the different sections.
- Outcome 20: Appreciate that LUWS is a place where all clients should come for friendly, constructive writing guidance and feedback for all writing projects at all stages of writing.
- Outcome 21: Understand the mission of LUWS: “We’re not here because you can’t write; we’re here because you do.”

Learning Outcomes for Peer Revision Workshop: After attending this workshop, clients should be able to do the following:

- Outcome 22: Identify strategies for revision.
- Outcome 23: Understand the difference between revision and editing.
- Outcome 24: Match revision strategies to particular stages of the writing process.
- Outcome 25: Apply revision strategies to their own writing.
Assessment Tools:
The following will be used for assessment:

- Writing Center Session Form
- Confidential Feedback from Clients
- Observation of Sessions
- Feedback from Faculty
- Feedback from Consultants
Atypical Tutoring

ELL Clients. Consultants may encounter some differences when working with ELL clients:

- **The line between proofreading and assisting may become blurred.** Because ELL clients often do not have a complete command of English, simply pointing out an incorrect word or phrase and telling them to check the dictionary or a grammar guide may not be enough; suggesting that a word or phrase is awkward doesn’t help the ELL client either. You may have to give a little more direction than you usually would with a native speaker. Do not feel like you are giving away the answer; you may be the only resource the client has for learning a new word or a particular grammar point, so use these moments as teaching opportunities. However, as with traditional clients, the ELL client needs to remain the owner of his or her work; avoid rewriting sentences or phrases for the client. Conducting ELL sessions requires a different frame of mind: ask questions, encourage language development through conversation, and suggest long-term tutoring to the client if for no other reason than to dedicate one hour a week to practicing English.

- **Some ELL clients may not understand our rules on plagiarism.** Cultural differences, unfamiliarity with the US academic system, and careless mistakes might lead to unintentional plagiarism in ELL papers. **However, it is not plagiarism until the client turns the paper in.** If you find instances of plagiarism (i.e., the writing suddenly becomes error-free or you notice ideas or facts that need citations), talk to the client about where his or her ideas came from, what sources he or she consulted, etc. Explain the importance of attributing credit in US academics, and provide them with the tools to do so (documentation handouts, style guides, etc.). Remember to document these details and conversations in your notes.
• **The ELL client may become too dependent on the consultant.** With any client, our mission is to produce better writers, not better writing. ELL clients, as all others, may sometimes use the Writing Studio as a fix-it shop to edit their papers. Avoid being used in this way by focusing on only a few grammar points that you notice the client has problems with. Explain to the client what our services are and that while you want to help, editing the paper is really doing a disservice to him or her in the long run.

**Nontraditional Clients.** Nontraditional clients are older, returning clients who are often coming back to school after an extended break to raise family, military service, time for a career, an additional degree, or any number of reasons. Often these clients feel insecure about their writing abilities. However, they usually possess the writing skills they need and are driven to succeed. Remember to work patiently with these clients because they may need extra time or explanation. Find one of their strengths, and reinforce that aspect of their writing. Handouts on introductions/conclusions, transitions, and essay organization work well for this group of clients. Long-term tutoring may also be suitable for some nontraditional clients. Ultimately, these clients are capable of college-level writing, but simply need encouragement and support from consultants.

**Non-English Department Papers.** The main thing to focus on when working with these clients is clarity, organization, detail and meeting the assignment (HOCs). Ask questions to help develop the topic to make sure the paper makes sense to you as an outside reader, thereby helping the client with defining audience.

**Group Tutoring Sessions.** Group tutoring sessions can be challenging, but remember that patience is key to a successful group session.

1. Read over the assignment sheet with the entire group and discuss each group member’s role in the project.
2. Discuss each individual role in detail and determine how the group members can address their collective objectives.

3. Once all group members understand their roles in the project, discuss ways to synthesize their roles together into one whole.

Usually, the group contains a leader, one who is determined to take charge of the project, and a few shy clients who are more comfortable in the background. Consultants should work to include each writer’s voice in the project by asking specific and direct questions to all group members.

Difficult Sessions or Clients:

- **Required Attendance.** All Lipscomb Seminar students are required to attend the LUWS **two times during the fall semester.** Also, instructors sometimes require clients to attend the studio to replace absences or to participate in revision opportunities. Clients who come to the LUWS to meet requirements sometimes feel that they are being punished, or, even worse, they think they do not have to participate and can still receive credit simply for showing up. Instead of becoming frustrated, treat this situation as an opportunity to reach a client who is unaware that he or she might actually need help.

- **The Manipulative Client.** Manipulative clients should be handled carefully, yet firmly, from the beginning. These clients often demand a particular consultant or consistently cancel/fail to show up to scheduled appointments. Some situations may include the following:
  - The client walks in, hands the consultant the paper, and sits back with arms folded.
  - The client answers open-ended questions with one word and wants no control over his or her work.
  - The client is content to simply wait while you edit the paper and often does not react when the consultant refuses to provide this service. If
the client claims his or her last consultant did it, remind the client of our policies and provide options for what you can do during the session.

Manipulative clients are taxing on the LUWS spirit as a whole. Adhere to session guidelines to avoid problematic sessions, and remember that you can terminate sessions in extreme situations. Remember that if you feel threatened at any time, end the session and call in another LUWS employee, English professor, or Campus Security. Also, always note manipulative behavior in your session review notes and talk to the Director.

**Long-Term Tutoring.** These clients attend one 50 minute session per week throughout one semester. Follow the *Long-Term Assistance—Individualized Plan* in the client’s folder, and remember to move at the client’s pace and provide encouragement during the tutoring process. Stress the importance of regular attendance and practice outside of the LUWS.

**Consultant Burnout.** Not all session problems begin with the client. You will be taking courses, working in the LUWS, and balancing outside responsibilities. Know your schedule, note periods of heavy activity, and start early on your own projects. **You should never plan to get homework or essays done during your scheduled LUWS time,** nor should you ask for time off to complete schoolwork. Your LUWS assignment is a job like all others, and although your responsibilities here are related to your client needs, they do not replace them. Even when you are overwhelmed, maintain a positive attitude during your sessions. If you need someone to talk to, please see the Director.

**When a Session Goes Wrong**

**Sexual or Racial Harassment.** Defined briefly as any verbal or physical conduct that interferes with a person’s academic or work performance or
causes an uncomfortable environment, sexual or racial harassment of any sort will not be tolerated in the LUWS. If you are a victim of harassment in the LUWS, report the incident to the Director. If the incident occurs during a session, you have every right to end the session immediately, notify the Director, and write up your experience as soon as possible. Remember that tutoring can be an intimate experience for some people; stay professional at all times. Never consult alone, and never consult in a Studio space with the door closed. Be smart, and avoid putting yourself at risk.

**Terminating the Session.** WCs always have the right to terminate particularly difficult sessions for appropriate reasons. If this occurs, WCs must contact the Director and write up what happened in the session. If a client wishes to file a complaint, please provide him/her with the Director’s email address.
Responsibilities for Consulting Staff

This is a preliminary list of your responsibilities for the year as a consultant in the LU Writing Studio:

| 1. working your full number of hours a week; letting Dr. Watkins know if you cannot be at work or ensuring another Consultant can take your hours |
| 2. treating the LUWS as a shared workspace |
| 3. participating fully in the orientation meeting and any other staff meetings |
| 4. becoming familiar with the LUWS webpage |
| 5. providing a picture and bio to Katie Sealy by Friday, 8/30 |
| 6. following all policies and procedures outlined in this manual |
| 7. meeting with Dr. Watkins when you encounter tutoring difficulties |
| 8. becoming familiar with and helping to develop LUWS resources (manuals, style guides, handouts, texts, etc.) |
| 9. contributing to the studio’s long-term goals by helping with administrative tasks when not tutoring. |

Attendance

1. Please email Dr. Watkins as soon as you know that you must miss work; however, you are responsible for ensuring that your shift is covered. Avoid waiting until right before your shift to let us know; rescheduling is almost impossible at that point.

2. Please allow plenty of time for traffic or parking problems. When consultants are late, clients with scheduled appointments are forced to wait for the next available session. This presents an unprofessional image to clients and makes accomplishing anything in the session difficult. **If you know you are going to be late, please call 966-1400 as soon as possible so we can shift appointments if necessary.**
3. **You must stay through your entire shift even if you have no final appointment.** You will need to be available to assist other consultants, complete LUWS-assigned tasks, schedule appointments, etc.

4. **If you have empty appointment times in your day, you must still be available for walk-ins.** These down times are not for running errands; use this time between appointments to catch up on LUWS paperwork, work on administrative duties, etc. Always let the other consultants know your whereabouts if you leave the Studio. You may not leave the building during your paid shift. If you leave the building, you will run the risk of being late for your next appointment. Please plan accordingly.

5. **Do not schedule breaks for yourself.**

**B. Meetings**

Attendance at **staff meetings** is essential for all consultants during the fall and spring semesters. Staff meetings will count towards your paid hours. Days and times for staff meetings will be announced each semester.

**C. Professionalism**

The need for professionalism in every aspect of our operation cannot be stressed enough. Increasing our client base and keeping those clients coming back, as well as maintaining the support of faculty, are essential to keeping us in business.

It is important to remember:

1. **Client records and client sessions are confidential.** Please remember that you cannot discuss sessions outside the LUWS or with non-staff members; this includes clients and instructors who do not work for the LUWS.

2. **Be mindful of statements you make while clients are in the room.** An off-hand comment about a professor, a criticism of the university, or an assertion of personal belief can undermine our ability to reach the client. Conversations should be held quietly and privately.

3. **Never assess a paper’s potential grade.** Our only goal is to increase the client’s skill and comfort with writing. We are in no position to determine what grade a paper will earn or suggest that one should have earned a different grade. Our
role is to support both the client and the instructor. If asked for your assessment of an English paper, explain our policy for not assessing papers.

4. Do not undermine the instructor’s authority by becoming involved in a “gripe session” with the client. While listening to the client is one of your primary tools for helping him or her, you should make every effort to steer the session back to the assignment at hand.

5. While we strive to create a comfortable environment for clients and consultants, always remember that we are operating a business. Keep your shoes on, stay awake and upright, and use each piece of furniture as it was intended.

6. Remember that the way you dress reflects on the professionalism of the LUWS.

7. Do not conduct sessions with gum or candy in your mouth.

8. **Please remember to clean up after yourself.**

9. Occasionally, editing/proofreading jobs are referred to the LUWS. Because we do not offer this service, these jobs are sent to the Director, and then are sent out to the consultants. These are available on a first come, first serve basis, and consultants must take the job outside of your LUWS working hours. Editors can either charge by the page or by the hour; private tutoring fees will obviously be by the hour. Remember how much your time is worth when you accept these jobs, as well as your own deadlines compared to your new client’s. New editors typically expect $15-20/hr while experienced editors may charge $25-30/hr. If you are working on a dissertation, you could expect to charge $18-30/hr, and make sure that you are clear on what your client expects you to do before accepting the job.

**E. Resources**

If you find handouts or exercises lacking, feel free to create some of your own or let your Director know what you need.

**Don't forget to review the style manuals for other departments, especially APA.** Though the bulk of the clients we see use MLA format, other styles are used as well, such as SBL, ASA, Chicago, APA, and Turabian. Familiarizing yourself with these texts early on will be helpful when your clients bring them to tutoring sessions.
G. Opening and Closing Protocol

Opening the Studio:
1. Clock in on one of the computers using Kronos.
2. If you are the first one in, ask Karen (or the front desk worker) to check out a laptop.
3. Log on to WC Online to pull up the schedule.
4. Put out the Writing Studio banner where it is visible.
5. Pull out the LUWS cart, and be sure that you have everything you need. *Email Dr. Watkins if anything is low or missing!
6. Be sure to fill out your Client Report Forms immediately after the appointments. Be thorough.
7. Make sure that clients with appointments are served before walk-ins.
8. Complete tasks from the Consultant “To Do” list as time allows.
9. Let Katie, Allie, Ellen, or Megan know if copies are needed.

Closing the Studio:
1. Make sure all Client Report Forms are complete.
2. Return the cart to the conference room.
3. Return the laptop to the desk worker.
4. Clock out using Kronos.

H. Inappropriate Use of Studio Resources
Keep in mind that this is a shared space with a limited budget. Also, you should not be in the LUWS after hours or on weekends without the permission of the Academic Success Center.

I. Telephones
The ASC telephones are for business use only. Please do not give out the numbers to family and friends for casual use (emergencies are obvious exceptions). Making quick phone calls is understandable, given that you may be at work and in class for most of the day. Nonetheless, keep in mind the purpose of the phones, and make your calls as short as
possible. If you take a message for the staff, please make sure that you pass the message along in a timely manner.

J. Cell Phones

Turn your cell phone on silent while you are in the LUWS. If you are tutoring and the client’s cell phone repeatedly disrupts the session, you have every right to end the session kindly and firmly. Please leave the Writing Studio if you must use your cell phone. Similarly, do not engage in text messaging while in the main spaces of the LUWS. This sends a contradictory message to clients.

M. Performance Reviews

1. Client reviews. Throughout the year, we may ask clients to complete anonymous LUWS evaluation forms. These evaluations are designed to help the consultants become better at what they do and to suggest improvements when needed.

2. Peer observations. Before midterm during the fall semester, each consultant may be asked to formally observe another consultant. The completed forms should be given to the Director who will make a copy to give to the observed consultant. The purpose of this observation is not to evaluate each other but to gain insight into the ways that other consultants handle sessions and use resources.

3. Director’s Evaluation. The Director will observe each consultant in a session and provide feedback through an individual conference. Additionally, if at any time you would like to discuss any aspect of our operation, your responsibilities as a consultant, or your performance as a consultant, don’t hesitate to come to the Director for support.

N. Staff Guidelines for the Ethical Use of LUWS Technology

Because the online environment allows the writing studio staff access to information, both public and private, it has become necessary to provide a framework for the ethical use of LUWS technology. This framework is not meant to be condescending or punitive; rather, it is intended to provide a map for professional behavior.
1. Avoid opening and viewing tutorial notes not related to your own appointments, except when necessary (see #5 below for an example of when this may be necessary).

2. **Never** give persons, other than LUWS staff members, access to tutorial information—either on or off campus.

3. **Never** allow others to use your WC Online username and password.

4. If possible, allow your clients to see and to approve your tutorial notes before they are sent to instructors.

5. Tutorial notes should be non-judgmental, honest, brief, well-edited, and detailed without violating client privacy. If you are unsure of your notes, ask another staff member to read them.

6. Tutorial information must be accurate and complete because it is collected as data that is integrated into reports sent to faculty staff and administrative personnel. The data results also provide information that helps in the efficient administration of the writing center.

7. Do not send or show online consulting transcripts of student papers or chat dialogues between tutors and clients to non-staff persons. Copies of interaction on the “online consultant” program should be used only for professional purposes. Check with the Director or Assistant Director if unsure what constitutes a professional purpose.

8. Online tutorials should be handled with the same grace as face to face tutorials. If necessary, use emoticons and encouraging and positive language to substitute for lack of non-verbal cues.

9. Before altering your online schedule, deleting appointments, or trading clients with another tutor, clear the change with the Director or Assistant Director.

**H. Children in the LUWS**

The LUWS allows children under the supervision of a legally recognized guardian. The guardian should stay with the child at all times, and if the child becomes disruptive, the LUWS reserves the right to end the guardian’s session...
at any time. The guardian is legally responsible for the child’s safety and behavior while in the studio.

O. Final Reminders

1. Be sure that your behavior toward clients is at all times welcoming and supportive. If issues arise that might prevent you from acting graciously toward the client, see the Director or Assistant Director for help.

2. If a situation arises that you feel is ethically questionable, get feedback from a peer, the Director, or Assistant Director.

3. Lateness or absenteeism without notifying the Director or Assistant Director will not be tolerated because it shows lack of respect to the clients and co-workers who will be inconvenienced.

4. Termination can occur if a consultant consistently fails to meet the policies and procedures listed above.
Appendices

Appendix a: Emergency information
Appendix b: Forms
Appendix c: WC Online Manual
Quick Resources: Handouts
Appendix a: Emergency Information

L. Emergency Information

1. In the event of a fire…
   Exit the room to the left and exit out the door. Turn your cell phone ringer on so that you can be found if needed. Please do not leave the general area without talking to Dr. Watkins or someone from the ASC.

2. In the event of a tornado…
   a. You should hear the tornado siren.
   b. Everyone should go to the interior room ASC.
   c. We will stay in this location until an all clear is given.

3. Emergency Text Messaging Service. LU offers a free service that will notify all subscribers of campus emergencies (i.e., tornados, cancellations, threats, etc.) by text message. Please enroll in this service by registering at http://lualert.lipscomb.edu/.

4. In the event of a power outage, it may be necessary to close the Studio. The Studio is equipped with flashlights and batteries. If the power goes out for an extended period of time defer to the staff of the ASC. Use your best judgment if the administration is not around. Wait a few minutes to see if the power comes back on, and if it does not, end sessions that are in progress. If the power does not come back on in 30 minutes, close the LUWS. Make a sign and put it on the door for any client that comes for an appointment.

5. In the event of a mandatory building evacuation, exit and meet by the clock tower until an all clear has been given. If an evacuation is called, you should receive a text message, voicemail, or email alerting you. Be alert, and make sure that the studio is evacuated. In the event of a mandatory lockdown, close and lock the main LUWS door as soon as possible. Do not open the door for anyone until the all clear has been given, and do not leave the studio. Clients in the studio during the lockdown must stay in the studio.
Beaman Library 141

Long-Term Tutoring—Individualized Plan

Name ___________________________ Date ______________ Evaluator _______________

Priorities:

_____________________________________________________________________________
_____________________________________________________________________________________
_________________________________________________________________

<table>
<thead>
<tr>
<th>Tutorial/Exercise/Lesson</th>
<th>Date</th>
<th>Score (if applicable)</th>
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</thead>
<tbody>
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</table>
Peer Observation, For SA Use

Consultant name _______________ Date _______ Peer Observer ________________

1. How did the Consultant begin the session? Was it appropriate?

2. Was the paper read aloud? Who read the paper? How was this decision reached?

3. What were the priorities for the session? How were they determined? Should the priorities have been different?

4. What specific advice did the Consultant give? How did the writer respond?

5. What materials did the Consultant use in the session?

6. What was the client’s involvement in the session? What did the Consultant do to encourage participation?

7. Did the session end on time? Did the Consultant encourage the client to return for another appointment if necessary?

The following questions are reflective of the session:

What did the Consultant do well?

What skills will you take away from observing this Consultant?
Consultant Performance Evaluation, For Director’s Use

Consultant name __________________________ Date ______ Evaluator(s) ________________

Evaluation Values:
5—the Consultant’s work performance consistently exceeds expectations;
4—the Consultant’s work performance frequently exceeds expectations;
3—the Consultant’s work performance meets expectations;
2—the Consultant’s work performance frequently does not meet expectations and must improve immediately;
1—the Consultant’s work performance consistently does not meet expectations and must improve immediately.

The comments for each section give specific feedback on what the consultant is doing well and what he/she needs to improve.

Sessions (70% of overall evaluation)

<table>
<thead>
<tr>
<th>Demonstrates a mastery of materials</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. assignment requirements</td>
<td></td>
</tr>
<tr>
<td>b. handouts and exercises</td>
<td></td>
</tr>
<tr>
<td>c. grammatical/mechanical rules and documentation styles</td>
<td></td>
</tr>
<tr>
<td>Sets up the agenda with the writer</td>
<td></td>
</tr>
<tr>
<td>Asks questions to elicit writer participation</td>
<td></td>
</tr>
<tr>
<td>Uses positive body language and eye contact to encourage writer input</td>
<td></td>
</tr>
<tr>
<td>Uses specific, positive feedback and refrains from general appraisals</td>
<td></td>
</tr>
<tr>
<td>Makes the writer feel comfortable</td>
<td></td>
</tr>
<tr>
<td>Is generally positive and enthusiastic about sessions</td>
<td></td>
</tr>
<tr>
<td>Begins and ends the session on time</td>
<td></td>
</tr>
</tbody>
</table>
Comments

**General Conduct/Demeanor (30% of overall evaluation)**

<table>
<thead>
<tr>
<th>Shows responsibility in time management</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. arrives on time and works complete shifts</td>
<td></td>
</tr>
<tr>
<td>b. has good work attendance</td>
<td></td>
</tr>
</tbody>
</table>

| Exhibits professionalism |  |

<table>
<thead>
<tr>
<th>Contributes to the positive atmosphere of the LUWS</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. is friendly and helpful to those who call or come into the LUWS</td>
<td></td>
</tr>
<tr>
<td>b. keeps the LUWS and personal work space neat</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has an attitude of teamwork in relationships with Consultants</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. treats other Consultants with respect and courtesy</td>
<td></td>
</tr>
<tr>
<td>b. willing to help with a session question/problem when available</td>
<td></td>
</tr>
</tbody>
</table>

Comments
Student Administrator Performance Evaluation  
(for Director)

SA name _________________ Date ______ Evaluator(s) _______________

Evaluation Values:
5—the SA’s work performance consistently exceeds expectations;
4—the SA’s work performance frequently exceeds expectations;
3—the SA’s work performance meets expectations;
2—the SA’s work performance frequently does not meet expectations and must improve immediately;
1—the SA’s work performance consistently does not meet expectations and must improve immediately.

The comments for each section give specific feedback on what the SA is doing well and what he/she needs to improve.

Administrative Responsibilities (70% of overall evaluation)

<table>
<thead>
<tr>
<th>Demonstrates a mastery of tutoring sessions</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ready and willing to help during sessions</td>
<td></td>
</tr>
<tr>
<td>b. offers clear and correct tutoring advice</td>
<td></td>
</tr>
<tr>
<td>c. serves as a “model consultant”</td>
<td></td>
</tr>
<tr>
<td>Consistently and effectively mentors Consultants</td>
<td></td>
</tr>
<tr>
<td>Relays problems or suggestions in a timely manner to the Director</td>
<td></td>
</tr>
<tr>
<td>Handles client problems and questions in the absence of the Director</td>
<td></td>
</tr>
<tr>
<td>Is active in the mentoring of SAs-in-training</td>
<td></td>
</tr>
</tbody>
</table>

Comments
### General Conduct/Demeanor (30% of overall evaluation)

<table>
<thead>
<tr>
<th>Shows responsibility in time management</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. arrives on time and works complete shifts</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Exhibits professionalism</td>
<td></td>
</tr>
<tr>
<td>Contributes to the positive atmosphere of the Lipscomb University Writing Studio</td>
<td>--</td>
</tr>
<tr>
<td>a. is friendly and helpful to those who call or come into the LUWS</td>
<td></td>
</tr>
<tr>
<td>b. keeps the LUWS and personal work space neat</td>
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<td>b. willing to help with a session question/problem when available</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**
Client Complaint Form

Name of person submitting form: ________________________________

Client ID: ___________________ Phone: ___________________

Major: ___________________ Circle one: FR, SO, JR, SR, Grad

Course# (For example LU 1103, EN 1123, etc…): _______________________

Instructor’s full name: ________________________________

Consultant you worked with during this session: ______________________

Summary of complaint

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Signature: ________________________________ Date: ________________

Please turn this form in to the Director in Swang 120A. Thank you; your complaint will be addressed promptly.
Consultant Response Form

Name of person submitting form: ________________________________

Client issuing complaint: ________________________________________

Date the session took place: ___________ Time: ________________

Please give, to the best of your knowledge, a summary of the session. Please remember to include any materials used or that you attempted to use.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Signature: ________________________________ Date: _________________

Please turn this form in to the Director in SW 120A. The Director may ask to speak with you about this matter in private. Please remember that any session that happens in the LUWS is confidential.
## Registration Form

**Question #1**  
**Student ID**  
Required Question

**Question #2**  
**Athlete?**  
Required Question

**Question #3**  
If you are an athlete, which sport do you play?  
Optional Question

**Question #4**  
**Standing**  
Required Question

<table>
<thead>
<tr>
<th>Standing</th>
<th>Required Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman, Sophomore, Junior, Senior, Graduate Student, St.</td>
<td></td>
</tr>
</tbody>
</table>

**Question #5**  
**First or Home Language**  
Required Question

**Question #6**  
**Major**  
Required Question

**Question #7**  
**Adult Degree Program**  
Required Question

**Question #8**  
**Professor's Name (If someone sent you)**  
Optional Question
<table>
<thead>
<tr>
<th>Question #1</th>
<th>Course</th>
<th>Required Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question #2</td>
<td>Name</td>
<td>Required Question</td>
</tr>
<tr>
<td>Question #3</td>
<td>Instructor</td>
<td>Required Question</td>
</tr>
<tr>
<td>Question #4</td>
<td>Instructor's Department</td>
<td>Required Question</td>
</tr>
<tr>
<td>Question #5</td>
<td>Instructor's email address</td>
<td>Required Question</td>
</tr>
<tr>
<td>Question #6</td>
<td>Required visit</td>
<td>Required Question</td>
</tr>
<tr>
<td>Question #7</td>
<td>Due Date of Assignment</td>
<td>Required Question</td>
</tr>
<tr>
<td>Question #8</td>
<td>Did you bring your assignment sheet</td>
<td>Required Question</td>
</tr>
<tr>
<td>Question #9</td>
<td>Where are you right now in the writing process</td>
<td>Required Question</td>
</tr>
<tr>
<td>Question #10</td>
<td>Did your instructor send you</td>
<td>Required Question</td>
</tr>
<tr>
<td>Question #11</td>
<td>What would you like to work on today?</td>
<td>Required Question</td>
</tr>
</tbody>
</table>
### Client Report Form

**Question #1**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Required Question</th>
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</table>

**Question #2**

<table>
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<tr>
<th>Instructor Name</th>
<th>Required Question</th>
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</table>

**Question #3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Required Question</th>
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</thead>
</table>

**Question #4**

<table>
<thead>
<tr>
<th>What did the student want to work on?</th>
<th>Required Question</th>
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</table>

**Question #5**

<table>
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<tr>
<th>What were the three main suggestions from the</th>
<th>Required Question</th>
</tr>
</thead>
</table>

**Question #6**

<table>
<thead>
<tr>
<th>Confidential Notes or Comments</th>
<th>Required Question</th>
</tr>
</thead>
</table>
Quick resources: handouts