

U niversity

W riting

C enter

Policies & Procedures



UNIVERSITY
WRITING CENTER
College of Arts and Sciences
www.uab.edu/writingcenter

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UWC Services

1

The University of Alabama at Birmingham Writing Center (UWC) offers a wide range of services. The UWC requires tutors to be familiar in all areas of service and able to perform many of the services offered. It is important for all tutors to be well rounded and provide the maximum help to our students. In this chapter you will find all the services offered by the UWC.

- 1.1 Face to Face Tutoring
- 1.2 Online Tutorials
- 1.3 Workshops
- 1.4 Ask-a-Tutor
- 1.5 University Writing Center Orientation



Figure 1.1- University Writing Center

1.1 Face-to-Face Tutoring

During face-to-face tutoring, the student may ask for help at any level of the writing process. Students from any educational concentration may take advantage of this service. The student is allowed up to 2 sessions per week of 30 minutes each. The structure is diverse so the tutor has time to offer helpful tips and hints to the student. It is important that the tutor reminds the student that he/she must have full involvement and that no work will be done for them. Students are allowed to walk-in on a first come basis, but please stress about making an appointment.



Figure 1.2- Face-to-Face Tutoring

1.2 Online Tutorials

An online tutorial is a service that is only offered for online English classes, but not just for English majors. This is a WCOonline only service that is always offered by an adjunct professor. The student can expect feedback within 48 hours. The student must be aware that they cannot wait until the last minute to contact a tutor.

1.3 Workshops

The UWC offers both in-class and in-center workshops. In-class workshops must be requested by faculty. They are generally when a professor has noticed a class-wide problem. The UWC prefers to do workshops in the center, but if requested the tutor may travel to the individual class. In-center workshops are completely tutor driven by what the UWC deems important; although if requested the UWC may conduct a content specific workshop. Tutors must plan and lead all workshops offered by the UWC. Tutors will be awarded comp time for this service.



Figure 1.3- shows an example of a workshop

1.4 Ask-a-Tutor

Ask-a-Tutor is an e-mail service offered to all UAB students with concerns in their written work. All submissions must be no longer than a paragraph. Complete paper submissions will not be accepted under any circumstances. This service is most often sought out by students who need help with their citations. Tutors must be familiar with both MLA and APA formats. The student can expect a reply within 48 hours.

1.5 University Writing Center Orientation

The UWC orientation is required for all students taking English 091 (EH 091). Orientation is available for all classes offered by the University. The orientation informs students on what the UWC does and how it works. The UWC prefers to do workshops in the center, but if requested the tutor may travel to the individual class. Tutors are awarded comp time for this service.

Privacy and FERPA

2

Chapter two covers the legal side of the UWC by informing the clients of their rights and the tutors of their legal obligations.

- 2.1 Things Tutors Need to Know
- 2.2 Tutors and FERPA
- 2.3 Tutors and Talking About Tutoring Sessions
- 2.4 Tutors and Grades
- 2.5 Tutors and Assignments
- 2.6 Tutors and Client Report Forms

2.1 Things Tutors Need to Know

- Be familiar with FERPA.
- Tutors should never talk about a tutoring session with a fellow tutor or instructor. Note: Exception for EH 091 students (Chapter 6).
- Tutors cannot predict how an instructor will evaluate a paper; therefore, do not “ball park” a grade for the client.

Whether a tutor agrees or disagrees with an instructor’s assignment, the assignment should not be discussed outside of the tutorial.

2.2 Tutors and FERPA

What is FERPA?

“The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.” The act is designed to protect students’ private information from being released without their permission, much like The Health Insurance Portability and Accountability Act (HIPAA) protects patients’ medical records.

Who does it protect?

Not only does FERPA protect the students, but is also an asset to the tutors in the UWC. When a student comes to the writing center (aside from EH 091 Students) they are often times frustrated and hoping to correct mistakes in their work. Some may even ask their tutor to update their instructor on how well they are doing in tutorials in hopes that their grade will improve. This is completely inappropriate, thus a tutor must refrain from partaking in the student’s request. To learn more about FERPA in regards to privacy, please visit UAB’s FERPA website: <https://sa.uab.edu/enrollmentservices/ferpa/>

2.2.1 Example of a FERPA Violation

A conversation between a tutor and student after a tutoring session

Tutor: “You did great today! I hope this helped with the paper that you have coming up.”

Student: “Yeah! Me too, I can’t afford to fail this class. Do you think that you could tell Professor Smith how hard I am trying? I think if he knew that, he would grade me easier on the next paper. I really can’t afford to fail this class.”

Tutor: “Sure! Yeah, I’m sure he’ll see how hard you’ve been working. I don’t think he’ll fail you!”

If the tutor had been familiar with FERPA, they would have known that this was a major violation. This creates an uncomfortable environment for the UWC and the students. In the scenario above, the tutor should have informed the student that speaking to the instructor in this regard violated FERPA.

(Note: A client report form can be filed in WCOOnline so that a teacher can see that a student did come to the writing center, but that is the only form of communication that is acceptable.)

2.3 Tutors and Talking About Tutoring Sessions

Tutorials are easy to become the topic of conversation between tutors, especially if they are particularly challenging or difficult. However, this must be avoided. Annoyance or pleasure at the expense of a student’s lack of understanding is inappropriate.

2.3.1 Consider the Following Example

In the crowded UWC after a tutoring session, two tutors are discussing students' difficulties.

Tutor 1: "That was a difficult session with insert student's name here. She never gets what I am trying to show her. I don't understand how someone could not get that! It's so easy."

Tutor 2: "I know what you mean! I just had a session with insert student's name here, and I just couldn't believe that he didn't get it! It was so frustrating!"

It would be extremely easy for the conversation above to get passed around campus. It could result in very upset constituents such as: students, parents, and administration. It is a violation of the students' rights and in extreme cases could result in a lawsuit. Remember:

- Tutors should not complain about a session to another tutor.
- It's unprofessional. Tutors should never talk about a student in front of another student.

2.4 Tutors and Grades

Students often ask tutors to assign an estimated letter grade value to a paper, expecting a near exact evaluation that a professor would give. Although this request may seem innocent enough, it is important for students to understand that tutors do not know how any professor will grade any paper; there is no formula for paper grading. "Ball parking" a grade could ultimately hinder the student's confidence and subsequent progress in a course if the tutor's estimate does not match up with the professor's assessment. Therefore, grades should not be discussed during a session at all, as it could result in unnecessary problems or misunderstandings between professors and the UWC.

2.4.1 Consider the Following Example

After a tutoring session, a tutor and a student discussing the final draft of a paper

Tutor: How do you feel about this paper? Any last questions or concerns before you have to turn it in?

Student: I'm feeling pretty good about it. I think I'm doing much better now than I did on some of my other papers.

Tutor: Great!

Student: I need to get an A on this one to be where I want to be in the class, though? Do you think I'll make it?

Tutor: I'm sure you will! This is your best one yet!

Although the tutor meant to be encouraging, the response could have been damaging. If you find yourself in a similar scenario, tell the student that you cannot speak for the professor, and instead remind them that progress is what's most important.

2.5 Tutors and Assignments

While a student may complain to a tutor about an assignment, tutors are never to comment on the validity or purpose of the assignment, but serve as tools for successful completion of course work.

2.5.1 Consider the Following Example

Beginning of a tutor session, a student talks to the tutor about the assignment they will work on for the session.

Student: I can't believe I have to write a twenty-page paper for this class! It's not even a part of my major! This is so dumb.

Tutor: Yeah, it does seem a little excessive for a general education requirement, but I'm sure the practice will come in handy later on.

Instead of giving your best judgment of an assignment (whether positive or negative), encourage the student to give it his or her best effort, and direct the student to the professor if he or she has any concerns.

2.6 Tutors and Client Report Forms

On WCOOnline, there is a client report form that should be filled out after every meeting. These forms are a great way to track the progress of each student, to compile information on how and by whom the UWC is used, and to serve as a reference should the student have a session with a different tutor on any given visit. Make the most of these forms by taking detailed notes of each session. This will help avoid redundancies and serve as a small "memory jogger" from session to session.

When tutoring a EH 091 student, these forms are automatically forwarded to his or her professor. This is to ensure the best possible learning experience for the student, as both the tutor and the professor will be able to share observations and be consistent in identifying and addressing the same struggles in the student's work.

If the student is not a EH 091 student, the tutor may not forward a report anyone without the student's consent. Protecting student information and ensuring student privacy allows the UWC to maintain a safe learning environment conducive to students asking questions and seeking help, and should be the top priority of every tutor.

WOnline

3

Chapter 3 of the UWC Policy Manual highlights information about operating WOnline. WOnline allows clients to schedule their own appointments and allows tutors to record sessions. This section includes common tasks and general rules that tutors should be familiar with when working with both clients and WOnline.

- 3.1 Purpose
- 3.2 Common WOnline Tasks
- 3.3
- 3.4 Dos and Don'ts
- 3.5 WOnline Backup Plans
- 3.6 Other Concerns

3.1 Purpose

WOnline presents a twofold purpose:

1. WOnline removes the necessity for clients to contact a UWC employee to schedule an appointment. Clients have more control and flexibility when they schedule their appointments through WOnline.
2. WOnline provides the UWC with a record-keeping system. This system possesses a smart feature that records the traffic of UWC visitors. Record-keeping benefits include helping EH091 clients keep track of their required appointments and allowing UWC employees to closely monitor and prevent any record issues. The most important reason for record-keeping is to keep school officials and administrators informed on the UWC's operations and progress. Following proper documentation procedures increases the likelihood of receiving continued funding from the university.

3.2 Common WOnline Tasks

This section offers tutors quick instructions on how to perform common tasks on WOnline:

- To understand the color code system for appointments:
Hover over the yellow "HELP?" icon (see Figure 3.1) located on the taskbar in the top left corner of the homepage. A small window appears with the color legend placed near the bottom explaining what each color represents.
- To view scheduled clients:
Click a highlighted timeslot (see Figure 3.1) on the homepage to view a client for any given day. In addition to the client's name, the tutor will see the client's type of assignment and from what class the assignment originated.
- To fill out a CRF: (see Figure 3.3)
Click on a client's existing appointment. A window appears detailing the client and appointment information. Click the link labeled "Add New" near the bottom of the page within the "Admin Options" area. A CRF window appears where the tutor then records the appointment that just ended.
Tutors must fill out a CRF after every client session. Information required includes client name, date, length of session, instructor, and assignment discussed. Tutors are encouraged to write a brief, neutral comment describing only what happened during the session. Comments are to be objective, factual, professional, and never critical. There is also an option to email the CRF to students and/or faculty at the bottom of the window.
- To fill out an off-schedule CRF:
Click the white paper icon (see Figure 3.1) located in the toolbar in the top left corner of the homepage. A window appears allowing the tutor to fill out the form (see Figure 3.2). This form is for walk-in clients and any additional comments discussed with the client outside of an appointment. This form is very similar to the normal CRF form (see above).
- To add a new client to the system:
Click the icon that is the profile of a person's face (see Figure 3.1), located to the right of the paper icon within the toolbar in the top left corner of the homepage. A window appears allowing the tutor to fill out the new client registration form.
- To view a client's list of past tutorials:
Click the calendar icon (see Figure 3.1) located to the right of the face/profile icon within the toolbar in the top left corner of the homepage. A window for the Master Appointment Report screen appears allowing the tutor to conduct a filtered search by client (see Figure 3.4).
- To modify or cancel an existing appointment:
Click on the client's appointment timeslot on the homepage. A window appears allowing the tutor to make changes as needed.
- To update profile information and email preferences:
Hover over the text "WELCOME [NAME]!" (see Figure 3.1) in the top left corner of the screen above the toolbar on the homepage. A menu drops down listing a number of options for tutors. The first two links listed are "Update Profile and Password" and "Edit Email Preferences." Clicking on either link allows the tutor to make changes accordingly.
- To manage clients and records:
Hover over the text "WELCOME [NAME]!" (see Figure 3.1) in the top left corner of the screen above the toolbar on the homepage. A dropdown menu appears. Click on the link "Client & Form Management" and a new page appears listing the UWC's client database (See Figure 3.5). Tutors can search clients, view records and appointments, make changes, and more.
- Still need help?
Hover over the "HELP?" icon (see Figure 3.1) on the toolbar located in the top left corner of the homepage. A window appears listing general answers to scheduling questions such as how to make an appointment and how to cancel or modify appointments.

3 WOnline

- OR for the complete help manual for WOnline:
On the homepage, hover over the "WELCOME [NAME]!" (see Figure 3.1) and click the link labeled "Product Manual & Support" within the dropdown box.
- OR simply follow this link:
<http://help.myWOnline.com>

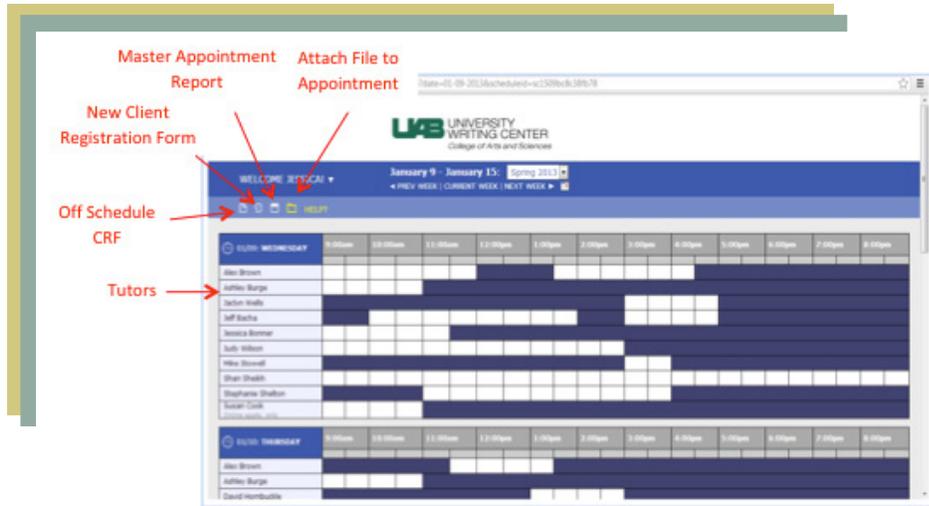


Figure 3.1- Tutor Home Page

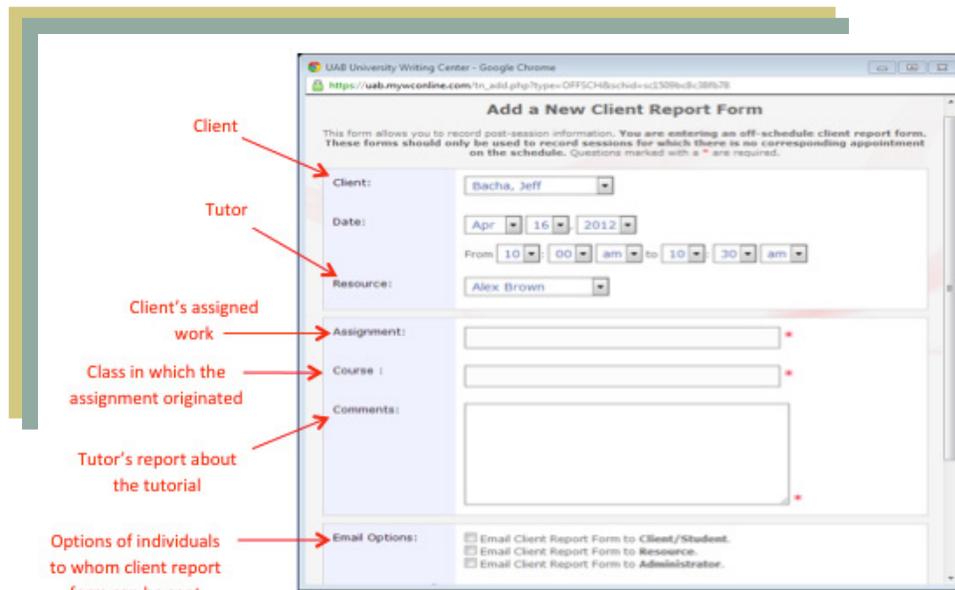


Figure 3.2- Off-schedule Client Report Form

Add a New Client Report Form
This form allows you to record post-session information. Questions marked with a * are required.

Client: Jeff Bacha

Date: January 16, 2013: 9:00am - 9:30am

Actual Length of Session: 30 minutes

Resource: Alex Brown

Assignment: Personal narrative *

Course : English 101 *

Comments: Jeff brought a first draft of his personal narrative. We worked on developing ideas and adding more description.

Email Options:
 Email Client Report Form to Client/Student.
 Email Client Report Form to Resource.
 Email Client Report Form to Administrator.

Other Email(s): [Text Input]

Attach a File: [Browse...]

Buttons: SAVE REPORT, CANCEL & RETURN TO APPOINTMENT, CANCEL & CLOSE WINDOW

Annotations:
Client (points to Client field)
Tutor (points to Date field)
Client's assigned work (points to Resource field)
Class in which the assignment originated (points to Course field)
Tutor's report about the tutorial (points to Comments field)
Options of individuals to whom client report form can be sent (points to Email Options section)
Options to attach additional materials used in tutorial session (points to Attach a File field)

Figure 3.3- Client Report Form

UAB University Writing Center - Google Chrome
https://uab.myonline.com/ta_manage3.php?resource

Master Appointment Report
This report provides a comprehensive list of saved appointment and client report forms (post-session) data. To limit the report, change the settings below. The report will automatically refresh once a new selection is made.

Limit to Schedule: -- all schedules --

Limit to Resource: -- all staff --

Limit to Client: -- all clients --

Limit Display: -- all active appointments --

Limit to Date Range: Nov 27 2012 to Nov 27 2012

Define Display Order: Sort by Date, then Start Time

Message: There are no appointments that match the limits set above. Please try different limits or close this window to return to the program.

Buttons: PRINT REPORT, REFRESH REPORT, CLOSE WINDOW

Annotations:
Narrow results by school term (e.g. Spring 2013) (points to Limit to Date Range)
Narrow results by tutor (points to Limit to Resource)
Narrow results by client (points to Limit to Client)
Narrow results by appointment type (e.g., walk-in, cancelled) (points to Limit Display)
Narrow results by factors such as start time, date, tutor, and/or schedule (points to Limit to Schedule)

Figure 3.4- Master Appointment Report

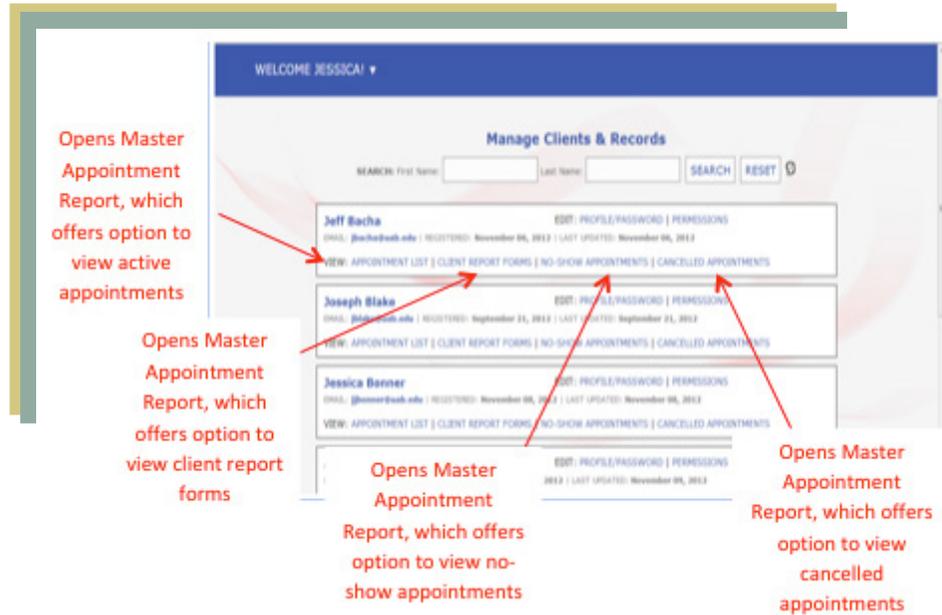


Figure 3.5- Manage Clients & Records Page

3.4 Dos and Don'ts

The following guidelines will assist tutors in performing daily WCOOnline and UWC operations appropriately.

For utmost efficiency, always **DO** remember these guidelines listed below. A tutor should:

- Have walk-in clients sign into WCOOnline to make appointments
- Allow walk-in/first-time clients to rely on posted UWC signs for information about making appointments on WCOOnline when there is no employee available to help
- Direct all students inquiring about tutorial availabilities to WCOOnline
- Use a client's assignment information on WCOOnline to prepare before scheduled appointments
- Check WCOOnline throughout the work day to be aware of the latest scheduled appointments and/or cancellations
- Fill out a post-session CRF for all clients who visit the UWC
- Complete post-session CRFs as soon as possible following the completion of a session
- Remember to send a copy of CRFs to those who either request (e.g., a client) or require them (e.g., EH091 instructors)
- Remain neutral and professional when interacting with clients and filling out CRFs
- Remind students that they can access WCOOnline through the UWC's website (<http://www.uab.edu/writingcenter/>)
- Promote the UWC's social media sites (Facebook and Twitter)

To prevent harming UWC operations, **DON'T** do the following. A tutor should not:

- Schedule appointments for clients
- Interrupt a tutorial session to help an unattended client who could access WCOOnline on his or her own
- Ignore the client-given assignment information on WCOOnline as it is a tool to help prepare for a tutorial
- Forget to regularly check WCOOnline for any appointment changes and/or cancellations
- Delay in filling out a CRF after the appointment ends
- Make any bias or judgmental comments toward clients or on any CRFs

3.5 WCOOnline Backup Plan

While the WCOOnline system has rarely been known to fail, the UWC has established a backup plan just in case. There are a number of reasons that clients may be unable to access the system (i.e. internet failure). In the event that the system becomes inaccessible, a handwritten plan will suffice. Keep a printed copy of the appointment schedule in the center at all

times. With a paper copy, tutors can fill in empty spots and mark out appointments if needed. Times in which the backup plan is in effect, UWC employees will assign appointments to clients calling the UWC, as well as walk-in clients. Once WOnline is back online, operations will resume as normal after transferring any written changes to the online system.

3.6 Other Concerns

If there are any issues that cannot be resolved within WOnline, promptly inform the UWC director of the situation. Some examples of unforeseen issues include an EH091 client wishing to switch tutors in the middle of a semester without notice. Another issue of concern can include any type of tension between tutors and clients.

UWC Staff Descriptions and Roles

4

The Writing Center Staff is a diverse group of professors and students dedicated to assisting students in refining their writing capabilities. Each member shares the responsibility of helping clients as it pertains to all facets of writing. By collaboratively overseeing tasks in the Writing Center, Workshops, and WCOonline students in all areas of study can receive the most beneficial assistance.

- 4.1 Shared Responsibilities
- 4.2 Director
- 4.3 Assistant Director
- 4.4 Adjunct Tutor
- 4.5 Graduate Tutor
- 4.6 Work Study Student

4.1 Shared Responsibilities

The following are responsibilities that are shared amongst all staff of the Writing Center regardless of rank.

- Has excellent knowledge of all government required regulations Additional information in Chapter 2: Privacy (FERPA)
- Greets Students Encourage students to sign in with WOnline
- Informs students about services offered Offer advice on what would assist students the most
- Monitors WOnline
- Assists students currently enrolled in EH 091 students EH 091 students are assisted by all tutors Maintains communication with EH 091 instructor
- Additional information in Chapter 6: EH 091

4.2 Director

The Director oversees the entire department and has full access to WOnline.

- Full administrator on WOnline
- Runs and updates the UWC website
- Leads tutor orientation and training
- Leads EH 091 orientation
- Leads and designs the UWC Workshops
- Workshop topics are based on recurring problems documented
- Sets hours of operation for UWC
- Sets hours for staff
- Sets all policies pertaining to the UWC
- Handles any and all questions from professors

4.3 Assistant Director

The Director selects a graduate student who has previously tutored in the Writing Center to act as Assistant Director.

- Works 4 hours a week
- Assists the Director with departmental outreach
- Assists in operation of UWC's website
- Assists with front desk work Keeps up with voicemail
- Works with different departments and researches potential workshops
- Leads workshops as advised by the
- Director Provides WOnline support for students and tutors

4.4 Adjunct Tutor

The Adjunct Tutor is an adjunct professor from the English Department who also tutors in the Writing Center.

- Works 10 hours a week
- Receives comp hours for leading a workshop
- Has knowledge pertaining to planning their hours and comp hours
- Additional information in Chapter 8: Comp Hours
- Shares responsibility as basic administrator on WOnline
- May also lead online tutoring for English courses taken online

4.5 Graduate Tutor

The Graduate Tutor is a graduate student currently working on their Masters in English and has been hired to work in the Writing Center.

- Works between 4 and 14 hours a week, depending on teaching workload
- Receives comp hours for leading a workshop
- Has knowledge pertaining to planning their hours and comp hours
- Additional information in Chapter 8: Comp Hours
- Receives a stipend for their work Requires a practicum (1 credit course) in tutoring, EH 641
- Must be either taking or completed a graduate level course on tutoring
- Shares responsibility as basic administrator on WOnline

4.6 Work-Study Student

The Work-Study Student is an undergraduate student chosen by the Director and assists in the day-to-day activities of the Writing Center.

- Works 15 hours a week
- Greets students and directs the flow of traffic
- Manages the front desk Answers and records voicemails
- Additional information in Chapter 5: Front Desk
- Provides general support to all other staff
- Shares responsibility as basic administrator on WOnline

Front Desk Attendant

5

The purpose of this section is to address the responsibilities of the front desk attendant. This section covers daily expectations, how to use WCOline, and how to maintain a professional atmosphere.

- 5.1 Front Desk Attendant Responsibilities
- 5.2 Helping a Client with WCOline
- 5.3 Maintaining a Professional Atmosphere
- 5.4 In Case of Absence

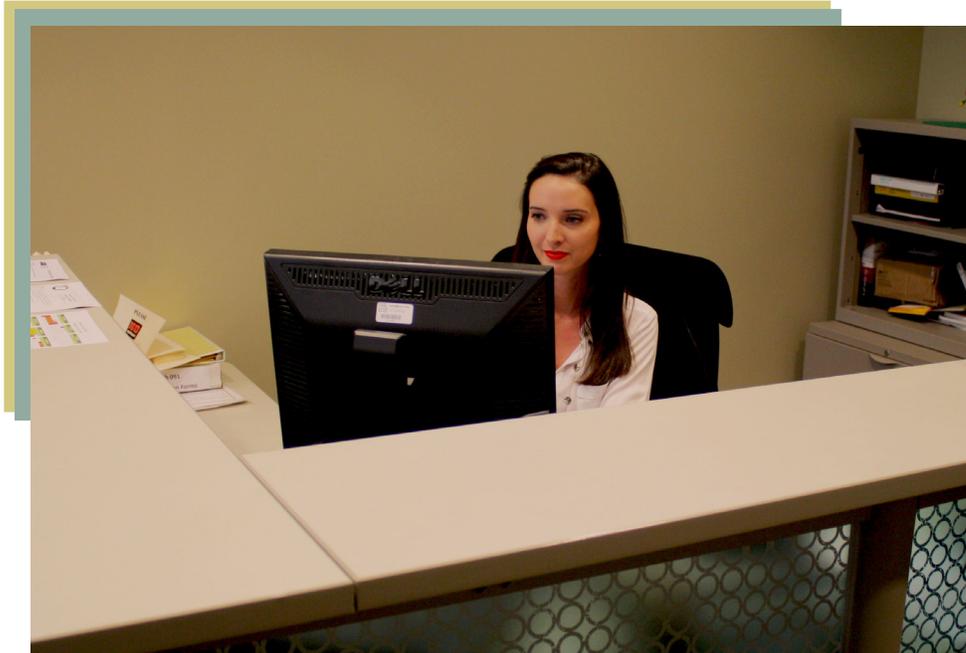


Figure 5.1- UWC Front Desk

5.1 Front Desk Attendant Responsibilities

The following addresses the responsibilities of the front desk attendant.

- greet clients
- direct clients to WOnline to schedule appointments
- answer the front desk phone
- relay messages and voicemails to the appropriate person(s)
- maintain a professional atmosphere at the front desk

5.1.1 Greeting Clients

The front desk attendant must be friendly and willing to help clients. Greeting the client as they enter is important to easing any tensions. Here are some examples of acceptable greetings:

- "Welcome to the University Writing Center! How may I help you?"
- "Hello, how are you today?"

5.1.2 Follow-ups and Tutor Evaluations

Clients need to understand tutoring is an on-going process. Before a client leaves, suggest they schedule a follow-up appointment. Also, ask the client to fill out a UWC evaluation card. The return box for these is located at the front desk.

5.2 Helping a Client with WOnline

The UWC uses WOnline as a record keeping tool. It is important for clients to know they can only receive a tutoring session after they have signed-up for an appointment through WOnline. If a tutor is available, the client is still expected to register an appointment online prior to receiving a session. Clients may use the two front computers to access WOnline.

To use WOnline help the client with the following instructions:

- Go to www.uab.edu/writingcenter
- Click on the yellow oval located on the left hand side of the screen
- Provide your BlazerID and password

If the client has not registered for WCOOnline before, they will be prompted with basic questions about their major. The client is now ready to sign-up for an appointment with a tutor.



Figure 5.2- Front two computers available to clients signing-up for a session on WCOOnline

5.3 Maintaining a Professional Atmosphere

The following section will address ways for the front desk attendant to help maintain the professional environment of the UWC.

5.3.1 Dress Code

The front desk attendant is allowed to dress comfortably, yet appropriately. Any clothing advertising drugs and alcohol are prohibited. Apparel from other universities and greek lettering are allowed.

5.3.2 Personal Devices

The front desk attendant is allowed a personal laptop or tablet so long as it does not distract from the responsibilities stated in section 5.1.

5.3.3 Presentable Work Space

The front desk attendant is allowed to eat and drink at the front desk. The attendant will be responsible for cleaning up after his/herself. No objects should obstruct the front desk attendant's view of the front door.

5.4 In Case of Absence

The tutors are not to be disturbed, nor are expected to greet in-coming clients during a session. If an attendant is absent, the responsibilities of the front desk become a shared, collaborative effort of all available staff.

EH091

6

The UWC offers individual tutoring as part of EH091, "Intro to College English." This chapter details specific characteristics of EH091 students and the procedures tutors assigned to them must follow.

- 6.1 WCOline
- 6.2 EH091 Students
- 6.3 EH091 Student Expectations
- 6.4 EH091 Student Records

6.1 WCOOnline

As with all Writing Center clients, tutors must be sure to follow the proper procedure for documenting all tutoring activities in WCOOnline. (See 3)

6.2 EH091 Students

EH091 is the remedial English course assigned to students who need additional preparation before taking EH101.

6.2.1 EH091 Tutoring Guidelines

- EH091 students are required to attend a minimum of 8 Writing Center tutoring sessions as part of the EH091 course requirements; failure to attend results in failure of the course.
- Tutors are not to discuss grades with anyone including: students, faculty, administrators, parents, or other tutors.
- EH091 tutors must document all EH091 student sessions with a Client Report Form (See 6.4). This procedure is only conducted for EH091 students.
- EH091 tutors will be assigned various students to work with over the course of a semester. Tutors will be assigned EH091 students on a day-to-day basis. EH091 tutors are required to communicate with the EH091 faculty.
- While all clients of the Writing Center are protected by strict FERPA confidentiality directives (See 2), the communications between the tutors and EH091 faculty include some notes that are not collected by tutors for any other Writing Center clients.
- Guidelines for communications between the tutors and EH091 faculty are covered in section 6.4 of this chapter.

6.3 EH091 Student Expectations

Each EH091 student is required to attend a Writing Center Orientation that provides them with all the necessary information regarding their activities with the Writing Center. This information includes descriptions and guides for the following topics:

- Tutoring sessions as an EH091 course requirement.
- Utilizing WCOOnline.
- Preparation for a tutoring session.
- Attendance policies.
- Rescheduling and make-up policies.
- Code of Conduct.

6.3.1 Session Expectations

As a UWC tutor, it is your duty with EH091 students to make sure that the required preparation and attendance procedures are maintained.

UWC tutors should bear in mind the following:

- Tutor sessions are student-initiated.
- The tutor is not the instructor; therefore the EH091 student should bring material.
- Be prepared for an initial lack of preparation from the EH091 student.
- Tutors should be proactive in making sure EH091 students meet the required minimum sessions for the course.

EH091 students should maintain the following practices:

- Adhere to the tutoring schedule set forth at the beginning of the term.
- Prepare work or topics for the tutoring session; "I don't have anything to do" is not an acceptable excuse from a student.
- Maintain respectful behavior and follow Student Code of Conduct policies (See 9).

** Any specific questions about UWC requirements should be fielded by instructor**

Any questions about these expectations or repeated policy violations should be taken to the Director of the Writing Center

6.4 EH091 Student Records

Tutors are expected to maintain records of EH091 student attendance and activity at the Writing Center. EH091 students with unexcused absences for two consecutive sessions will be removed from the calendar and must work with the Director of the Writing Center to be reinstated in the tutoring schedule.

Writing Center tutors keep all EH091 student records through WOnline's built-in reporting function, which is represented by the "Client Report Form," (CRF) a post-tutorial document in WOnline.

6.4.1 Client Report Form

Add a New Client Report Form

This form allows you to record post-session information. Questions marked with a * are required.

Client:	Jakeya Johnson
Date:	October 28, 2013: 1:30pm - 2:00pm
Actual Length of Session:	30 minutes
Staff or Resource:	Additional Tutor Three
Assignment:	<input type="text"/> *
Course :	<input type="text"/> *
Instructor :	<input type="text"/> *
Comments:	<input type="text"/> *
Email Options:	<input type="checkbox"/> Email Client Report Form to Client/Student . <input type="checkbox"/> Email Client Report Form to Resource . <input type="checkbox"/> Email Client Report Form to Administrator .
Other Email(s):	<input type="text"/>
Attach a File:	<input type="button" value="Choose File"/> No file chosen <input type="checkbox"/> Allow Client to access this document via the appointment form.

Figure 6.1-The Client Report Form

The Client Report Form is intended for multiple audiences, including the EH091 student it covers, the student's instructor, the Director of the Writing Center, and the administration of the School of Arts and Sciences.

** Again, grades should never be discussed with any party or in any format, including the CRF**

6.4.2 Reporting Guidelines

The key to student reporting is to remain objective. Tutors need to focus on the issues the student faces or has overcome, not the quality of his or her work. Keep the information you provide constructive. Include information on the following topics:

- Attendance and Preparation.
- Progress and status of course assignments.
- Steps the student should take to prepare for the next tutoring session.

Report the facts regarding your sessions. Keep things concise and to the point. Aim for one healthy paragraph of observations that would be helpful to the EH091 faculty.

Figure 6.2-An example of a filled out CRF

6.4.3 Timing Your Recordkeeping

For tutors with full schedules that include back-to-back EH091 tutoring sessions, we advise that you structure your tutoring sessions according to the following timeline:

3. Tutoring—20–25 minutes.
4. Complete Client Report Form in WCOOnline—3–5 minutes.

It is recommended that you compose your CRF immediately after the completion of each EH091 session. If you don't have time to report between sessions, make sure to write down a synopsis of each session so that you can provide useful information to the EH091 faculty.

Appointment Policies

7

WOnline allows both tutors and students to keep track of appointments in an organized fashion

- 7.1 Scheduling and Missed Appointments
- 7.2 Missing/ Forgetting an Appointment

7.1 Scheduling and Missed Appointments

UAB students may (During emergencies, students may consult with the tutors for adjustment in the schedule) Schedule two 30 minute sessions per week or Schedule one 60 minute session per week.

Once the appointment has been made, it is student's responsibility to arrive at the designated time (no later than 15 minutes after the scheduled time); otherwise, it will be cancelled.

7.1.1 How to Schedule Appointments:

5. Log into www.uab.mywconline.com using Blazer ID and Password.

Tutor's name will appear here

Fill out the form below in order to save this appointment. Questions marked with a * are required.

Appointment Limits: Appointments must be 30 minutes in length.

Time: Wednesday, January 09: 1:00pm to 1:30pm

Course: *

Instructor: *

Standing : -- please select -- *

How did you hear about us?

What would you like to work on today?

Figure7.1

6. Preliminary Information page for WConline will then appear.

WELCOME [blazer ID]		January 9 - January 15: Spring 2013										
HELP?		PREV WEEK CURRENT WEEK NEXT WEEK										
01/09: WEDNESDAY	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm	5:00pm	6:00pm	7:00pm	8:00pm
Alex Brown												
Ashley Burge												
Jaclyn Wells												
Jeff Bacha												
Jessica Bonner												
Judy Wilson												
Mike Stowell												
Shan Sheikh												
Stephanie Shelton												
Susan Cook <small>Online appts. only</small>												
01/10: THURSDAY	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm	5:00pm	6:00pm	7:00pm	8:00pm

Figure7.2

7 Appointment Policies

7. An online Calendar will appear showing the eligible time slots for students to reserve. Students can then click on the desired time slot (white=availability Blue=unavailability).

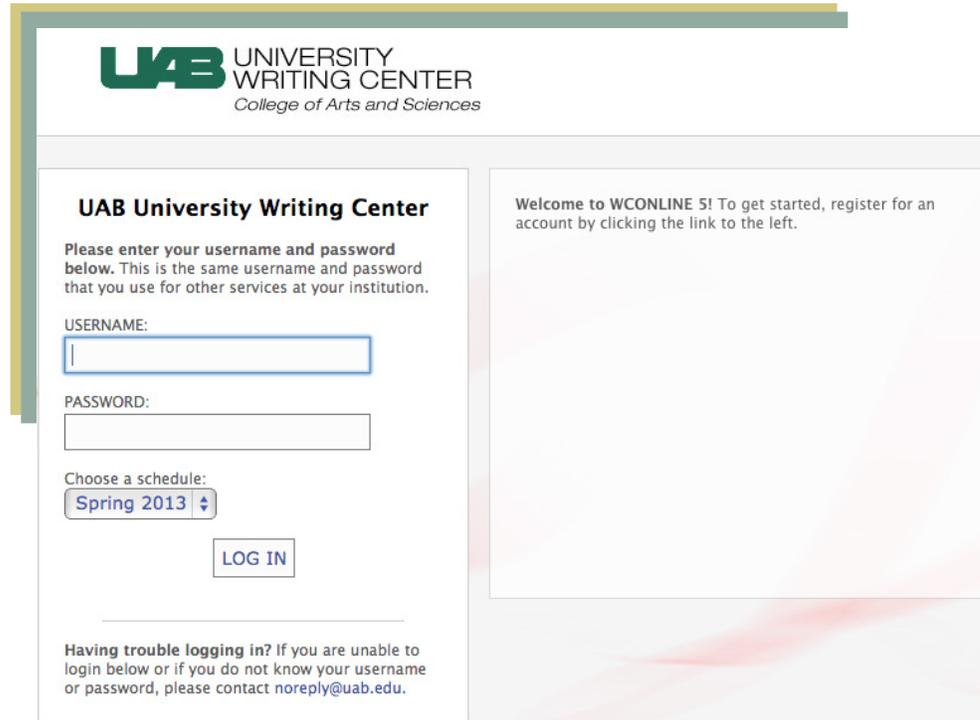


Figure 7.3

8. After all steps have been completed, the final step is the attendance of the appointment.

7.2 Missing/Forgetting an Appointment

After two appointment absences, students will be locked out of the system and will then be required to meet with the writing center instructor to set up an appointment time. Students may be required to clarify their reasons for missing the previous appointments. Based on the result of the meeting, students may be able to gain access to WOnline once more.

8

Comp. Hours, Rescheduling and Make-Up Time

This chapter informs tutors about available comp hours, the cancelling and rescheduling process, and the make-up time policy.

- 8.1 Your Schedule
- 8.2 Tutor Absence
- 8.3 Student Absence
- 8.4 Tutor Make-Up Time
- 8.5 Comp Hours for Tutors

8.1 Your Schedule

- Your schedule will show five days of the week with your name and hours available.
- The blacked out spaces show the times you are not working.
- The white spaces show the times you are working.
- Click on the blacked out or white spaces to change the times already scheduled.
- Tutors and students can see hours you are working and changes made to your schedule.

8.2 Tutor Absence

If you are planning to be absent for a tutoring session, you will need to cancel your scheduled appointments. Also, make sure to black out your scheduled appointment times for the day(s) you will miss as soon as possible. Call the Front Desk to reschedule if you cannot access the Internet.

8.2.1 Reasons to Cancel

Cancel only when absolutely necessary, as students are relying on you. Permissible reasons for cancelling include:

- sickness
- death in the family
- other approved circumstances

8.2.2 Steps for Cancelling an Appointment

Step One: Log into WOnline by going to: <http://uab.mywconline.com>.

Step Two: Figure 8.1 will appear. Click on the orange block that shows you have an appointment.



Step Three: Figure 8.2 will appear (below). Click on [CANCEL THIS APPOINTMENT].

Step Four: Notify the Director of the UWC by phone or email. Explain the reason for your absence and confirm that your time is blacked out.

Jeff Bacha

Use the form below to modify, view, or cancel this appointment. Questions marked with a * are required.

Appointment Limits: Appointments must be 30 minutes in length.

Time: Wednesday, January 09: 1:30pm to 2:00pm

Client: Jeff Bacha
jbacha@uab.edu

Course: 101 *

Instructor: Bacha *

Standing : -- please select -- *

How did you hear about us?

What would you like to work on today?

Admin Options: Walk-In/Drop-In: | Missed: | Placeholder (not counted in stats):
 MOVE APPT. | ATTACH A FILE | Add New or View Existing Client Report Forms

SAVE CHANGES | **CANCEL THIS APPOINTMENT** | **CLOSE WINDOW**

Figure 8.2

8.2.3 Notify the Student

Do:

- Notify the student you are scheduled with as soon as possible.

Do Not:

- Notify other scheduled students that are not your regulars.
- Worry about potential walk-in students during your designated tutoring times.

8.2.4 Trading Time with Another Tutor

Your hours can be traded with other tutors if they are available. Vacations and events known in advance would be good reasons for hour trading, but make sure to get the Director's approval. Once approved, log into WOnline and make necessary changes.

Director: 205-996-7179

Front Desk: 205-996-7178

8.3 Student Absence

If a student needs to cancel, tell them how to do so on WOnline, as seen in Figure 8.3. Ask them to cancel at least 2 hours in advance. If they cancel with less than 2 hours' notice twice in a row, the WOnline system will lock them out. Students will have to regain access by contacting the Director. This restriction does not apply for tutors.

8.3.1 How a Student Cancels

Step One: Log into WOnline by going to: <http://cas.uab.edu/uwc/schedule>.

Step Two: Sign in with their BlazerID and password.

Step Three: Once logged in, the schedule will pop up.

Step Four: The student will click on their scheduled appointment and Figure 8.3 will appear.

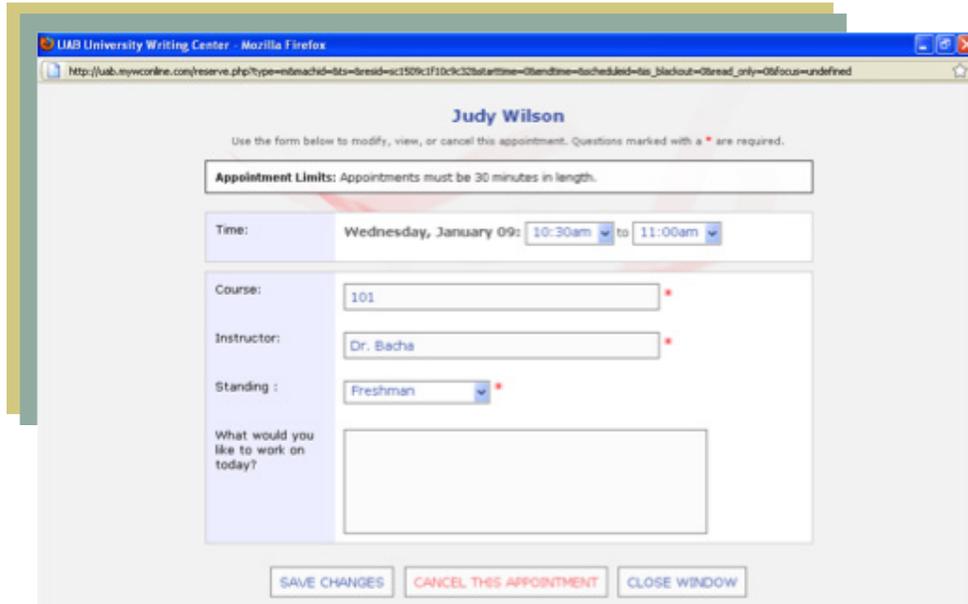
The screenshot shows a web browser window titled "UAB University Writing Center - Mozilla Firefox". The URL is "http://uab.mywonline.com/reserve.php?type=edit&id=14&resid=1509&17109&32&startime=0&endtime=0&scheduled=0&blackout=0&read_only=0&focus=undefined". The page is titled "Judy Wilson" and contains a form for managing an appointment. The form includes a section for "Appointment Limits" stating "Appointments must be 30 minutes in length." Below this is a "Time" section with a date of "Wednesday, January 09:" and a time range from "10:30am" to "11:00am". The "Course" field is "101", the "Instructor" is "Dr. Becha", and the "Standing" is "Freshman". There is a text area for "What would you like to work on today?". At the bottom of the form are three buttons: "SAVE CHANGES", "CANCEL THIS APPOINTMENT", and "CLOSE WINDOW".

Figure 8.3

Step Five: Select [CANCEL THIS APPOINTMENT].

8.4 Tutor Make-Up Time

If you miss an appointment, it must be made up. There will be no penalty if you miss an hour or two, but be respectful of your commitment by making them up as soon as possible. Ideally, those hours should be made up the week following your absence. It is possible to spread out that time over the following weeks.

8.4.1 To Make Up Time

Do:

- Complete make up hours as soon as possible.
- Make sure to put available appointments in WOnline to take place of session(s) you missed in advance.

Do Not:

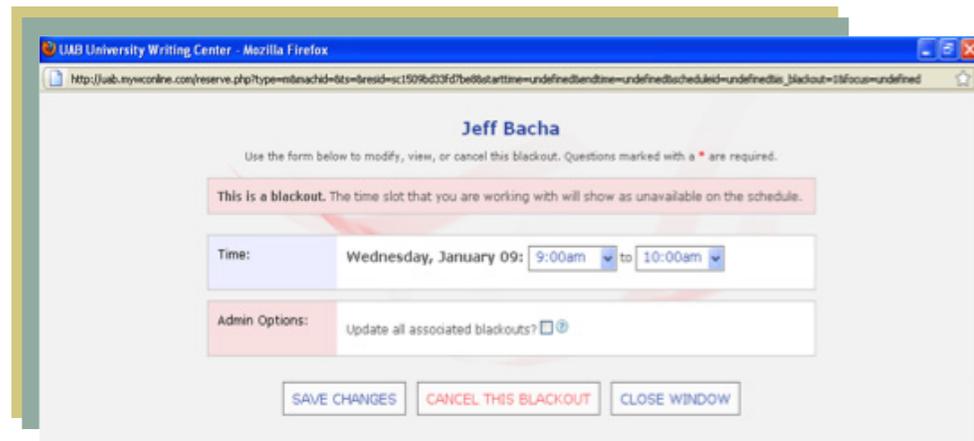
- Wait until the last minute to complete your make up times, as problems may appear. You may find yourself at the end of the semester with no time to make up your hours.

8.4.2 How to Schedule Make Up Time

You may need to tutor during hours you already blacked out in order to schedule make-up time. To cancel a black-out, follow the steps below after logging in to your schedule.

Step One: Select blacked-out spaces that show you are not working. Once they are selected, your personalized screen will appear as in Figure 4:

Step Two: Select [CANCEL THIS BLACK OUT]. Now, the schedule will show you as available to tutor. Students will now see that you are available for appointments.



8.5 Comp Hours for Tutors

The UWC has comp hours for tutors for reasons other than sickness. If you are an adjunct tutor, you may work 10 hours per week. If you are a graduate student tutor, you may work 4 hours or 14 hours per week.

8.5.1 To Use Comp Hours:

- Plan your tutoring hours as far in advance as possible.
- Set up an appointment with the Director of the UWC.
- The Director will tell you if your circumstances are acceptable for comp hours.
- To schedule comp hours, log into WOnline as seen in Figure 8.5.
- Place your hours into the WOnline schedule.
- Once approval is received, block yourself out online for those hours.

8.5.2 Comp Hours for Workshops

Comp hours can be used to lead workshops pertaining to the UWC's needs. Instead of tutoring for two hours, you can take one hour to plan a workshop and another hour to direct a workshop. The Director is responsible for publicizing all workshops.

8.5.3 Creating Workshops

Tutors can create workshops suitable for student's needs and preparedness for classes. If you know enough about or are interested in a certain topic, you can lead a workshop on that subject. Teaching how to properly proofread and edit a paper is a good example of a workshop. You will need to prepare thoroughly as these workshops will be open to the entire UAB campus. Once you have spoken to the Director and have received approval for taking comp hours, you must schedule your availability on WOnline.

8.6 Scheduling Comp Hours

Step One: Log into WConline by going to: <http://uab.mywconline.com>. Figure 8.5 will appear, as seen below. Fill in your email address and password, and choose a schedule.

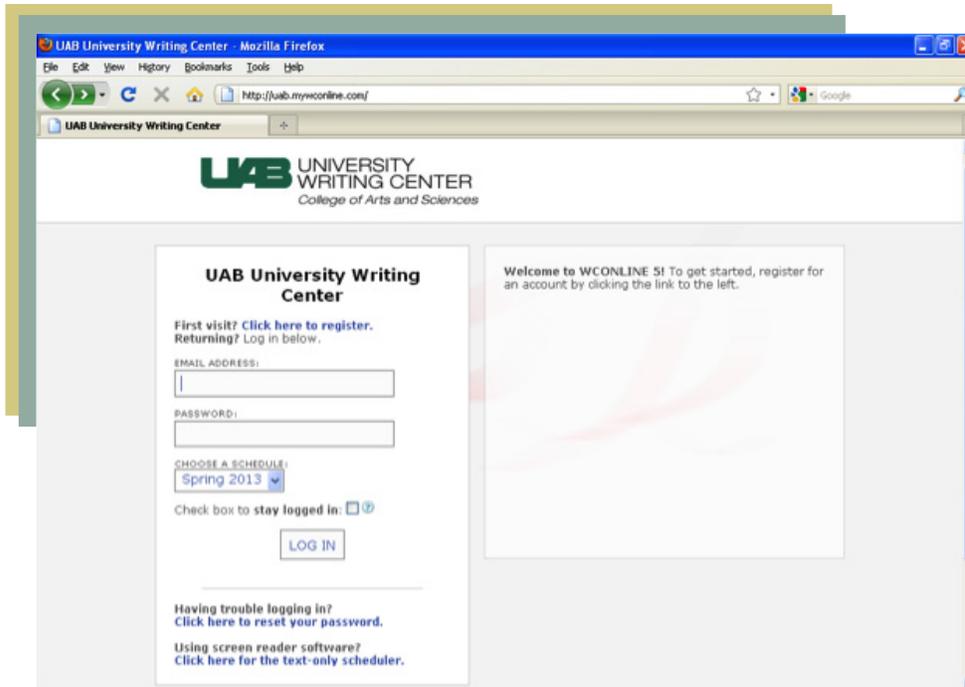


Figure 8.5

Step Two: Once logged in to your profile, scheduled hours will pop up, as shown in Figure 8.6.

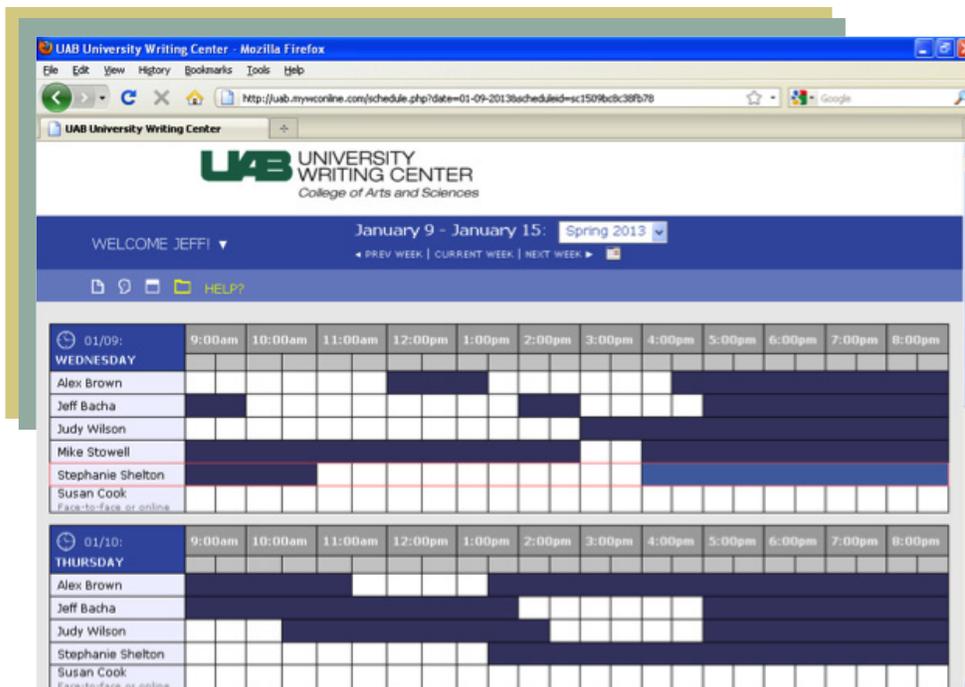


Figure 8.6

Resources

9

Chapter 9 provides services and resources to assist the faculty and students of The University of Alabama at Birmingham

- 9.1 UAB Lister Hall Library
- 9.2 UAB Career and Professional Developmental Services
- 9.3 UAB English Language Institute
- 9.4 UAB One Stop Student Services
- 9.5 The Writing Center
- 9.6 UAB IT
- 9.7 UAB Counseling and Wellness Center
- 9.8 UAB Housing
- 9.9 UAB Lister Hill Library LHL Guides-APA
- 9.10 The Chicago Manual of Style Online
- 9.11 Mervyn H. Sterne Library (S.L.)
- 9.12 Disability Support Services (DSS)
- 9.13 UAB Digital Media Commons
- 9.14 Purdue Online Writing Lab (O.W.L.)
- 9.15 MLA Handbook for Writers of Research Papers

9.1 UAB Lister Hall Library

1700 University Blvd
Birmingham, AL 35294

Phone: (205)934-2230

Fax: (205)934-3545

<https://www.uab.edu/lister/>

UAB's Lister Hall is the largest biomedical library in the state of Alabama. Lister Hill uses the National Library of Medicine (NLM) classification system to shelve the majority of the books. This library is committed to providing personalized assistance and offer a liaison program, The Kirklin Clinic Patient Resource Library, and Ask a Librarian online service.

- Ask a Librarian (web based chat)
- Liaison Program (Dentistry, Health Profession, Joint Health Sciences Medicine, Nursing, Optometry, and Public Health)
- Catalog
- Virtual New Book Shelf
- The Kirklin Clinic Patient Resource Library
- E-Reserves
- Databases
- Literature Searches

9.2 UAB Career and Professional Development Services

1400 University Boulevard
Hill University Center, Suite 532
Birmingham, AL 35294-1150

Phone:(205)934-4324

fax: (205) 934-8180

<http://www.uab.edu/careerservices/>

Career and Professional Development Services offer an array of services that help with preparing for an interview, writing a resume, and even deciding what can be done with a major. There is information about workshops, career fairs, and career action plans. Everything you need to succeed in finding a career is here.

- Focus (on-line career assessments)
- Resume help
- Interview Help
- UAB Career Planning Quick Book
- Dragon Trail Jobs
- Job Shadowing and Volunteering

9.3 UAB English Language Institute

UAB English Language Institute
EB 126

1530 3rd Avenue South
Birmingham, AL 35294-1250

Phone: (205)975-6638

Fax:(205)934-4792

<http://www.uab.edu/eli/>

The English Language Institute is a resource that provides training and educational opportunities to EVERYONE, not just students. They are committed to “bridging cultures through language” and provide several courses that can help people accomplish personal and job related goals that are language specific.

- Intensive English Program
- Corporate tutoring
- Workplace English Programs

9.4 UAB One Stop Student Services

One Stop Student Services
Residence Life Center of Blazer Hall
920 16th Street South

<https://www.uab.edu/students/one-stop>

(205)934-4300 855-UAB-1STP (822-1787)

Fax: (205) 975-2300

The One Stop Student Services is where students can go for help with anything the university has to offer. One Stop Student Services allows students to add classes, pay a parking ticket, and find out what time the library closes all in one location. One Stop Student Services provides a place for students to quickly access information.

- Writing Center
- Libraries
- Women’s Counseling Center
- International Recruitment and Student Services
- Veteran’s Resources
- Information Center
- University Bookstore
- Health and Wellness
- University Academic Success Center
- Financial Aid
- UAB Police Department
- Disability Support Services
- Trio Academic Services
- Crisis Services
- Ticket Office
- Campus Ministry
- One Stop Student Services
- Book It
- Askit
- B- Alert and eNotify
- Campus Recreation Center

9.5 The Writing Center

The Writing Center
<http://www.uab.edu/writingcenter/>

Phone (205) 996-7178

Email: Writing_center@uab.edu

The Writing Center is a free tutoring service offered to the UAB students and faculty. The Writing Center offers appointments, strategies, tips, and handouts to help assist writers. The

tutors are trained to assist writers on multiple topics. Papers can be submitted on-line or appointments can be made for a more interactive, one-on- one experience.

- On-line draft submittal
- Consultations
- Class room visits

9.6 UAB IT

(205)996-5555

CTL Center for Teaching and Learning
ETS 238 Educ. Bldg.

<http://www.uab.edu/it/home/>

UAB's IT department is a resource that you can go to when you are in need of tech support. The IT department offers support and assistance to any technological questions you may have. If you are having computer problems, they can help. Are you having problems with BlazerNet or Blackboard? The IT department is at your service. There are many things that IT can help with.

- Live Chat function with an IT assistant
- BlazerNet troubleshooting
- UAB Wi-Fi assistance
- Computer security
- Blackboard Support

Need help? Ask IT

9.7 UAB Counseling and Wellness Center

(205)934-5816

Holley-Mears Building Suite 150
(located at 924 19th Street South)

<https://www.uab.edu/students/services/student-engagement/item/826>

UAB's counseling department offers free counseling to all currently enrolled UAB students. If you are experiencing personal problems or interpersonal problems do not hesitate to contact UAB's Counseling and Wellness Center.

Some of the counseling sessions offered include:

- Substance abuse groups
- Anger Management
- Stress Relief
- Couples Therapy

All sessions are kept confidential. The UAB counseling department does not offer medication for symptoms nor do they offer clinical diagnoses for patients.

9.8 UAB Housing

(205)934-2092

Rm. G101, Denman Hall
1604 9th Ave. S.

<https://www.uab.edu/students/undergraduate-admissions/freshman/student-life/housing>

If you are a student looking to live on campus, you are in the right place. UAB houses over 2100 students on campus. Nothing is more convenient for you as a student, all you have to do is apply online. UAB uses MyHousing as its primary way of housing its students. It's simple, log onto MyHousing through

- Once you log into MyHousing, you will follow the on screen steps in order to fill out the application. It is the quickest, most convenient way to apply for housing.

In order for freshman to live on campus, students must first be eligible. You can find the eligibility requirements on the UAB Student life webpage. Students must also adhere to all student resident rules and procedures. And, finally, all incoming freshman living on campus must have a meal plan.

All transfer students and returning students are eligible to live on campus. UAB will do its best to house upperclassmen together.

UAB would love to have you living on campus and being a part of UAB's Community!

9.9 UAB Lister Hill Library LHL Guides- APA

(205)934-2230

Text:(205)289-1275

LHL 110 1st Floor

<http://libguides.lhl.uab.edu/APA>

UAB Lister Hill Library is a great place to go if you need help getting your paper in APA format. This website offers students a resource that will help write a paper in APA format. If you are a UAB nursing student, you will find that this website offers APA guidelines for the School of Nursing.

This website will help with the following:

- Title Page
- Running header
- Running head using Microsoft Word for Mac
- Section headings
- Margins, fonts, and line spacing
- Works cited page
- Citing articles and books

9.10 The Chicago Manual of Style Online

<http://www.chicagomanualofstyle.org/home.html>

If you are needing help with editorial type work or publishing, then this site will be good for you. The website is very user friendly. It has an easy to use search engine and help forum where you can discuss any questions or concerns you may have regarding The Chicago Manual. This is one of the top resources available regarding editing and publishing.

Things The Chicago Manual can help with:

- Editing
- The Publishing Process
- Style and Usage
- Documentation

- Manuscript Preparation and Editing
- Abbreviations
- Grammar

The website does require a subscription for full use. You can however sign up for a free trial

9.11 Mervyn H. Sterne Library (S.L.)

917 13th Street South
Birmingham, AL 35294

Phone:(205)934-4338

<http://www.mhsl.uab.edu/>

Mervyn H. Sterne Library serves as the undergraduate library at UAB. It is an excellent place for clients to begin conducting research or find research materials. S.L. also has numerous computer work stations which clients can access with their student I.D. and password. Other services include:

- Workshops for writing and conducting research within the library and through electronic sources
- Access to hundreds of electronic databases including JSTOR and Project MUSE, as well as databases that include business, medical, engineering, and other periodicals
- Consultations with librarians who can assist with research
- Use of the Inter-library Loan System (I.L.L.) which can provide access to books and articles not directly housed by S.L.
- Access to books and periodicals
- Specific stations for printing, scanning, or copying documents

9.12 Disability Support Service (D.S.S.)

9th Avenue Office Building
1701 9th Avenue South
Birmingham, AL 35294

Phone:(205)934-4205

Fax:(205)934-8170

<http://www.uab.edu/dss>

- D.S.S provides support services for students who have learning, physical, or psychological disabilities that might affect their ability to pursue a course of education at UAB. Students who might have some kind of disability or issue with anxiety are encouraged to register with D.S.S. Some of the specific services provided are:Extended time for taking exams and proctored exams in the D.S.S. office.
- Textbooks printed in alternative formats (examples include large print and Braille)
- Assistance with taking notes
- Confidentiality with regard to each individual's information
- More specific needs and services may be requested

9.13 UAB Digital Media Commons

Heritage Hall Building, Room 334
1401 University Boulevard
Birmingham, AL 35294

Email:digitalmedia@uab.edu

<http://www.uab.edu/cas/digitalmedia/>

The UAB Digital Media Commons is located within the Heritage Hall Building, and is funded through the College of Arts and Sciences. There are two main functions the Digital Media Commons serve; first, it enhances, edits, and produces websites. Second, the Media Commons hosts a lab with Mac computers, high quality professional graphic design programs, and technology that may be used to edit websites. All of these services are open to clients who wish to enhance any form of digital media. Assistance and consultations are available to clients who have limited experience with programs designed for video, photo, or sound editing.

Additional services and information include:

- Access to the Media classroom for individual study and work, but also has spaces for collaborative projects. Equipment available in this room includes MacBook Pro – which has up-to-date digital media software for editing –several projectors, and areas where laptops may be recharged.
- The Sound Lab. This is a soundproof room equipped for audio recording and editing, video and photo editing, and/or video conference calls.
- Poster Printing allows clients to print professional quality posters on campus.
- Equipment checkout allows clients to access professional camera equipment for university related projects.

9.14 Purdue Online Writing Lab (O.W.L)

<http://owl.english.purdue.edu/owl/>

Emailing an O.W.L. tutor can be done through this link:

<http://owl.english.purdue.edu/contact/>

O.W.L. is an online teaching resource provided by Purdue University and available to clients from all over the world. This website provides means of communicating strategies for writing, improving writing, citation, and teaching writing as a subject. It provides multiple guidelines for writing so it may be used by clients from different fields of study. Users can request assistance from an O.W.L. tutors with their writing through email. More information about specific services is available through the web addresses listed below:

- Specific guidelines for using MLA and APA citation
- Information and guides that may be used by tutors when teaching
- Information, tools, and techniques designed to improve “subject-specific” writing such as technical writing or journalism
- Resources that teach students the proper mechanics of writing and grammar
- Tools and articles designed to aid clients in the writing process of invention, thesis development, outlining, and editing techniques
- Writing that relates to job searches and inquiries
- Tools to assist ESL clients and tutors

9.15 MLA Handbook for Writers of Research Papers

<http://www.mlahandbook.org/>

The Modern Language Association (MLA) handbook website is produced and promoted by the Modern Language Association, and is meant to be a companion with the MLA Handbook. The website provides information on the MLA format for writing a research paper and citing the research sources used within a paper. There is a great deal of overlap between this website and the physical MLA Handbook. Both discuss the subjects of researching a topic, avoiding plagiarism, following the mechanics of writing, a paper’s format, and properly citing sources. One difference is that the website also provides some supplemental

material that can aid a client's in terms of style. The website also promotes certain research projects.

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