



Lea and Leon Eisenberg Writing Center
Beren Campus | 215 Lexington Avenue | 5th Floor | NYC

Wilf Campus Writing Center
500 West 185th Street | Belz Hall, Room 202 | NYC

TUTOR RESPONSIBILITIES

2025–26

Contact Information:

- **Dr. Ann Peters, Interim Director:** apeters@yu.edu
 - Office/Zoom hours: T 5–6PM & Th 10:30–11:30 AM
 - 215 Lexington 705
- **Writing Center tutors:**
 - Breindy Berger
 - Hadassah Reich
 - Sasha Aaron
 - Tiferet Strulowitz
 - Talia Feldman
 - Talia Schapira
 - Shirelle Maged
 - Dani Karp
 - Ellie Weisberg
 - Shoshana Fisher
- **Schedule :** <http://yu.mywconline.net>
- **WhatsApp group:** Writing Center 25-26
- **Canvas:**

In Case of Emergency: Call Security at (888) 783-7698 or (212) 592-4660, but if the situation warrants, dial 911.

Behave Professionally and Ethically: As a Beren Campus Writing Center tutor and YU employee, you represent both the Center and the University. As such, you should be friendly and polite with writers, faculty, and each other and maintain a professional attitude toward your work. You should also be mindful of and act according to ethical standards that are common in writing centers across the country. Ethics and professionalism are the most important aspects of the job of tutoring.

- **Be early for your In-Person and/or Online appointments:** *Before the appointment starts and whether or not someone has signed up, come to the Center or log in.* Arriving late (not to mention not showing up) is unprofessional, often upsetting for writers, and can tarnish the reputation of the entire staff. You will be considered late if you arrive after the appointment is scheduled to begin. **Put reminders in your phone calendar now so you don't forget!**
- **If you are working daytime hours, even if no one has signed up for an in-person appointment,** please be in the Writing Center. Often, someone signs up at the last minute. (It happens!) You will be assigned a workspace in either 521 or 522.

- If you need to miss a shift:
 - FIRST, if no one has signed up for the appointment, sign up for it yourself.
 - Then post a request in our WhatsApp group to find someone to fill in for you.
 - Once you've found someone, you must also contact Dr. Peters to tell her who will be covering.
 - If there is an emergency that prevents you from making these arrangements in advance, make sure you reach out to Dr. Peters directly and also on Whatsapp. Also make sure to contact your client and let them know you cannot attend.
- Please do not change the modality of your appointment: In-Person appointments need to happen in the Writing Center; Online appointments on WCOOnline (or Zoom). If someone schedules an In-Person appointment after daytime hours, you can switch it to Online.

Tutoring Principles:

- Support the writer—and their relationship with the professor. The Center is above all a *student* service designed to help writers with what they choose to work on, not an extension of the classroom—which is one important reason why tutors shouldn't speculate on the grade a piece of writing will receive. Nonetheless, tutors should respect faculty and their teaching. Undermining a teacher's credibility (for instance, by questioning an assignment, comment, or grade) can also limit the writer's ability to succeed in the course as well as erode the Writing Center's credibility with faculty. Instead, encourage the writer to talk to their professor or, if appropriate, to Dr. Peters.
- Scaffold the writer's work. Probably the biggest ethical question for any writing tutor is how much—and what kind—of work you can do with the writer, especially since there's no one-size-fits-all answer. But an answer that works much of the time—in both In-Person and Online appointments—is that which will best support the writer's long-term learning, so that the next time they face a similar writing situation, they'll be able to tackle more of it on his own. A helpful way to think about such support is as "scaffolding." Just as scaffolding on a building supports the structure and is taken down once work is complete, so too can you provide as much support as the writer needs until they can do the work on their own—at which point you can "fade." Studies show that a tutor's doing too much can be just as much of an impediment to the writer's learning as not helping enough. Deciding on the right amount of help for the particular writer you're working with is part of the expertise tutors develop.
- Respect the writer's right to privacy. Though our sessions and session reports aren't strictly confidential, writers need to be able to trust that tutors won't talk about them inappropriately.
- Make sure your In-Person and Online Appointments are no more than one hour long. Otherwise, you risk keeping other writers waiting and giving writers an incorrect impression of how long sessions usually last.
- Complete reports about each of your appointments immediately afterwards. When you don't complete them on time, you prevent the writer's future tutors from knowing what they have already worked on and create needless work for the tutor in charge of sending out reminders and for Dr. Peters.
- Complete the payroll process correctly and on time: As a YU employee, this is a crucial part of your professional responsibilities. For details, see the information you received from Payroll.
- Keep Dr. Peters informed of other professional and ethical concerns that arise. I'm here to help!

Be Aware of the Writer's Responsibilities: Writers also have specific jobs to complete and ethical responsibilities to consider, which you might need to remind them of:

- Writers with In-Person and Online Appointments should be prepared for their sessions: They should have on hand and be able to share with you (or talk with you about) the resources they need (the assignment, reading materials, their own notes and drafts, etc.) and have enough energy to be engaged in the work. If this doesn't happen, you might talk to the writer about why this is the case or recognize that sometimes the function of the session can be to get the writer prepared for their work. However, if you notice a pattern that makes it difficult for you to do your job, make a note in your session reports and talk to Dr. Peters.
- Help In-Person and Online Appointment writers become aware of what they accomplish in their sessions. Stop about 5 minutes before the end of each session 1) to recap/sum up with the writer what they learned/worked on and 2) to articulate with the writer their game plan/to-do list for the writing at hand and perhaps for other projects. Depending on what the writer seems to need, perhaps you or the writer will write this down or perhaps you'll only talk about it.
- In-Person and Online Appointment writers should behave appropriately. If you feel a writer is behaving improperly or making you uncomfortable, feel free to interrupt the session to reach out to another tutor or the WhatsApp list. If no one is available, you may end the session. Be sure to contact Dr. Peters.
- ALL writers should do their best to follow Academic Integrity guidelines. Above all, you should know that it's not your (or the Center's) job to determine when a piece of writing has been plagiarized (whether from a human source or artificial intelligence). In case you come across a piece of writing that raises questions for you in this area, it's good to know what to do.
- *First, know [YU's undergraduate Academic Integrity policies](#), including the statement on "Unsolicited Use of Artificial Intelligence" (under the section on "Academic Integrity Violations.")*
- Know too that faculty must include in syllabi their own Artificial Intelligence policies, along these lines:

Academic Integrity: The submission by a student of any examination, course assignment, or requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are the student's own. Evidence to the contrary will result in appropriate penalties as outlined here:

<https://www.yu.edu/academic-integrity>.

Artificial Intelligence: Please choose the statement that best applies to your course:

- AI Use Policy (Assistive Only). This course follows Yeshiva University's [Academic Integrity Policy](#) on artificial intelligence. The use of generative artificial intelligence or any platform with generative artificial intelligence capabilities is prohibited in this course. The use of assistive artificial intelligence is allowed in this course. Pre-approved assistive AI platforms include [explicit list generated by instructor: Hemmingway, MS Editor, etc]. Any platform not listed above is not approved for use. If you are unsure whether a platform or technology is allowed, please inquire directly. Please see <https://www.yu.edu/academic-integrity> for further information.
- AI Use Policy (Select Generative and All Assistive). This course follows Yeshiva University's [Academic Integrity Policy](#) on artificial intelligence. Generative artificial intelligence may be used, [with appropriate citation](#), in select assignments in this course. With the exception of assignments where use is explicitly permitted, the use of generative artificial intelligence or any platform with generative artificial intelligence capabilities is prohibited. The use of assistive artificial intelligence is allowed in this course. Pre-approved assistive AI platforms include [explicit list generated by instructor: Hemmingway, MS Editor, etc]. Any assistive platform not listed above is not approved for use. If you are unsure whether a platform or technology is allowed, please inquire directly.

- AI Use Policy (All Allowed). This course follows Yeshiva University's [Academic Integrity Policy](#) on artificial intelligence. Both Generative and Assistive Artificial Intelligence may be used in this course without restriction. Any content produced using Generative AI must be cited appropriately (see: [MLA](#) and [APA](#) for examples). Failure to cite Generative AI use may result in plagiarism charges as outlined in Yeshiva University's Academic Integrity Policy.
 - AI Use Policy (None Allowed). This course follows Yeshiva University's [Academic Integrity Policy](#) on artificial intelligence. The use of generative artificial intelligence or any platform with generative artificial intelligence capabilities is prohibited in this course. The use of assistive artificial intelligence is prohibited in this course. Examples of such prohibited assistive AI include but are not limited to Hemmingway, Quillbot, etc. If you are unsure if a platform is allowed, please inquire directly with the instructor. Please see <https://www.yu.edu/academic-integrity> for further information.
 - You should know that as of **February 1, 2026, the English Department at Stern College has agreed that there will be no allowed use of AI AT ALL** unless specified in writing at the top of an assignment. T
- *Learn the Beren Center's own policies and procedures:*
 1. Until a piece of writing is turned into the instructor, the Writing Center doesn't consider it to be Intentional Misrepresentation, Misuse of Sources, Unsanctioned Use of Artificial Intelligence, or Other Violations of Academic Integrity. This means that you can work with writers who haven't yet submitted such drafts to their professors.
 2. Deal with this sensitive issue respectfully and without making accusations or assumptions about the person or their writing ability.
 - o Don't assume that any problems are intentional.
 - o Be direct and explicit when discussing problems with using sources, including AI-generated text.
 - o Use more specific terms than "plagiarism" or "ChatGPT" to talk about these problems, including "insufficient citation," "failure to mark quotations," "failure to acknowledge sources," "patchwriting," and for the most extreme cases, "fraud."
 - o If the writer doesn't volunteer that she's used genAI but you suspect that she has, figure out a way to ask about it. E.g., "So it seems like you might have used AI here because the language sounds different from the rest. If you did, do you know if that will be OK with the professor?" How you phrase the question depends on the writer's attitude.
 - o Ask the writer what their professor's policy regarding Artificial Intelligence is. If they don't know, see if the writer can find the syllabus on Canvas and take a look at it together
 - If the professor *allows generative AI*, even just for that particular assignment, the writer may use an app like ChatGPT.
 - If the professor *does not allow generative AI—or if you and the writer cannot locate the professor's policy—these apps may not be used.*
 - For extracurricular writing, you'll need to rely on the writer's and your own better judgment, but for high-stakes writing like application essays, it's probably best to use them sparingly if at all.
 3. Even if you have a hunch that the writing wasn't written by the writer, even if the writer doesn't want your help in citing his sources appropriately, and/or even if it becomes clear to you that an academic integrity violation has occurred in an assignment that has already been turned in to a professor, try as best as you can to finish up your session. However, if you become extremely uncomfortable with the situation, you may end it or choose not to comment. Be sure to make a note in your session report and contact Dr. Peters.

4. Inform Dr. Peters about sessions in which Academic Integrity questions came up for you. I won't contact the professor or Dean, but I need to know what happened in case questions come up later. In an extreme case, I might decide to contact the writer.

Participate Regularly in Your Ongoing Tutor Development: Because learning to tutor, like learning to write, is an ongoing process, you are required to stay involved in staff development as long as you tutor. Even if you are able to learn all you need to about tutoring, you are also obliged to share your knowledge with other tutors.

- Each semester, attend the mandatory, early-in-the-term workshop and end-of-semester workshop. No exceptions will be made for new tutors. Experienced tutors who must miss part or all of this workshop must make arrangements in advance with Dr. Peters. We will begin regular monthly staff meetings during Club Hour. More on this soon.
- If you are a new tutor, early on your first semester, you must have an In-Person or Online appointment about your own writing. You must complete this appointment by the announced deadline to be scheduled for your tutoring hours.

Use the Center's Online Scheduler, WOnline:

- When a writer signs up with you, you should receive a copy of the email confirmation that the writer receives from WOnline as well as the reminder email that the system sends out the day before. (Let Dr. Peters know if this doesn't happen and/or you don't want it to.)
- Note that you must conduct Online appointments on a personal computer, laptop, or tablet. You may not do so on your phone except in an emergency.
- Several minutes before your In-Person or Online Appointment begins, come to the Writing Center on the fifth floor of 215 Lexington and/or log in to the schedule.

1. Choose the appropriate schedule--on the WELCOME! page or from the dropdown menu at the top:

2. Find your appointment on the schedule (filled appointment slots are either red or blue).

Oct. 4: Monday	12:00pm	1:00pm	2:00pm
Micah Pava ✍			
SYNCHRONOUS ONLINE TUTORING ONLY			
Aharon Nissel ✍			
SYNCHRONOUS ONLINE TUTORING ONLY			

Oct. 4: Monday	12:00pm		
Sam Miodownik ✍			
Adam Auerbach ✍			

- Open and read through the appointment pop up:

Existing Appointment

CREATED: Aug. 29, 2024 3:48 pm by Lauren Fitzgerald

Lauren Fitzgerald
 Pronounces name: Lor-in
 Phone Number (used only for scheduling purposes): 6462558903
 Language you feel most comfortable writing in: English

Wednesday, September 4, 2024 | 2:00 pm to 2:45 pm
Avishye Moskowitz | ONLINE Appointments F24
 Location: Furst 202

Appointment Tools

- Mark as a No-Show
- Manage Client Account
- Email Client
- Repeat Appointment
- CLIENT REPORT FORMS**
- Add New Report
- View Existing Reports

Avishye Moskowitz is a current Pre-Med, biology major and English minor at Yeshiva University. Avishye has lots of experience with lab reports and English papers of all types and is passionate about helping students develop and better their own writing!

Synchronous Online Tutoring
 To meet with your tutor over video, audio, and chat in real time, log back in to this website approximately five to ten minutes before the appointment starts. Then open this appointment box and click "Start or Join Online Consultation." To save time during the appointment, upload/paste in your writing and assignment below. (Your tutor won't read them until the appointment.)

[Start or Join Synchronous Online Appointment](#)

Appointment Details

What YU program are you in?
 Katz

What course or context are you writing for?
 Grad program assignment

Which 1 or 2 issues do you most want your tutor to help you with?
 Getting started;

What other aspects do you want to address, and is there anything you'd like the tutor to know about you and/or your writing?
 I'm not sure I understand the assignment and want to go over that.

[Attach File](#) [Edit Appointment](#) [Cancel Appointment](#) [Print](#) [Close](#)

Annotations:

- If it's the writer's FIRST VISIT, it will say so under "Existing Appointment"
- Note name pronunciation, phone number (for texting if their late, see below), and language.
- Click "Add New Report" to write your own session report (see below). Click "View Existing" to see reports from previous sessions.
- You'll see this link only for Synchronous Online appointments! Click to start).
- Read to get a sense of what the writer wanted to work on when they made their appointment. This agenda might change once you start talking!
- If the writer has uploaded a text, you don't need to read it before the appointment starts.

- Once you've finished an appointment with a writer, write a session report. Log in, navigate to the appropriate week of the schedule, and click the box that represents the appointment. Click "Add New" to write your report:

Add New Client Report Form

Lauren Fitzgerald
Wednesday, September 4, 2024 | 2:00 pm to 2:45 pm | ONLINE Appointments
 F24

Client Report Details

Questions marked with a * are required.

Staff or Resource *

Avishye Moskowitz

Actual Appointment Length *

45 minutes

What did you and the writer focus on (if this was an In-Person or Online Appointment) or what did you focus your feedback on (if this was Written Feedback)? * (check all that apply)

☐ Getting started
☐ Addressing the assignment/prompt
☐ Clarifying focus/argument
☐ Organizing ideas/evidence
☐ Using and citing sources appropriately
☐ Editing for grammar/punctuation or vocabulary
☐ Other (describe below)

Describe the session and provide any information you think would help the next tutor. For instance, why did you focus on what you did, and did it align with what the writer wanted help with? *

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write

Email Options

Email the client report form to the ☐ Staff or Resource

File Attachment

To attach a file to this client report form, use the options below. **File attachment can only be added when initially adding a client report form.** Additionally, the file must be 5MB or less and in one of the following formats: .doc, .docx, .numbers, .odt, .pages, .pdf, .rtf, .txt, .wpd, .wps, .xls, or .xlsx..

File **Visibility**

Browse... No file selected. Administrators Only

Click "Save Report!"

Save Report Return to Overview Close

Don't bother changing this.

click

DO NOT send the writer a copy of the report unless they ask.

Unless you're giving Written Feedback, You probably won't attach a file.

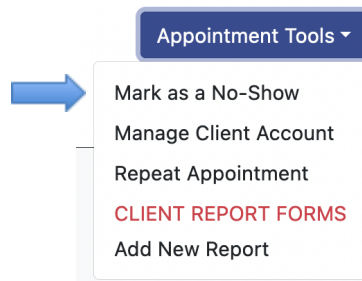
- Complete these session reports immediately after the appointment. If an exceptional event prevents you from completing your report within this time frame, you must complete it as soon as possible.
- Completing these reports will give you a chance to reflect on what worked, what didn't, and what you might try next time. The reports also help future tutors understand what the writer is good at and needs help with. In addition, they provide data needed to argue for more resources, and they'll protect the Center in case questions arise about our ethics or professionalism. If there is anything professionally or ethically worrisome about the session, please email Dr. Peters directly.

If a Writer is LATE:

- Once a writer is 5 minutes late for an In-Person or Online appointment, click the box that represents the appointment, locate the writer's phone number, and send a text.

This is the Beren Writing Center at YU. According to our records, you signed up for an appointment that started 5 minutes ago. Please log in to <https://yu.mywconline.net/> to meet your tutor or reply to this text. Thanks.

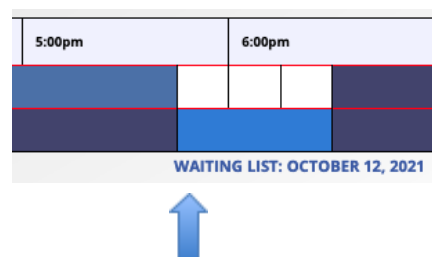
- If the writer responds that she isn't coming or if she doesn't log in after about 20 minutes, click "Appointment Tools" in the upper right of the appointment popup and "Mark as a No-Show" at the top of the dropdown menu:



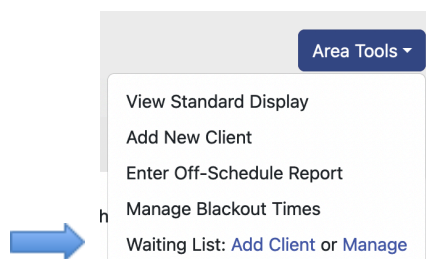
The writer will receive an email from the schedule letting them know that they missed their appointment, that they won't be able to sign up for the rest of the semester, but that they can send an email to explain what happened. If they send the email, their account will almost certainly be reinstated. So don't be shy about clicking "No Show" if the situation warrants it!

WOnline from the Writer's Perspective: The following information might help you answer questions that writers might have about using the scheduler. You might also familiarize yourself with the [guide posted on the schedule](#).

- Writers can work with tutors only if they have registered with WOnline and signed up for appointments there. Occasionally a tutor or director will help writers with this process. If a writer wants to schedule appointments directly with you, remind them that you don't handle scheduling.
- WOnline limits each writer to one appointment per day and one or two per week (depending on the schedule and how busy/slow we are).
- Writers who want appointments that are already taken can sign up for our Waiting List by clicking "WAITING LIST" at the bottom right of each day listed on THEIR version of the schedule:



- You can put a writer on the waiting list by clicking "AREA TOOLS" on the upper right:



- Once writers sign up for appointments, they receive confirmation and reminder emails that include key policies. You'll get a copy of this confirmation email too.
- When a writer misses an appointment and it is marked as "Missed," they will receive an email indicating that their ability to make appointments has been suspended for the semester. However, if they reply to the notice email with an apology and explanation about what happened—and if this is a first offense—the writer's account will very likely be reinstated.

Complete the Payroll Process Correctly and on Time: This is a crucial part of your professional responsibilities as a YU employee and Writing Center tutor.

- Review the timecard instructions and make note of all emails from Payroll. You will receive reminders to submit hours and it's important that you meet deadlines as explained in all communications. Instructions may be found on the payroll website: [Hourly Time Entry Submitter Instructions.pdf](#)
- Be sure to enter all the hours you have blocked on WOnline, unless you couldn't keep the appointment. You are paid for the entire appointment whether or not someone signed up for it.
- If you have technical issues with your timecard, contact payrollservices@yu.edu.
- Finally, if you submitted your timecard by the deadline, but did not receive a check (or direct deposit) within two weeks of the pay period end date, it is your responsibility to inform Dr. Peters and/or Payroll within 30 days.