Faculty Tutor Handbook

The Writing, Reading, and Language Center

Montgomery College

Rockville Campus

Macklin Tower

Room 020

Humanities Building

Room 002

I. Important Information for Tutors

Important Contact Information

Writing, Reading, and Language Center Website:
http://www.montgomerycollege.edu/departments/writerv

WRLC Interim Director: Jin Carvallo, 240-567-7215, Jin.Carvallo@montgomerycollege.edu

WRLC Assist Director (temporarily open)

Security: 240-567-5111 **(please make this one of your cell phone speed dial options)**

Counseling: 240-567-5063

HU002

Front Desk: 240-567-7402

Janice Du Four, Instructional Assistant: 240-567-7631
Janice.DuFour@montgomerycollege.edu

Xianghui Xing, Instructional Associate: 240-567-7414
Xianghui.Xing@montgomerycollege.edu

Mark Keats, Instructional Associate: 240-767-7401
Mike.Keats@montgomerycollege.edu

Garrett Butler, Instructional Associate
Garrett.Butler@montgomerycollege.edu

Karyn Brown, Instructional Associate
Karyn.Brown@montgomerycollege.edu

MT 020

Front Desk: 240-567-4160

Violeta Castillo, Instructional Assistant: 240-567-7457
Violeta.Castillo@montgomerycollege.edu

Anthony Nguyen, Instructional Assistant: 240-567-7249
Anthony.Nguyen@montgomerycollege.edu

Leave and Absence

Tutors should alert the WRL Center Director, Assistant Director, and Janice DuFour, by phone or email as soon as possible, before or after an absence.

Planned and Unplanned Leave:

- **For planned leave, please make your request at least a week before the date you wish to be absent**. Be mindful of the schedule, and please note that the particular date and time for leave cannot always be approved depending on the Center's needs.
- **For an unexpected emergency, please notify the Director, Assistant Director, or Janice DuFour.** Please do so before you are scheduled to tutor that day, if at all possible. Please file the leave form as soon as possible upon you return. The leave forms are signed by the Director before going to the Provost's Office.

Leave and Absence Policy and Request Process for Part-Time Faculty ONLY*

*For full-time faculty, the WRL Center will make note of the absence and how the faculty member plans to handle that absence through the leave process with his or her department. The WRL Center will wait for a response from the department that the leave form has been duly processed or remind the faculty member to do so.

- Tutoring is part of the faculty teaching load, and tutors are expected to be at their post for all of their scheduled dates and time.

- Details about the use of Bereavement and Mandatory Court Attendance Leave can be found in the bargaining agreement for SEIU 500.

- **One Personal Day off can be requested per semester**. Approval of the date is based on the needs of the WRL Center. Please contact the WRL Center director at least one week in advance, or with as much notice as possible.

- After the Personal Day has been used, a **Leave Without Pay** option is available.

- The College does not permit banking, comp time, making up time in the future, paying a sub under the table, or "switching" in a way that may officially obligate another person. The Center has no funds to pay for substitutes. An absence may be a burden on fellow tutors.

- Excessive absences will prohibit future employment.

When requesting Personal Leave or Leave Without Pay, you will need to fill out two forms:

1. **"Part Time Instructional Faculty Request for Short-Term Leave"**
   - 1st, 2nd, or 3rd leave request for this semester of tutoring circled in the upper right corner *
   - Your name, College ID or M number
   - The day of the week you are absent (Under "Meeting Days")

- The time you would have been tutoring (Under "Start Time and End Time")
- Actual date of the absence (Under "Leave Date Requested")
- Type of leave you are requesting (Check "Paid Time Off" if using your ONE "Personal Day")
- Date you are completing the form and your signature

* Note: The second and subsequent requests should be Leave Without Pay, unless your leave is related to Bereavement or mandatory Court Attendance

The leave forms are located in the plastic hanging bins near the Director's office in HU 002. Completed forms should also be put in the plastic hanging bins outside the Director's office.

II. Writing, Reading, and Language Center Routine

A. Student In-Take:

Students check in with our student aides and sign up for a tutoring session using WC Online. Their names will appear on your WC Online screen when they are ready to be tutored. Please refresh your tablet/laptop browser every few minutes to check the row associated with your name.

When calling a student for tutoring, call the name that appears in purple in your row on WC Online. View the sing-in form to see what the student indicates as the tutoring focus for the session (See Appendix A). Go into the hallway and call the student's name to invite him/her into the tutoring room.

B. Tutoring Session Reports:

The tutor will fill out the Client Report Form at the end of the session, including comments and next steps. Inquire from the student if a copy of the form would be sent to the instructor. (See Appendix A).

Please leave time at the end of the session for this discussion. Generally, discussing next steps and writing your report will take about 5 minutes, so plan the tutoring pace accordingly.

C. Sharing the Load:

Please keep checking your tablet/laptop and hallway for waiting students. Don't be afraid to alert other tutors that students are waiting. Limit your sessions to 30 minutes, **including** time spent wrapping up and writing reports. Students who need longer sessions should be encouraged to sign up for appointments, which last 45 minutes.

D. Tutoring Tables:

Tutors may sit at any unoccupied table—no tables are assigned. Please use only **one** table for tutoring. For personal items, tutors can use the lockers at the back of the tutoring room for storage.

E. Use of Computers and Personal Electronics:

The priority use of the laptops and tablets is for use with students, to look up resources for tutoring, or to explore the professional development links. **Laptops and tablets should never leave the tutoring room.** Choose either a laptop or tablet at the start of each shift. The devices should generally be logged in to WC Online at the start of each day, but if the screen was accidentally closed, simply log back in using the tutor credentials located on the Tutor Information board.
Please provide complete and undivided attention to students during tutoring sessions, and make sure you are fully alert to new students in the queue. Cell phones should be on vibrate while in the tutoring room. In the unusual circumstance that you need to take an emergency phone call, please leave the room.

F. Downtime:

Please use your downtime to become familiar with the many resources in the tutoring room, including the tutor pedagogy books. We serve students with a wide range of needs, and tutors are expected to become competent in all areas of academic writing and reading, including grammar, mechanics, punctuation, MLA and APA style, rhetoric, and at least some TESOL pedagogy.

G. Resources:

There is a bank of grammar and writing handouts which can be offered to students. If time permits, look at more extensive journal articles and books on the Tutoring Pedagogy shelf. See "Resources for Tutors and Students" for more information.

H. Scheduled Time, Breaks, and Snacks:

Tutors are generally scheduled for a maximum of 4-hour time slot. Teaching schedules and office hours are taken into account so that there are sufficient breaks to get to teaching/tutoring duties. A 15-minute break is given for every 4 hours worked. When taking this break, alert the student aide working check-in. This break is NOT to be used at the beginning or end of a tutoring time slot. Tutors count on each other to arrive on time and stay until the end of their scheduled time. Evening tutors will stay until the end of their scheduled shift even if there are no students. **Please eat snacks in the front office break area.**

Tutoring Policies for Students

- Tutoring is available for any English language task and at any stage of work, including brainstorming. Students from reading, English, and ELAP classes are welcome, as well as

students with written assignments from other content areas at the College. Students are helped with planning, organization, content, grammar, mechanics, reading comprehension, research paper formats, and other tasks.

- Tutors are available to help students become more independent learners, not to correct, edit, or proofread work. Tutors expect students to explain, discuss, and question throughout the tutoring session, and to be active partners.

- Students must have a hard copy of the writing. Tutors cannot work with students on thumb drives, flash drives, laptops, or electronic documents for written assignments. Printing is available via WEPA machines on the 3rd floor general lab of the Humanities Building, or in Macklin Tower 020.

- To meet with a tutor, students check in with a valid MC ID at the front desk in HU 002. Student aides will fill out the sign-in form in WC Online and will put in what students specifically want to work on.

- In addition to preparing questions for the tutor, students should bring written work, assignment sheets, textbooks, and any other necessary materials to the tutoring session.

- Tutors aim to give students an appropriate amount of time to address their questions, but they must be mindful of other students. Walk-in sessions last no more than 30 minutes.

- College policy dictates that students accompanied by children under age 16 will need to find a caregiver.

- Tutors will only help with mid-term, final, or take-home exams when the instructor has expressly given permission on the assignment sheet. Instructors will be notified when students seek help on take-home exams.

General Tips for the Tutoring Session

- **Good tutoring sessions are focused and interactive.** Through dialogue, students become more involved in their work and can sometimes answer their questions themselves. By asking questions for clarification, students gain insight into the reader's experience.

- **Focus on content first and grammar second.** Tutors emphasize with students the "Process Approach to Writing" used by instructors and prioritize review of the paper in the order of importance. That is, tutors explain to students that looking at word choice, grammar, and punctuation needs to come AFTER work on the bigger picture elements of drafting a paper.

- **Tutoring is not the same as editing, proofreading, or fixing a student's writing.** After a tutoring session, the writing should remain the student's own. Tutors come up with exercises and explanations that enable students to correct their own errors as much as possible. Tutors primarily function as thoughtful, insightful, and helpful readers of student writing.

Suggested Approaches to the Tutoring Session:

1. **Getting started—**

- Introduce yourself and learn the names of students. Break the ice with polite and friendly niceties. Create a respectful adult partnership with students.

- Explain what tutors can and cannot do, using a polite and encouraging tone. Indicate your confidence in students and the likelihood that they will make progress and become more independent.

- Encourage students to talk to you about their work, where they feel they are doing well and what they need to improve. We cannot require students to reveal disabilities or weaknesses, but we can encourage them to share with us whatever they think works best to help them learn. Some questions might be, "Before we begin, please tell me anything I should know about your learning so that I can help you better. Is there anything I can do or we can do during this tutoring session that will work better for you?"

2. **Clarifying the status of the assignment—**

- Ask for the assignment sheet and any relevant reading material, and ask the student to explain the assignment. Sometimes a student cannot produce the actual assignment directions, but their explanation of the assignment can be sufficient to help address issues related to organization and content. Listen to see if students are having trouble with the basic instructions and rubric. Suggest that students speak with their professors if it looks like they are very lost.

- Find some positives to say about a student's work. Create an atmosphere where students feel they "can do" and already have some skills to build on.

- If you suspect that students did not put much time or effort into assignments, ask them about it. Be kind but honest about the need for students to do sufficient work on their own before coming to tutors.

3. **Addressing the issues—**

- Look for **large issues** early—thesis statements, organization, and paragraph organization. Follow the process approach from higher-order concerns to lower-order ones.
- If the writing is confusing, ask students to chat with you about their ideas. Prompt them to articulate their ideas in simple, concise sentences, starting with the thesis, argument, or main idea of the paper.

- With paragraphs, help students generate topic sentences and a sequence of logically connected sentences. Prompt or lightly suggest content ideas, but avoid providing the ideas/content for students.

- Show students how to break up long, confusing sentences by using connectors.

- Suggest some alternative vocabulary or phrasing if needed, but limit this. Their professors need to see their level of the English language, not yours. If you do introduce new vocabulary, do so using the dictionary or thesaurus.

- Explain grammar rules on a separate piece of paper. You can use the WRL Center handouts and suggest additional practice in the WRL Center Computer Lab.

- Encourage students to notice how words and phrases are used in good written and spoken English.

- Teach students how to use writer's handbooks, their textbooks, learner and other dictionaries, the thesaurus, the Library's resources for writers, and other reference materials.

4. **Wrapping up—**

- Stop 5 minutes or so before the end of the session and do a recap: tell students what was done well and what areas need improvement.

- Discuss the next steps.

- Remember that you cannot answer every question from every student. **Just do your best.**

III. Resources for Tutors and Students

Writing, Reading Learning Center Website:
http://www.montgomerycollege.edu/departments/writerv

> The WRL Center Website has links to resources for students, faculty, and tutors. You will also find important information regarding WRLC locations, hours, and announcements, as well as policies and procedures, services, and information for student employees.

MC Library Website: http://www.montgomerycollege.edu/libraries

> The MC Library Website can also be accessed through the Montgomery College Homepage: Click on the link for "Libraries" at the top right under the search box. Their homepage hosts many resources for students, especially to help with research papers in different styles. There are also links to citation tutorials and library orientations.

"Tutor Information" and "Announcements" Bulletin Boards:

> The "Tutor Information" board provides information on Title IX, how to work with students with disabilities, and how to handle disruptive and/or distressed students by contacting Montgomery College's Behavioral Intervention Team.

> The "Announcements" Board is where advertisements for workshops and college events are posted. It is also where tutors can share news with each other. **Any items posted to this board should contain the name of the poster and a remove-by date**. As students and other visitors to the Center can also see this board, use your best professional discretion.

Books:

There are course textbooks for most ELAP, READ, and ENGL courses on the bookshelves. In addition, there are multiple copies of dictionaries, thesauruses, and English reference books.

Blackboard Community:

In addition to this manual, there is a Blackboard Community with important information for tutors about training resources, writing center theory, tutoring pedagogy, or serving special populations.

1. Log in to your MyMC page and click on the Blackboard icon in the upper-right corner.
2. Click on the "Community" tab in the upper-right corner of the Blackboard main page.
3. In the "Organization Search" box in the upper-left corner, type in "WRLC Tutors."
4. The Browse Organization Catalog page appears. You should see the community listed under "Organization ID."
5. Click the small, grey chevron button to the right of the Organization Name.
6. Click "Enroll" on the menu that appears.
7. The Self Enrollment page appears.
8. Confirm that you are enrolling in "WRLC Tutors," then click "Submit."

Computers:

The four desk tops in the tutoring room can be used to show students the College Library resources, and to locate online assignments and rubrics when hard copies are not available.

Workshops:

Tutors can help to promote the Fall and Spring workshop series for students that address some of the most pressing issues in student writing and reading. Information about these workshops will be announced to students via email blasts, the event calendar, and fliers around campus and in the WRL Center: on the "Announcements" board and in the front hall.

Login:
writingcenter.rockville@montgomerycollege.edu
Password: WRLC2017

Appendix A:
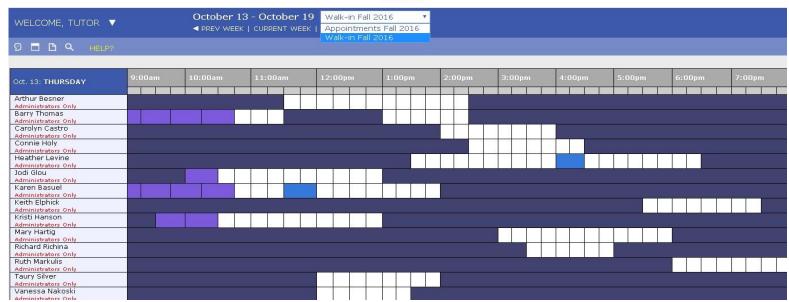
WCOnline

<u>Tutor Session Sheet</u>

1) Upon initial login to your tutor account (**you MUST be logged in with your administrative credentials**), you will gain access to your tutor session page.

2) Using the drop-down menu to the right of the current week, you MUST select the Walk-in category.

4) Click on any of the purple-colored boxes with the "No Client Report Form" description.

5) The appointment information form is displayed. Please take note of the "What would you like to do today?" section to identify what the student needs to work on during the session.

Montgomery College Writing, Reading, and Language Centers - Google Chrome
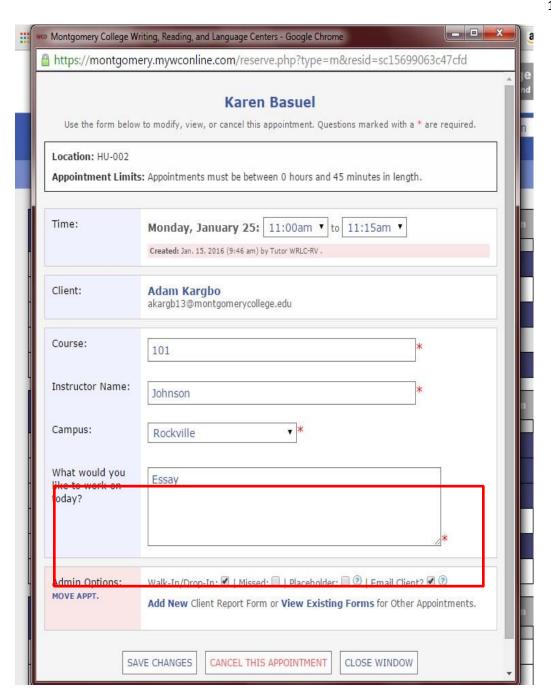
https://montgomery.mywconline.com/reserve.php?type=m&resid=sc15699063c47cfd

Karen Basuel

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

Location: HU-002

Appointment Limits: Appointments must be between 0 hours and 45 minutes in length.

Time: Monday, January 25: 11:00am ▼ to 11:15am ▼

Created: Jan. 15, 2016 (9:46 am) by Tutor WRLC-RV .

Client: Adam Kargbo
akargb13@montgomerycollege.edu

Course: 101 *

Instructor Name: Johnson *

Campus: Rockville ▼ *

What would you like to work on today? Essay *

Admin Options: Walk-In/Drop-In: ✔ | Missed: ☐ | Placeholder: ☐ ⑦ | Email Client? ✔ ⑦

MOVE APPT.

Add New Client Report Form or View Existing Forms for Other Appointments.

SAVE CHANGES   CANCEL THIS APPOINTMENT   CLOSE WINDOW

6) When you are ready to complete the Client report Form, return to the appointment information form and, under "Admin Options," click on the Add New link to open the Add New Client Report Form and add any post-session information. Please that red asterisks indicate required information.