



**TUTOR HANDBOOK  
2006-2007**

**Academic Support Center  
Montana State University-Billings**

**TUTOR HANDBOOK  
ACADEMIC SUPPORT CENTER  
Montana State University-Billings, Billings, Montana**

Some material for this manual was adapted from: “Tutoring Tips” by Rachel Shaffer and Deborah Shaffer, “Introduction to Peer Tutoring” by Wendi Black and “SOS/TRIO Tutor Manual” by Mary Morup, et al.

**MISSION**

- The Academic Support Center provides services to support the academic success of Montana State University-Billings students.
- The ASC Tutoring Program employs and trains student tutors to provide high-quality academic assistance to other MSU-B students studying in the ASC Learning Lab.

**OBJECTIVES**

1. Provide tutoring for all General Education level math and/or English courses, and for other courses, as needed.
2. Coordinate with faculty members to provide supplemental learning experiences to support classroom instruction in other selected areas.
3. Organize study groups to enable students to work together to achieve academic goals.
4. Identify potential student peer tutors who may provide tutorial support for courses not currently being served.
5. Identify and implement additional services that may support students’ academic success, based on both expressed and demonstrated needs.
6. All student tutors will participate in training sanctioned by the College Reading and Learning Association (CRLA), and successful participants will earn international certification at regular, advanced, and master levels.

When you tutor a student who has come into the lab for assistance, you are doing something truly significant. By sharing your gifts—your ability to comprehend material and to teach somebody else how to understand it—you are helping those students to develop their own gifts. With this in mind, remember to be friendly but not overwhelming, to be patient but not patronizing, and to be confident but not arrogant. Above all, treat your clients with sincere respect by honoring their privacy, answering their questions to the best of your ability, and asking for the help of a more experienced tutor or your supervisor when a student needs help that you cannot provide.

Remember that you provide not only a student’s first impression of the Academic Support Center, but you also represent your own academic department at MSU-Billings, so be pleasant and courteous to all you encounter. Your consummate professionalism protects your own reputation as well as that of the program.

## GENERAL GUIDELINES FOR TUTORS AND CLIENTS

1. A tutor can be defined as a helper, advisor, and instructor, but not as a proofreader, and never as a grader.
2. The assignment belongs to the client. The tutor gives advice and only advice. Hence, only the client should make physical changes to his or her assignment.
3. The client needs to provide the following information:
  - The instructor's name and the class
  - A copy of the assignment or directions, and
  - The questions and concerns to be discussed.
4. Individual tutors are responsible for asking for the above information.
5. Tutors should utilize reference materials as needed and assist the client in finding information in those materials.
6. Tutor duties include:
  - Helping the client become a better scholar in the subject area.
  - Helping the client learn to catch his or her own mistakes.
  - Addressing academic difficulties on levels, if necessary. This may mean solving outstanding issues first and addressing more detailed issues in later visits and/or later assignments.
  - Utilizing any resources necessary, such as reference books, handouts, other tutors and teachers, and supervisors.
  - Being intellectually flexible in discovering ways to meet clients' needs.
  - Adapting interaction strategies and/or focus of discussion to the assignment's level and the client's needs.
7. Client duties include:
  - Providing tutors with enough information and attention to let them do their jobs successfully.
  - Being willing to cooperate with the tutor and with lab policies.
8. Although tutors always try to give clients the best advice and service possible, they are only human, and different tutors have different strengths and weaknesses. It is, therefore, important for both tutors and clients to share their strengths, to work to improve their weaknesses, and to be tolerant of individual variation. Clients may always choose to work with a different tutor, but first, they should be sure that the problem truly is that tutor's lack of expertise and not the client's own inappropriate attitude or lack of preparation.

## **PREPARATION FOR TUTORING**

- Review the qualifications for the position: <http://www.msubillings.edu/asc/misc/employment.htm>
- Identify and document subject areas and courses you are qualified to tutor.
- Review texts, reference materials, handouts, and computer programs used in Learning Lab.
- Review AccuTrac program used for log-in/log-out procedures.
- Review procedures for providing tutorial services, by visiting with a tutor.
- Review the Family Educational Rights and Privacy Act (FERPA ): <http://www.msubillings.edu/staff/ferpastaff.htm>
- Participate in interview with supervisor.
- If hired, participate in tutor orientation programs, including CRLA training.
- Go to <http://www.msubillings.edu/technology/forms/Time%20Block%20Schedule.xls> to print weekly schedule showing your available hours.

## **QUALIFICATIONS**

1. A personal and professional commitment to academic honesty.
2. A copy of the applicant's current transcript(s), indicating a cumulative GPA of 2.50 or higher, with a grade of A or B in any class tutored, or in an equivalent or more advanced course. The transcript must also show evidence of satisfactory academic progress according to MSU-B Financial Aid Guidelines.
3. A letter of interest citing any past tutoring/teaching experiences and related coursework completed in high school and college.
4. A resume updated to the current semester, which will be kept on file at the Academic Support Center.
5. Three letters of reference (hardcopy, not email) from individuals prepared to discuss applicant's potential as a tutor.
6. A copy of the applicant's current weekly class schedule, indicating which hours will be available for tutoring.
7. A list of the subject areas and courses the applicant is qualified to tutor; each item requires faculty approval and sign-off.

## **ORIENTATION AND TRAINING**

All student tutors employed by the MSU-B Academic Support Center participate in the International Tutor Program Certification process, under the auspices of the College Reading and Learning Association (CRLA). Student tutors may earn up to three levels of certification: Regular, Advanced, and Master. Each level requires an additional ten hours of training and 25 hours of experience. Twice-yearly pay raises are contingent upon successful completion of CRLA certification requirements.

According to the CRLA, "the purpose of this program is twofold. First, it provides recognition and positive reinforcement for tutors' successful work from an international organization, CRLA. Second, its certification process sets a standard of skills and training for tutors. CRLA's ITPC has been endorsed by the National Association for Developmental Education, Commission XVI of the American College Personnel Association, the American Council of Developmental Education Associations, the Association for the Tutoring Professional, and the National Tutoring Association."

## **YOUR LAB EXPERIENCE**

Your time here in the lab can be a wonderful experience that allows you to learn more about the process of learning and evaluating assignments and to acquaint yourself with a wide variety of people. We welcome you and are grateful for your effort on behalf of both MSU-B's students and the Academic Support Center.

## **SELF-ASSESSMENT**

To prepare for your work as a tutor, you should first assess your own strengths and weaknesses. We have some diagnostic tests for you to take to identify both your competencies and your problem areas within your subject area. The results will show you where you can be confident and where you will want to improve your understandings. The fellow tutors and instructors, the reference books and texts in the lab, and your supervisor are all good sources for that help.

Before you work with students, make sure you become familiar with the lab itself and the various resources there. Locate the reference books, materials, and handouts, and then familiarize yourself with the computerized check-in/check-out procedure. Be sure you are also familiar with the computers and computer programs the students will be using.

## **ENCOUNTERING YOUR CLIENTS**

You must be positive yet flexible while meeting the needs of the wide variety of students you will encounter. You need to build their confidence by showing them what they already do well as you help them to master material unfamiliar to them. Although each student is unique as are their learning styles and needs, many fall into these categories:

### **THE SHY STUDENTS**

These students come to the lab with their heads down and embarrassed looks on their faces. They want help, but do not know how to ask. They often feel inferior because of their learning challenges.

### **THE SECURE STUDENTS**

These come to the lab willingly seeking assistance. They arrive with good basic skills, but recognize that they need further help. They are usually genuinely interested in improving their skills.

### **THE RESENTFUL STUDENTS**

These students are here solely because their teachers required them to appear. Sometimes they will need help with their assignments (even though they do not think they do) and they resent the fact that they have to spend time in the lab.

As you work with all sorts of students, let them know that we all have trouble with learning in some form or another, and remember to briefly describe to your clients some of your own challenges and successes so that they will have hope. Always be quick to point out your client's strengths, because everybody needs encouragement.

## HELPFUL HINTS

1. Everyone logs in and logs out of the Lab—tutors, clients, and computer users—both to make sure people meet their responsibilities and to track busy times and computer use so that we can improve our service to MSU-Billings students. Remind your client to check in.
2. Always greet your client first and introduce yourselves to each other; make a point to pronounce your client's name correctly. Make sure the client has brought along the assignment sheet, which you can both use to determine what needs to be done during your session. If the assignment is not available, explain to your client that you can supply only general assistance, since you do not know the instructor's intent.
3. Begin and end each session with a sense of purpose; cooperate with your client, first to choose the main focus of your session and then, just as importantly, to agree upon what will be the next task for them to complete after the session.
4. Either read the assignment aloud as you go (or ask the student to do so if that's more effective), so that the student can hear what is on paper and recognize what does and does not work. You should mark trouble spots for future reference, but do not rewrite or correct the student's work. Encourage the students themselves to make the corrections and note suggestions.
5. Encourage the student to talk through the problem-solving process by explaining the problem and what is expected, telling what should be done, and describing what is probably right or wrong about what has been completed so far. Help the student to evaluate the process by asking questions, asking for opinions, and offering general suggestions. Ideally, you will talk less than your student will. Do not interrupt needlessly, but try to keep the discussion relevant and productive.
6. As often as possible, insist that the students themselves find their own answers, with your guidance, using their texts, the reference materials on hand in the lab, and their own class notes.
7. When faced with a complicated, multi-task assignment, concentrate first on the big issues and proceed to the smaller issues as time allows or in a later session.
8. Let your students know you are human, too. Don't be afraid to correct your mistakes or to say, "I don't know" or "Let's ask one of the other tutors" if you are also confused. Ask for help from other tutors, instructors, or your supervisor whenever you face a situation requiring assistance or whenever you encounter a question you can't answer.
9. Because of professional courtesy, do not ever assign grades on assignments, second-guess grades already given, or share with your clients any of your opinions about instructors or professors. This is also a serious confidentiality issue.
10. Be patient and respectful as you interact with students and when you speak of them to your colleagues and supervisor. Remember your voice carries and that other people in the lab can hear what you say, so choose your words carefully.

## TRAINING SYLLABUS

### **Texts:**

*The Bedford Guide for Writing Tutors*, 4th Edition (2006), by Leigh Ryan and Lisa Zimmerelli;

*A Tutor's Guide: Helping Writers One on One*, edited by Ben Rafoth;

“Training for Tough Tutorials” DVD by Joe Essid, University of Richmond  
(Syllabus assignments will be indicated by surname of author.)

### **Level I Regular Certification**

#### **Modules 1-3 (three hours)**

##### **Level I Definition of Tutoring and Tutoring Responsibilities**

1. Participate in orientation for all tutors at beginning of semester (one hour) 1/16/07.  
1:00 p.m. to 4:00 p.m.

- Document employment, finish disclosure statements, and review timesheets
- Receive CRLA tutor handbook.
- Participate in ADHD Simulation Exercise.
- Read and discuss excerpts on “Professionalism” from Chapter 1, p. 1-4 (4<sup>th</sup> edition) in Ryan.
- (Level I tutors will also complete COMPASS diagnostic skills test.)

2. Meet with other CRLA tutors for group meeting (one hour)

- Review definition of tutoring and tutor responsibilities
- Review policies and procedures
- Review tutoring handbook.
- Participate in collaborative learning exercise; view and discuss client session scenarios portrayed in Essid's “The Fix-It Shop” AND/OR “The Friend”

3. Follow-up assignment (1/2 hour):

Record your Read/Respond assignment to be completed on site or on your own; email response to [ntraeger@msubillings.edu](mailto:ntraeger@msubillings.edu) before midnight on 2/2/07.

Read and respond to one of these two articles, using the questions in the accompanying study guides:

## Level I Basic Tutoring Guidelines

- “Tutoring in Emotionally Charged Session,” by Corinne Agostinelli, Helena Poch, and Elizabeth Santoro, Chapter 3, p. 17-23 (2<sup>nd</sup> edition, Chapter 5, p. 34-40) in Rafoth. Respond by completing Topic 6, p. 151, 1<sup>st</sup> edition (which will also be emailed to you). (The article mentioned by the author is available in the MSU-B Library.)
- “Coping with Different Tutoring Situations,” Chapter 8, p. 92-101 (4th edition) in Ryan. Respond by completing only Scenario 1 in Exercise 8A (p. 98) and all of Exercise 8B (p. 101).

Email responses to [ntraeger@msubillings.edu](mailto:ntraeger@msubillings.edu) by noon, Friday, 2/2/07.

Student Tutors who are hired or enrolled later than Jan. 16 will be required to participate in one of these two alternate orientation sessions:

1. Friday, January 26, 5:00-8:00 PM in ASC 009
- OR**
2. Saturday, January 27, 9:00 AM-12:00 noon in ASC 009

## Module 4 (1/2 hour, assignment distributed by email)

### Level I Study Skills

Online Tutor Training Workshop #1: ASC Website.

Answer the following questions as you would if a client asked for your help:

1. How do I log on?
2. How do I access Math Excel?
3. How do I start a word-processing document?
4. How do I check my email?
5. No, I’m not enrolled here. Why can’t I just use the computer to check my email?

Using a webquest approach for [www.msubillings.edu/asc](http://www.msubillings.edu/asc), answer the following questions, by citing the **url** of the page where you found the answer. You may even find the answer to a single question in two or more places on the website.

1. Maybe I’d like to be a tutor. How do I apply for a job here?
2. How do I get to my teacher’s webpage? (Choose any MSU-B teacher webpage.)
3. When is the next APA workshop?
4. Do you have a tutor who can help me with my statistics assignment?
5. What are *math refreshers*, and how do I access them?
6. How do I register online?
7. How do I print out a transcript?
8. Where’s your suggestion box? I know what this program *should* be doing!

9. How do I format a paper in MLA style?
10. How can I figure out how to use my graphing calculator?

Review these two tutor training sites, then choose and defend one component you would like to incorporate into our tutor training program.

1. [www.ccsf.edu/Services/LAC/lern10/index.html](http://www.ccsf.edu/Services/LAC/lern10/index.html)
2. [www.trctc.comnet.edu/ed\\_resources/tasc/Training/training%20index.htm](http://www.trctc.comnet.edu/ed_resources/tasc/Training/training%20index.htm)

Email responses to [ntraeger@msubillings.edu](mailto:ntraeger@msubillings.edu) due by noon, Friday, 2/9/07.

## Module 5 (one hour)

### Level I Techniques for Successfully Beginning and Ending a Tutor Session

Monday, 2/5/07, 7:00-8:00 AM (breakfast) in ASC 009 OR

Tuesday, 2/6/07, 4:00-5:00 PM (snacks) in ASC 009

1. Review responses to assigned readings and to web exercise.
2. Participate in collaborative learning exercise; view and discuss client session scenario portrayed in Essid's "The Non-Traditional Student."
3. Follow-up assignment (1/2 hour):  
Read and respond to "Inside the Tutoring Session," an excerpt from Chapter 3, p. 18-31 (4th edition, Chapter 3, p.18-30) in Ryan. Respond by completing Exercise 3C, p. 31 (4th edition) using a copy of the form on p. 32 (4th edition). Forms are also available in the Learning Lab in dictionary cupboard.

#### FIRST THINGS FIRST

Be sure to ask your students the following questions:

Have you signed in?

What does your assignment ask you to do?

What is your main concern about this assignment?

In what specific ways could I help you during this session?

Email responses to [ntraeger@msubillings.edu](mailto:ntraeger@msubillings.edu) due by noon, Monday, 2/12/07.

## Module 6 (1/2 hour, assignment distributed by email)

### Level I Critical Thinking Skills

Online Tutor Training Workshop #2: Questioning Techniques

1. Visit the following sites, looking for ways to expand and improve your own questioning techniques you use with clients:

#### Socratic Questioning

<http://set.lanl.gov/programs/cif/Resource/Handouts/SocSampl.htm>

<http://www-ed.fnal.gov/trc/tutorial/taxonomy.html>  
<http://okra.deltastate.edu/~bhayes/socratic.html>  
<http://www.engin.umich.edu/~problemsolving/strategy/cthinking.htm>

2. Drawing on the experience and insight of Socrates, design and print a list of 5-10 questions you are willing to begin using in your tutoring sessions. When you design your list, make it pocket size so that you can refer to it between clients or during slow times in the lab. A question at a time, you can become even better tutors than you already are!

Email a copy of your list to [ntraeger@msubillings.edu](mailto:ntraeger@msubillings.edu), by noon, Friday 2/16/07.

## Module 7 (one hour)

### Level I Active Listening and Paraphrasing

Monday, 2/26/07 7:00-8:00 AM (breakfast) in ASC 009 OR

Tuesday, 2/27/07, 4:00-5:00 PM (snacks) in ASC 009

1. Review responses to assigned readings and to Socratic Questioning Techniques exercise.
2. Using Socratic questioning techniques, participate in collaborative learning exercise; view and discuss client session scenario portrayed in: "Training for Tough Tutorials" (Essid, University of Richmond): "Strong Paper."
3. Follow-up assignment (1/2 hour):  
Read and respond to one of these two articles, using the question that follows:
  - " FIND SUBSTITUTE ARTICLE for #1
  - "Critical Thinking . . . and the Art of Close Reading, Part IV" in *Journal of Developmental Education*, 28:2, 2004, 36-37 by Linda Elder and Richard Paul. Why is the ability to paraphrase so important?

Email responses to [ntraeger@msubillings.edu](mailto:ntraeger@msubillings.edu), due by noon, Friday, 3/16/07.

## Module 8 (one hour, assignment distributed by email)

### Level I Setting Goals and Planning

Online Tutor Training Workshop #3: Comparison Shopping

1. Review at least two of the following websites, noting strengths and weaknesses for each. In each case, the key words in the **url** indicate the subject of the website. When you finish, answer the three questions that follow.
  - [http://www.wtamu.edu/academic/anns/mps/math/mathlab/col\\_algebra/index.htm](http://www.wtamu.edu/academic/anns/mps/math/mathlab/col_algebra/index.htm)
  - <http://a4esl.org/>
  - <http://www.marietta.edu/~mcwrite/>
  - <http://www.chemtutor.com>
  - [http://www3.cerritos.edu/earth-science/tutor/tutorial\\_center.htm](http://www3.cerritos.edu/earth-science/tutor/tutorial_center.htm)
2. If you were to improve the second site you reviewed, which strengths of the first one could improve the weaknesses of the second one? Why?
3. How could we improve our own website by incorporating components of these sites or seeking permission to link directly to these sites? Be specific and use urls.

4. What was your major concern about a specific weakness in one of the sites you reviewed? How would you resolve this weakness, if you could?

Email responses to [ntraeger@msubillings.edu](mailto:ntraeger@msubillings.edu), due by noon, Friday, 3/23/07.

### **Module 9 (one hour)**

#### **Level I Review Compliance with Ethics and Philosophy of the Tutor Program**

Monday, 3/26/07 7:00-8:00 AM (breakfast) in ASC 009 OR

Tuesday, 3/27/07, 4:00-5:00 PM (snacks) in ASC 009

1. Review responses to assigned readings and to Comparison Shopping exercise, sharing insights in discussion of the ethics and philosophy of the tutoring program.
2. Review the mission statements of the ASC and the Tutoring Program:  
*The Academic Support Center provides services to support the academic success of Montana State University-Billings students. The ASC Tutoring Program employs and trains student tutors to provide academic assistance to other students studying in the ASC Learning Lab.*
3. Participate in collaborative learning exercise; view and discuss client session scenario portrayed in Essid's "The Demoralized Writer" (assistance for demoralized clients, struggling as the semester ends).
4. Follow-Up Assignment (1/2 hour):  
Complete and submit self-evaluation and set up evaluation appt. with supervisor.

Email document to [ntraeger@msubillings.edu](mailto:ntraeger@msubillings.edu), due by noon, Friday 4/13/07

### **Module 10 (one hour, assignment distributed by email)**

#### **Levels I EVALUATION**

Complete and submit self-evaluation/Set up evaluation appt. with supervisor.

Email document to [ntraeger@msubillings.edu](mailto:ntraeger@msubillings.edu), due by noon, Monday, 4/23/07).



## CONTRACT

### Essential Responsibilities

- Be nice.
- Honor confidentiality.
- Learn your students' names and pronounce them correctly.
- Focus on students' academic success.
- Tutor and teach.
- Don't do the students' assignments.
- 

As a tutor, I understand and agree to the following:

1. I will arrive punctually for my shift, for tutor meetings, and for all appointments. On the rare occasions when I cannot keep an appointment with a student, I will call the Academic Support Center to let my supervisor know well in advance. (Main campus tutors call Anita at 657-1641 and COT tutors call Leanne at or 247-3022)
2. I will help and encourage the student to improve classroom performance, but I will not do any work that could be interpreted as the student's own, because I am committed to maintaining academic honesty. I have read and understood and will honor the MSU-Billings Code of Conduct.
3. I will maintain confidentiality at all times, except that with the permission of the student, I may discuss the student's performance with my supervisor at the Academic Support Center. If I want to have a discussion with the student's instructor, I will check with my supervisor first.
4. I will dress appropriately as a professional in the workplace, making a point to avoid offensive and provocative clothing.
5. I understand that failure to meet these expectations will result in probation or dismissal from this position.
6. I understand that tutor staffing will be reviewed at the end of each semester and assignments for the following semester will be based on my performance as a tutor and on the needs of the program.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## End-Of-Semester Self-Evaluation

(Due before you leave for vacation!)



1. Describe what you believe to be
  - a. the tutoring skills you have mastered and
  - b. those which remain challenges for you.



2. Write a letter of reference for yourself, as if you are recommending yourself for employment. Address both strengths and weaknesses. (Please write in third person voice—he/she, not I.)



3. Look ahead to your own future as a tutor, as a teacher, and/or as a lifelong learner. Predict both the significant events and struggles you will probably encounter. Discuss how the skills you master now may help you to survive and thrive in life.

## Tutor Evaluation Checklist

### Attendance:

- Attended tutoring hours faithfully
- Arrived on time or early
- Worked whole sessions (no early departures)
- Faithfully informed lab director about missed sessions
- Faithfully made up any sessions missed

### Lab Procedures:

- Remembered to sign in and sign out
- Was available at or near tutor stations to facilitate client contacts
- ENGL 390 students only: Filled out required slips for sit-down clients
- Made sure clients signed in and supplied complete information for tutor slip
- Asked for assignment prompt or checked assignment notebook

### Tutoring Skills:

- Was polite, patient, attentive and helpful with clients
- Accurately assessed drafts to determine successful or weak areas
- Elicited suggestions from clients, and talked less than they did
- Clearly identified appropriate resources for addressing weaknesses
- Enabled clients to become increasingly independent

### Professionalism

- Dressed appropriately
- Maintained personal boundaries, both physically and intellectually
- Demonstrated professionalism in manner and speech
- Was readily and visibly available to clients
- Interacted appropriately with other tutors

### Comments from evaluator and tutor

Signed \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Learning Lab Tutors

Name \_\_\_\_\_

1. After reviewing the list of responsibilities on your contract, how would you rate your performance as a tutor? Discuss any *significant* strengths and weaknesses.
2. How have your abilities and skills improved while you have served as a tutor? In what ways have you addressed any areas for improvement you discovered?
3. How effectively do you communicate with students? Give examples.
4. In what ways do you help students solve their own problems with their assignments, without taking over the process yourself? Give examples.
5. How have you arranged for necessary absences, accommodations, and adjustments, especially when you can't work your assigned shift? Give examples.
6. In each of these areas, what are your professional development goals?
  - a. commitment to the mission of the Academic Support Center
  - b. tutoring/teaching skills and techniques
  - c. material and time management (timesheets, logs, handout alerts, etc.)
7. How could your supervisor make your job better for you?
8. How could the Academic Support Center improve services for students?

## **Code of Student Conduct Regarding Academic Misconduct**

**A.** Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity.

### **1. Cheating**

Using or attempting to use unauthorized materials, information, study aids, or computer-related information.

### **2. Plagiarism**

Representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion as one's own.

### **3. Fabrication**

Presenting as genuine any invented or falsified citation or material.

### **4. Misrepresentation**

Falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

**B.** When academic dishonesty occurs or is alleged to have occurred, the instructor has the right and obligation to take appropriate action which may include a verbal or written reprimand or warning, a grade of "F" (failure) for the assignment or test involved or a grade of "F" for the course. The instructor is to also refer the incident for possible institutional adjudication, as outlined in Part IX, B, 4 (Actions Against Persons or Groups of Persons).

**C.** When misconduct of a behavioral nature occurs in the classroom, the instructor has the right and obligation to take appropriate action which may include a verbal or written reprimand or warning that the behavior may be in violation of the Code of Student Conduct Part IX, B, 2, f. Furthermore, failure to comply with a request to cease the disorderly conduct may result in an additional violation Part IX, B, 2, p. In such case that disorderly behavior continues in the classroom, the instructor may elect to refer the incident for institutional adjudication, as outlined in Part IX, B, 4 (Failure to Comply with Lawful Directions of University Officials).

*Material from Montana State University Billings Student Handbook 2006-2007*

## Protocol for Panic Buttons

1. In an emergency, press and hold the panic button for one second.

Panic buttons look like doorbells, and are located in three places:

Front desk in lobby, underneath the right edge of the keyboard

Room 006/008, on north (front) wall between the two classrooms

Back hallway of DSS, south wall (Lab side) at left end of coat hooks

- If possible, send one of your students or colleagues to inform the front desk about the nature of your emergency situation. The front desk employee will call Campus Police at 2147 to relay the information.
- If you can't easily and smoothly send someone, don't panic; the alarm will still notify the Campus Police. Wait calmly; the Duty Officer will arrive in just a few minutes.
- If the situation is potentially violent, do not put your students or yourself at risk with any inappropriate actions or behaviors.

2. When the panic button is pushed, the campus operator will immediately contact

- the campus police station (to send a Duty Officer immediately) and then the ASC to inform the front desk employee that the Duty Officer is on the way.
- The front desk employee is not expected to take any action, except to maintain their own safety.
- If it is safe to do so, the front desk employees should pay careful attention to what is going on in their field of vision in order to provide important information later. Those employees should not leave the front desk to obtain information and must not act like they are actually paying attention.

3. When the Duty Officer arrives, everybody else will follow his or her directions from that point forward and will provide as much factual information as is known.

## Semester-End Checklist for Tutors

Before you leave for the break, please do the following:

\_\_\_\_\_ Please return your lanyard/nametag and binder to Anita (Main Campus) or Leanne (COT).

\_\_\_\_\_ Please empty your mailbox and work areas of any personal items.

\_\_\_\_\_ Please return to their proper places any tutoring supplies you've used.

\_\_\_\_\_ If you work at all during finals week, please turn in your timesheet before you leave campus for the break.

\_\_\_\_\_ If you pick up your paychecks from the Business Office at the COT, please let Jessica know where to mail your final semester paycheck.

\_\_\_\_\_ Please let Leanne (COT) or Gwen (Main Campus) know if you would like to return to tutor next semester.

Thank you!

## **Bibliography of Teaching Resources**

### Writing Instruction/Composition

- Barnett, Timothy. *Teaching Argument in the Composition Course*. Boston: Bedford/St. Martin's, 2002.
- Behrens, Laurence, and Leonard F. Rosen. *Writing and Reading Across the Curriculum*. New York: Longman, 2002.
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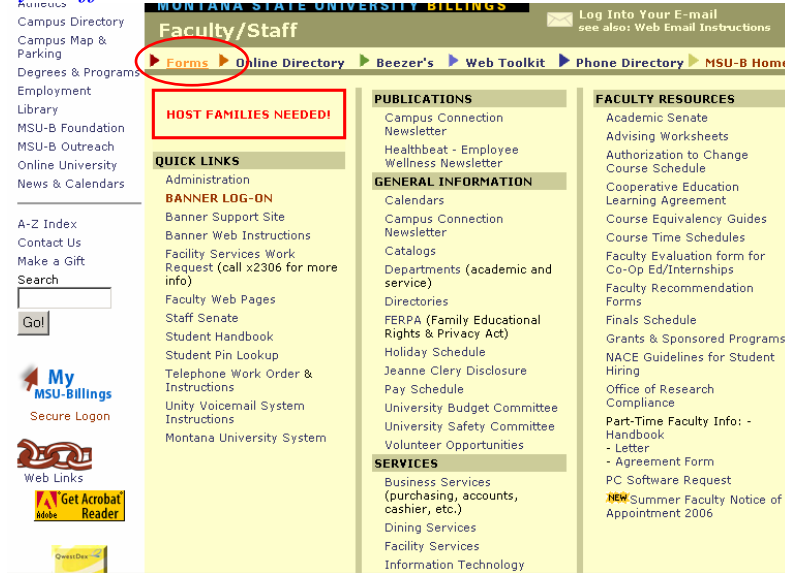
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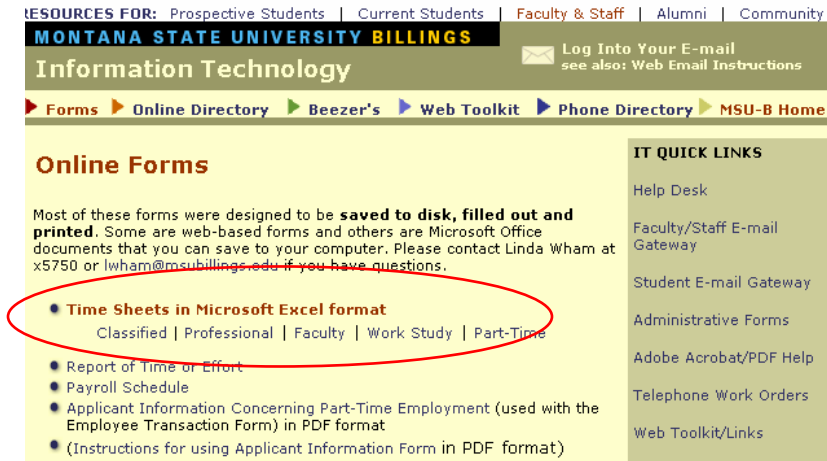
## Time Sheet Preparation

To fill out the time sheet, please follow these steps:

- Go to the MSU-Billings web site ([www.msubillings.edu](http://www.msubillings.edu)) and click on the “Faculty & Staff” button.
- Under *Faculty/Staff* click on “Forms.”



- Check the information below to see which time sheet to use and click on that particular option.



**Paid Tutors (other than instructors):**

Use “Part-Time” timesheets for tutoring.

Please verify index numbers with Anita!

\*\*Use Index Number 630258 on all tutoring time sheets (senior campus)

\*\*Use Index Number 630270 on all tutoring time sheets (COT campus)

- When the time sheet comes up, fill in the highlighted boxes with the correct information. Instructors will need to know their GIDs (computer-generated MSU-Billings ID numbers), which they can find on their pay stubs, U-Cards, or get from Anita or Leanne; and index numbers. Make sure to use the correct index number(s) so the money is removed from the appropriate university accounts. The department name should be “ASC” for the main campus or “ASC-COT” for the COT.
- Print out the time sheet. Sign and date. Give to Anita (main campus) or put in the time sheet collection basket above the ASC mailboxes (COT).

**Payroll Dates**

September 1, 2006	September 15, 2006	September 29, 2006
October 13, 2006	October 27, 2006	November 9, 2006
November 22, 2006	December 8, 2006	December 22, 2006
January 5, 2007	January 19, 2007	February 2, 2007
February 16, 2007	March 2, 2007	March 16, 2007
March 30, 2007	April 13, 2007	April 26, 2007
May 11, 2007	May 25, 2007	June 8, 2007