



*Burkhardt Building*

***Department of History  
Ball State University***

***MANUAL FOR UNDERGRADUATE  
TEACHING FELLOWS IN HISTORY***

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## **PREFACE**

We have written this manual to help Undergraduate Teaching Fellows in History understand and carry out their responsibilities as Teaching Fellows. It is divided into four sections.

### **SECTION I**

Is a brief checklist of procedures, duties, & responsibilities.

### **SECTION II**

Provides a brief description of the program, a listing of the program's benefits to Teaching Fellows, an outline of the central duties involved, a discussion of professional demeanor, and the Teaching Fellows' responsibilities and obligations to the students they will be helping.

### **SECTION III**

Offers detailed and concrete suggestions for dealing with Teaching Fellows' major duties and with problems they are likely to face.

### **SECTION IV**

Includes a brief description of the major texts used in survey courses and suggestions for handling text-specific problems. We want to acknowledge the generous assistance of the College of Sciences and Humanities and the Office of Experiential Education at Ball State for financial support of this project through a Federal Title VIII Cooperative Education Grant. Robert Luczak, J. Walter, Dr. Susan Lawrence, and the Ball State Learning Center provided much useful information on tutoring, help sessions, and test-taking. The material in Appendix V came from pertinent Ball State University brochures. Finally, we thank Robin Keever and Johanna Rust for typing the original manuscript.

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## **SECTION I:**

### **CHECK LIST OF PROCEDURES, DUTIES, AND RESPONSIBILITIES**

For office assignments, keys, and details on how you will be paid, see the Service Center Secretary (currently Marsha Andrews) in BB 203. You will have mail boxes in BB 202.

You must regularly attend the class to which you have been assigned. If you must miss any classes, please inform your instructor as soon as possible. Depending on your instructor's preferences, **you may be asked to perform some or all of the following duties:**

- develop a seating chart and aid with other administrative details
- take attendance
- distribute and proctor examinations and quizzes
- grade examinations and quizzes
- record grades
- keep office hours
- hold individual conferences with students
- hold help/review sessions

**Each Fellow serves as a teaching assistant in a large section of West in the World, World Civilization 1 or 2, Non-Western Civilization, or U.S. History 1 or 2. The position offers significant opportunities for mentoring relationships, both indirect and direct, through modeling of teaching methodologies as well as one-on-one discussions with faculty.**

Teaching Fellow assignments for the spring semester will be made in the fall. You will be given a form on which to apply. Because we usually need fewer Teaching Fellows in the spring, some of you might not be reappointed. Decisions will be based on seniority in the program and on instructors' recommendations.

If you have any questions about your specific course, consult your instructor. If you have questions about the Teaching Fellow Program in general, please contact the Chair or Assistant Chair in BB 200.

## **SECTION II: INTRODUCTION**

### **A. HISTORY AND BACKGROUND OF THE UNDERGRADUATE TEACHING FELLOW POSITION**

The Undergraduate Teaching Fellow position has two central purposes:

To provide assistance for instructors teaching large sections of survey courses;

and

To give qualified History/Social Studies majors the opportunity to serve as part of the undergraduate teaching process-- to have "hands-on" experiences in the history classroom.

Each semester the department solicits applications from departmental majors and teaching majors with an area in Historical Perspectives. Based upon a careful examination of applications, experience, and academic records, the Chair & the Assistant Chair select an appropriate number of Teaching Fellows. **Each Teaching Fellow is paid approximately \$572 per semester for an average of six and a half hours of work per week.** A few Teaching Fellows may be asked to assist in two surveys. Please consult with the Service Center Secretary in BB 203 for information on how to be initiated for payment and utilize the payroll system to avoid any payroll problems.

#### **Some notes on the payment system:**

1. You will not sign in and out for hours through the Kronos system.
2. You will submit a **monthly individual absence report** with your professor's signature and then turn it in to the Service Center Secretary in BB 203 by the 12th of each month to ensure payment at the end of the month.
3. You will be paid monthly rather than bi-weekly and will pick up your check through the Service Center Secretary in BB 203.
4. If you are employed elsewhere on campus, this will put you in a different payroll system. Your supervisor will need to re-submit you to the system. They should contact Janet Puckett for an explanation. Please let us know as well.
5. With the change, you may receive paperwork requiring you to accept this assignment by signing and returning a letter. Please do not be concerned about that, but please comply so to complete the process for payment.

## **B. BENEFITS OF THE PROGRAM TO TEACHING FELLOWS**

There is little doubt that participating faculty appreciate the Undergraduate Teaching Fellow Program. They tell us that Teaching Fellows have helped immensely in making large sections more efficient, productive, and pedagogically sound. But the value of the program goes beyond providing assistance to instructors. It is, we believe, of great benefit to the Teaching Fellows as well.

First of all, because students must have a 3.0 GPA overall as well as in history, and optimally will have significant coursework in history already completed, simply being selected as an Undergraduate Teaching Fellow is a signal honor. Those chosen for these positions are recognized as our most able and competent majors.

Moreover, working with an experienced university faculty member provides intellectual stimulation, even if the Teaching Fellow does not pursue a career in education. A number of former participants in the program have told us that assisting different instructors with differing approaches has broadened and deepened their appreciation of history.

Certainly, those Teaching Fellows who do become teachers benefit in several ways from the experience. By watching experienced teachers teach, they learn what works and does not work in the large classroom. They become teachers themselves as they assist in the administrative details of teaching, conduct help sessions, and work with students individually during office hours. The Program becomes a laboratory in which participants test pedagogical theories and learn teaching techniques through practical experience.

Clearly, this employment becomes a major addition to participants' resumes. Being a Teaching Fellow validates a prospective teacher's ability in a way that course work alone cannot. Additionally, faculty whom Teaching Fellows aid become a source of letters of recommendation. Letters from instructors who have supervised students in the role of Teaching Fellows simply have more bite than those who have merely had a student in class.

Finally, faculty and their Teaching Fellows often develop a very special intellectual relationship, and should do so as part of the mentoring focus of the program. Numerous individual meetings, discussions of both content and methodological issues, and just plain human-to-human contact will enrich the Teaching Fellow's educational experience. These are gains that go beyond mere practicality.

### **C. DUTIES OF TEACHING FELLOWS**

Since you will work for a particular instructor, the instructor being assisted determines your specific duties. Responsibilities vary widely, but there are some common tasks that most of you will perform.

You are expected to work an average of six and a half hours per week. Normally those hours include attendance at the class sessions, office hours, and other duties assigned by the instructor. The Service Center Secretary in BB 203 will provide elucidation of the instructions listed on page 5 above regarding payment procedures so you can be paid. It is vital to do so correctly. Checks are issued monthly.

Most instructors have you make two seating charts: one for yourself and one for the instructor. Since instructors have individual preferences on how the seating chart should be done, you should check with the instructor about the details before making up the chart.

Instructors frequently will have you keep a record of students' class attendance. Usually this is done from the front of the room while the instructor is teaching and under all circumstances should be done with as little interruption as possible. Instructors may wish to receive periodically a written account of the class attendance. Certainly you should inform instructors whenever a student begins to have high absenteeism. Sometimes instructors want to see if there is any correlation between grades and attendance. If so, you may be responsible for ascertaining what correlation, if any, there is.

An important task is to talk to students about their grades and performance in class. Sometimes students are reluctant to come to their instructor about such problems but will talk to a Teaching Fellow. If students are not doing as well as they had hoped, you should be able to help them find out why and help them develop better note taking, study habits, and exam preparation. You should also be aware that students may go to the Learning Center for additional help. If a student who is doing poorly does not visit the instructor or you, you may find it wise to urge that the student come by for a conference. Some instructors may require conferences for students doing poor work.

Sometimes you will be asked to conduct help or review sessions for the class. These come shortly before an examination, and usually student attendance is optional. The purpose of these sessions is to aid the student in preparing for the examinations; however, review sessions are not to take the place of student preparation. Once again, you should check with the instructor concerning how the help sessions are to be conducted. The instructor may want you to give certain specific information to the students, may want you to go over a set of study questions with the class, or may prefer that you primarily answer students' questions.

You probably will have some responsibility in grading papers, although this varies from instructor to instructor and depends on the type and frequency of test given. If the tests are machine graded, you are normally responsible for getting the pencils and answer

sheets to the classroom, for taking the tests to the examination services in the Robert Bell Building where they are graded, and for picking up the tests once they are scored (see Appendix VI for information on Exam Services). Many times you will keep the grade book and thus must record all grades. Care must be taken to make certain the grade book is accurate and understandable.

Occasionally you will be expected to grade written work. If so, you will need to know what criteria the instructor uses in grading. Some instructors grade entirely on content; others allow grammar, organization, and style to have a direct bearing on the grade. One instructor may stress the inclusion of factual material as the main ingredient to the answer; another instructor may primarily grade on how well the students present arguments. Instructors sometimes give their Teaching Fellows outlines or examples of the information "A" answers should contain. Since grading is so important, when you grade written work for the first time, you should expect the instructor to monitor the grading closely. Although grading is not an exact science, there are standards and guidelines beyond merely how the reader "feels" about the answer.

#### **D. PROFESSIONAL Demeanor, RESPONSIBILITIES AND OBLIGATIONS TO THE STUDENTS**

When you accepted the invitation to work in the department as an undergraduate teaching Fellow, you assumed certain obligations to the instructor of the class to which you have been assigned, to your fellow Teaching Fellows, and to the students. Here are some things to keep in mind.

Your demeanor is important to the work. It is not necessary to be smiling and cheerful all the time, but students much prefer to talk with a teaching Fellow who is pleasant, friendly, concerned, and helpful. Such positive attitudes can be expressed by what is said and also may be revealed by facial expressions or tone of voice. You may express an interest in helping students but make the statement so gruffly or with such a pained look that no one believes what you said.

Whenever possible, you should learn the students' names and speak to them on a friendly basis. If students learn that you know who they are and are friendly toward them, they are more likely to seek you out when they have problems.

1. Usually Fellows are quite eager to help, but occasionally one does not want to be bothered by what appear to be the petty problems of students. Of course, such problems are not petty to the students and should not be treated as such by a teaching Fellow. You should treat students with the same dignity and respect that you hope to receive from your professors.
2. It is very important for you to understand that your services are essential to the smooth functioning of the course. A lot of people will come to rely upon your

- presence. If you do not do your work, papers will not get graded, grades will not be recorded, students who need help will not find assistance. If you must be absent, let the instructor know at once.
3. Information about a student's grades and class performance in general must be kept in the strictest confidence. You should never discuss a student's performance with anyone other than the student himself, the instructor of the course, and your fellow Teaching Fellows assigned to your class. If students come into your office to discuss grades and there are other people in the room, ask the students if they would like to discuss the matter in private. When handing back exams and quizzes, do so in a way that will not allow anyone to see the score written on the paper
  4. Personal and private information shared with you during a tutoring session or other meetings must also be kept in confidence. If a student gives you information that in your opinion requires some kind of professional help (talk about suicide, criminal activity), consult the instructor of the class.
  5. If you assist in record keeping, you naturally have the obligation to be as accurate as possible. Sometimes only a point or two makes the difference in the letter grade assigned at the end of the semester, so a mistake made in recording scores could have great consequence. Try to double-check all records before handing back exams and other papers.
  6. If you assist in grading, you have the obligation to be as accurate and objective as possible. This can be difficult sometimes, especially when grading written work. Sometimes a thing as simple as the past performance of a student can influence our expectations. When grading a student's work, it might help not to look at the student's name.
  7. If you have a friend, roommate, family member, relative, or other close acquaintances in class, inform your instructor at once. Suspicions, however unjustified, might arise in the minds of the other students in the class that you are improperly aiding your friend or acquaintance. It may be necessary to transfer the student out of the class into another section.
  8. For the same reason, you should not become socially involved with any of the students in your class. You may be asked for a date, and you need to be prepared to decline politely.
  9. Be careful to avoid any kind of behavior that might be construed as sexual harassment.
  10. If you have any questions about your legal rights and responsibilities as a teaching Fellow, please contact the Department Chairperson for advice

### **SECTION III: SUGGESTIONS FOR PERFORMING MAJOR DUTIES**

This section forms the heart of the Teaching Fellow Manual. In it we provide detailed suggestions to help you carry out your major pedagogical responsibilities: individual tutoring and conducting group help sessions. We also include appendices on helping your students with note-taking, reading comprehension, and test-taking.

Finally, we include an appendix on the location and functions of various resources on campus that can provide additional assistance for students having problems with survey courses.

#### **TUTORING**

One of your most important responsibilities as an undergraduate teaching Fellow is the individual tutoring of students. Because the classes to which you will be assigned are large, the instructor may not be able to work personally with each student who needs help. This means you may offer the only individual attention a student in your class will receive during the semester.

Students may come to see you for any one of a number of different reasons:

- To discuss the lectures or the reading assignments
- To ask how they should be studying for the course
- To ask for help in preparing for an examination or quiz
- To ask for help because of poor performance in the class
- To ask for help with general academic or even personal problems

As you work with students, try to keep a few basic points in mind:

1. Be trustworthy and dependable. Make sure you keep appointments with students and are in your office during your posted office hours.
2. Be careful to communicate clearly. Make sure students can follow your explanations.
3. Be professional. Try to maintain a certain distance but also convey a sense of courtesy, warmth, and caring
4. Accept the student as a whole person, defects and all.
5. Act in a non-threatening way. If students are failing the course, show sympathy and concern but at the same time--in a nonaccusatory way-- make sure the students know they are in trouble.
6. When students come to see you for help, they may have no idea why they have not been doing well in class. In fact most students will probably visit you only after

they have received their first disappointing grades. Here are some questions you ought to keep in mind as you help students find the reasons for their difficulties.

How much time are the students working in the course?

What kind of questions are the students missing on the examinations?

Are the students taking good lecture notes?

Is there a problem in reading comprehension?

Do the students need to improve their test-taking skills, or do they perhaps have a problem with test anxiety?

Let us look at each one of these more closely.

1. Find out how much time the students are studying for the course. As a rough rule of thumb, students should spend an average of two hours in homework for every hour in class. By homework, we mean reading the textbook and any other assignments, reviewing lecture notes, preparing exercises, etc. Homework time does not include time spent in studying for an examination.

The most successful students (that is, the students who earn A's and B's in their classes) tend to put in a great deal of time preparing for a major examination--maybe as many as eight to ten hours. They usually start several days ahead of time and spread their study over several sittings. For the average student, cramming the night before does not produce outstanding results

Most of the students in history survey classes will be freshmen, straight out of secondary school. They may have been able to maintain a good grade-point average in high school without a great investment of time. You may need to remind them that college is a different world and that the most successful students do in fact put in hours of study time each day. You may find that some students resent your suggestion that they have to put in so much time doing schoolwork. Quietly point out to them that there is generally a direct correlation between time invested in a course and the final grade. If students are unwilling to invest a lot of time, they should be prepared to accept a lower grade.

2. Ask students to bring their examinations and quizzes to your meeting. A look at these can often tell you where students are going wrong. Probably most exams given in the classes to which you will be assigned will be objective in type. The large size of these classes generally makes essay exams impractical. Most objective exams use multiple-choice questions, although other types of questions, like true-false ones, may occasionally be employed.

Can you tell from looking at the exams if students are missing questions from any particular type of material:

- lectures
- text book or other reading assignments
- special exercises

It may be that students have simply failed to study one part of the course material. Sometimes students are not aware of their oversight, and they need someone to point it out to them. If the students are missing questions across the board, you need to look for the sources of the problem.

3. Be sure to take a look at the students' class notes. Very often you will find a source of the difficulties here. Notes that are sloppy, too brief, illegible, or poorly organized indicate trouble. Here is a way to show your students how important good note taking is.

Look for questions on the exam that are based on the lecture material. Take the ones that they missed and see if you can find the material in their notes that would have allowed them to answer the questions correctly. If the information is not there, you have made the point about the importance of good note taking. If the information is there, you need to talk about ways of learning notes.

You may decide students need to improve their note taking skills. Check Appendix I for some ideas you might pass on. Suggest that they try to apply some of these ideas for the next lecture and bring the results to you for your inspection.

Your students may ask how many notes they should take. Most students probably do not take enough notes in class. As a rough rule of thumb, tell students they should try for three to four pages of notes from a 50-minute lecture. Remind them that when professors go to the trouble of preparing a set of lectures for a class, they are likely to ask a substantial portion of their questions from that material.

Some students try to write down every word the teacher says. This is impossible. Some students try to note only the main points of the lecture. This is impractical. A teacher may be half way into a main point before the student realizes it to be one. Some students listen and try to write down ideas afterwards in their own words. This is impossible in a fast moving lecture. Finally, some students only write down what the lecturer writes on the board. This is lazy. Students will only have a bare outline or scattered words in their notes, and when they go to review, chances are the notes will not mean much to them.

What students should do instead is to work to take down the facts and ideas that form the step-by-step development of the topic. This will not mean writing every word, but note takers should be prepared to do a good deal of writing in class.

Writing too much rather than too little may mean the difference between passing and failing. In only a short span of time (certainly before a mid-term or final examination), we forget almost all of what we only hear; so students should concentrate on getting down an extensive written record of their class.

Tell your students to learn their lecture notes. Here is an effective way to do this. Study one page or maybe one topic at a time. When you think you know the material, cover the page with a blank sheet of paper and see if you can write it out complete from memory. Check to see if you made an error or left out anything essential. If you did, repeat the process until you get it right. Do this for all your notes.

4. Could your students have a problem with reading comprehension? This may be the case if students are missing questions from the reading assignments but insist nevertheless that they have been carefully reading the text. Some students try to memorize whole chapters in the textbook. You should point out that this is impossible and show how to distinguish between what should be read for general understanding and what should be committed to memory. Your instructor may provide the class with a guide to the reading assignments, and you should emphasize the importance of using these study aids. If your instructor does not provide a reading guide, suggest that the students be guided in their reading by following the content of the lectures. They should pay particular attention to those parts of the textbook that run parallel to the lecture material.

If students have difficulty understanding the reading assignments, check Appendix II for some ideas to improve reading comprehension.

You should also be on the lookout for students who may have reading or learning disabilities. These problems are sometimes hard to detect, and it is not unknown for students to have gone through grade and high school without any of their teachers having suspected a learning disability.

A reading disability that has been much discussed in recent years is dyslexia. You can assume that in a large class one or two students may suffer to some degree from dyslexia. Dyslexia can make it very difficult for a person to keep up with the huge reading assignments given in college, but with proper training this problem can be overcome.

People with dyslexia often complain that the letters in words appear to them in jumbled and constantly changing order. The words and lines may appear to tremble and shimmer on the page. These problems may be greater when the student tries to read in bright light; dimmer lights sometimes seem to reduce some of the problems. Sometimes people with dyslexia are very poor spellers, have difficulty in distinguishing between their left and right, and have poor hand-eye coordination.

If you suspect a reading disability, you might want to raise the matter tactfully with the students and suggest they visit the Learning Center or the Reading Clinic (about which there is more below) where there are reading specialists who can diagnose reading disabilities and provide professional assistance.

If students are attending class regularly, taking good notes, reading the assignments, and putting in a sufficient number of hours to score well on the exams, but still do poorly, you must look elsewhere for the problem. Here are two possibilities:

- Poor test-taking skills
- Test anxiety

A surprising number of students lose points because of poor test-taking skills. If you think students need help in this area, share with them some of the suggestions in Appendix III.

Test anxiety is a more difficult problem to deal with. Both the Learning Center and the Counseling Service have programs to help students overcome this difficulty, and you should probably consider sending students to one of these facilities for help rather than trying to work with the students yourself. Appendix IV gives you a few suggestions to pass on to students who may have a problem with test anxiety.

## **WHERE DO YOU SEND STUDENTS FOR ADDITIONAL HELP?**

You may have students who come to you for help who need assistance more specialized or more elaborate than you can give. Remember that the university maintains a number of facilities across campus designed to help students in need of assistance. It is important for you to know where to refer these students for more help. See Appendix V for a list.

### **A FINAL NOTE**

When students who have not been doing very well in class come to see you, try to be non-judgmental and non-accusatory. Such students probably feel bad enough already. They may be hurt and embarrassed by their poor performance. Be sympathetic and then move quickly to the business of finding out what is wrong and looking for ways to improve the situation.

### **B. STUDY SESSIONS**

You may be asked by the instructor to conduct study or review sessions for the class. You may also be asked to work with the Learning Center to provide supplemental instruction. Regular study sessions can be very effective in helping students pass the course or improve their scores. They can also serve to cut down on the time spent in individual tutoring. Here are a few points to keep in mind.

1. You need first to get students interested in coming to your study session. Sometimes, alternate activities, like showing a movie, will help generate interest. Explain that a study or review session will help to pull things together and make some sense out of the whole.
2. You should have a lesson plan for each review session. This need not be especially elaborate. After you gain some experience in conducting study sessions, you may find that an outline jotted down on a sheet of paper will be enough. What is important is that you do not walk cold into the session without any clear idea what you are going to do. Students detect this lack of planning very quickly and will quit coming or will even walk out on you if they think the session is going nowhere.
3. It is probably not a good idea to come in with the intent of just answering students' questions. It is likely most have not reviewed their notes before coming to see you. Many may not understand them enough to ask a question. Instead, try reviewing main ideas or themes. You will probably find that your review will generate a lot of questions from our students. When you answer these questions, be sure to relate them to the rest of the material.
4. Keep your explanations simple and to the point. Students often get confused if you bring up too many facts or ideas at one time. Take your time to complete an explanation before you move on to something else. Use concrete examples. Write on the board. Remember not to speak too fast.
5. Work on the basic vocabulary of the course: people, places, events. A lot of the poorer students may not be able to identify and explain the significance of these most fundamental facts.
6. Try to relate the lecture material to the reading assignments and any other exercises.
7. Occasionally ask students to verbalize their notes. Sometimes students do not understand what they have written down. This can give you a clue to the areas on which you need to work.
8. Consider using visual aids: maps, slides, the overhead projector, time-lines, films, and movies. A lot of students have trouble placing events in place and time, so the use of maps and time-lines could be a big help. Students often times have difficulty visualizing things from the past and from other countries. The use of slides, films, and movies can give them the opportunity to know how famous people and places look.
9. If the students are working with a reading guide or a workbook, they may try to get you to define the terms and answer questions in these study aids during the session. Tell the students where in the reading assignments or the lecture notes

- they can go to find the answers for themselves and be careful not to let them trick you into doing their homework assignments for them.
10. Also, try to be more than a simple answering service for student questions. Throw the questions back to the group. Ask the students to attempt an answer first themselves. Ask them where they think they could find the answer in the textbook or in their notes. Ask questions on their questions or use the questions as a springboard to a wider discussion of important issues or ideas. Remember that history is much more than the simple memorization of facts. It is an attempt to understand the significance of things, so always elaborate and interpret your responses.
  11. Try to communicate interest in and enthusiasm about the subject. Students can and do pick up on these sorts of things.

### **APPENDIX I: NOTE TAKING**

A great deal of research has been done on note taking in lecture classes. Among the general conclusions from this research:

- A. “Students are generally incomplete note takers, recording a relatively small percentage of critical lecture ideas.”
- B. A number of studies show "significant correlations between amount of note taking ... of critical lecture points ... and achievement" both when lecture notes are and are not reviewed.
- C. Generally, "notes containing more ideas and more words ... are related to higher achievement. In fact, several studies indicate that efficient notes which use fewer words to express an idea are often negatively related to achievement."
- D. Students whose note taking emphasize main points as opposed to excessive attention to detail achieve higher scores on both objective and essay tests. Thus, students should be encouraged to "go beyond mere verbatim note taking and attempt to abstract the lecturer's main ideas."
- E. “Multiple review periods significantly boost recall beyond a single review opportunity." Thus, students should be encouraged to review notes more than once. “

(These points are taken from Kenneth A. Kiewra, "Notetaking and Review: The Research and its Implications," *Instructional Science*, 16 (1987), 233-249). Based on this research, we make the following suggestions as you help students improve their notetaking skills.

Advise your students to keep notes for each course in a separate notebook. This will help to keep the notes in order.

Suggest they take notes on the right hand side of the page only. Later, students can use the free space to make notes on the notes -- a useful procedure in reviewing and preparing for exams.

- F. Alternatively, you might recommend that students take notes on separate sheets of paper and then, as soon as possible after class, copy them into a notebook, adding additional material from memory. This practice may be the most effective way of learning notes because the very act of writing the material out seems to help students learn it better. This method is particularly effective when students compare the textbook treatment of the subject as they transcribe their notes.

Remind your students to write legibly when taking notes. Later during review, legible handwriting will let them concentrate on ideas and facts rather than on deciphering notes.

Suggest that students leave blanks for words, phrases, or ideas they have missed. Directly after the lecture, they can ask you, the instructor, or a fellow student to help fill in the gaps.

- G. Students might want to print any ideas or terms the instructor writes on the board. Later during review of the notes, they can tell which ideas and words the instructor emphasized.
- H. You might suggest that students use a symbol such as an asterisk, arrow, underlining, bracket or abbreviation (\*, -->, , [], "imp", for "important") to mark ideas the lecturer emphasizes verbally.
- I. Tell students to develop abbreviations of common words and recurring terms so as to save writing time. For example, when the term Greek comes up, write "Gk" in the notes. However, students need to define abbreviations right after lecture (Gk =Greek) so that they can read their notes later.
- J. Tell students to record the lecturer's major examples. They often clarify abstract ideas. Indicate the fact that they are examples with e.g., or Ex. Remember, though, to warn them against verbatim note taking and excessive detail.
- K. Show your students how to write notes in outline form:  
MAIN POINTS are listed at the margin.  
SECONDARY POINTS AND SUPPORTING DETAILS are indented.  
MORE SUBORDINATE IDEAS are further indented.

- L. Tell your students to be alert for clues:
- a) Enumerations--"The four steps in the process are . . . . "; "There were three reasons for . . . ."; "Five characteristics of . . . ." Always number (1,2,3,etc.) such items in the notes. These help to clarify the relationship between ideas and structure the material of the lecture.
  - b) The instructor may say, "This is important," or "We'll see this later, " or "This is a common pitfall," or "The basic idea here is ..." Tell your students to be prepared to write down the important statements signaled by these and other clues ("finally," "as a result," "therefore," etc.), and put an asterisk, bracket, or other mark in the margin to show them as important.
- M. Emphasize to your students that they should pay as close attention to the end of a lecture as to the beginning. Lecturers do not always pace themselves accurately and may cram half the content in to the last five or ten minutes. Students need to record such packed finales as rapidly as possible and, if necessary, stay in their seats for a few extra minutes to write down as much as they can remember.
- N. Remind students not to stop taking notes when another student asks a question or during discussion periods. Many valuable ideas may come up during informal discussions--ideas the instructor may not present formally later on. .
- O. Recommend that your students review their notes after a lecture (if they do not transcribe their notes as recommended above) while it is still fresh in their minds. They might want to add clarifying comments, improve the organization, and write out the abbreviations. As soon as possible, they should read or review the pages assigned in the textbook which correspond to the topic covered, with the lecture notes in front of them and using the definitions and examples in the text to clarify and review the lecture material.
- P. Some students may ask to use a tape recorder in class. Check with the professor before you give permission.

## **APPENDIX II: HELPING STUDENTS IMPROVE READING COMPREHENSION**

- A. Tell your students to read and study in quiet. Music, chatting with friends, and other distractions can reduce concentration. Students should find a quiet place with good light, sit up in a chair, and have paper and pen at hand. With quiet, but not relaxing, surroundings, concentration and retention will improve.
- B. Show students how to pace themselves. Suggest they examine the syllabus and note on a wall calendar the days for quizzes and examinations--if possible, for all

- courses, not just this one. Some of the reading assignments are likely to be fairly light, others will be heavy. Students should plan their study schedule early and make sure to keep up with each assignment, so that by the time of the examination they can study, not cram.
- C. Check to see if students know where to find out what their reading assignment is. This would be most commonly found somewhere in the syllabus, but some of your instructors may provide a workbook in which the reading assignments will be listed.
  - D. If the instructor provides a reading guide, make sure students have a copy and use it.
  - E. Suggest to your students that they read the assigned pages for the first time before the lecture on the topic. They should then try to review them again after the lecture, with their lecture notes in front of them. They should try to integrate the two sets of information and look for definitions, examples, and concepts which reinforce what the lecturer said.
  - F. Recommend that the students highlight with marking pens sparingly, if at all. They might want to make a check in the margin next to any point that is clearly significant: good introductory sentences, names of individuals, and definitions. Another idea is to use a star or other symbol in the margin for the very important passages and to mark points stressed by the lecturer.
  - G. Vocabulary development is very important. Impress upon your students the need to learn the meaning of all key terms and phrases. For general vocabulary, you may find it useful to remind the students to use a dictionary to look up words they don't know.
  - H. Here is a method used at the Learning Center by reading tutors to help students improve their comprehension of reading assignments. It is called the SQRRR Study Technique:
    - 1. SURVEY
      - a. Look over the title, subtitles, pictures and captions, introduction, summary, and maps and charts.
      - b. Read through to get the general idea of the material. This gives you an idea of what to expect.
    - 2. QUESTION
      - a. Turn the subtitle into a question.
      - b. The question will help you concentrate on the subject.
      - c. Set a purpose for studying this part of the material.
      - d. Work on one subtitle at a time.

3. READ
  - a. Keep the question in mind as you read the selection.
  - b. Read to answer the question made from the subtitle.
  - c. Take brief notes if they help you remember or understand.
  - d. The answers you find will be the important facts and details.
  
4. RECITE
  - a. Go back and ask the question again. Can you answer it? If not, skim to find the answer again.
  - b. Reciting helps you remember what information is important.
  - c. Use your notes if necessary.
  - d. Recite the answer in your own words.
  
5. REVIEW
  - a. Reread all the headings and try to remember the answer to the question made from each heading.
  - b. Look over your notes and recite all the major points in the selection.
  - c. Class discussion can also serve as a review.
  - d. Review periodically--once every week.

### **APPENDIX III: TEST-TAKING HINTS**

#### **A. OBJECTIVE EXAMS**

1. Read through the whole exam. Answer quickly only those questions you know immediately. Mark in the margin beside all questions you draw a blank on or must spend time considering.
  
2. Go back to the unanswered questions. Read through, circling key words. Underline words like "only," "all," "always," "never." Look at the circled words and think what you know about them. Then analyze the question for tricky wording; consider the qualifying words you have underlined.
  
3. Make up multiple choice answers and compare them to the ones in the test. Sometimes when you are stuck on a multiple-choice question, you will be able to choose the correct answer if you make your own choices and compare them to those on the test.
  
4. Use the process of elimination in multiple-choice answer selection. Look first for obviously wrong answers. Use "all of the above" if all answers fit; if none fit, choose "none of the above," of course assuming such choices exist.

5. Read the question with each multiple-choice answer. Sometimes one answer appears to complete the thought better than any of the others. This doesn't guarantee the correct answer, but it beats guessing.
6. Paraphrase or restate a difficult question in your own words. Try to think of some examples. Then go back and read the original question.
7. Use what you learn in the test. Sometimes items throughout the test trigger thoughts or suggest answers to questions on which you have drawn a blank.
8. If all else fails, guess. Be sure to find out whether there is a penalty for guessing. Are wrong answers subtracted from the right answers? If this is the case, leave the item blank.
9. Proofread the entire test before you turn it in. Change answers only if you have good reason to do so, not just on impulse.

## **B. ESSAY EXAMINATIONS AND QUIZZES**

### General Information.

An essay examination or quiz gives you the opportunity to show off. You can select from the knowledge, examples, and details you have accumulated rather than having to select from a list of answers the instructor has chosen. It is possible to write good essay exams if you have (1) read all of the assigned material carefully, (2) listened and taken good lecture notes, (3) reviewed and thought through the material, (4) practiced writing possible essay answers as a part of your study routine. Essays are graded for quality rather than quantity; so attention is given not only to the correctness of the answer but also to good organization, sufficient support by example and illustration, and the ability to limit the writing to what was called for in the question.

### Forming the essay exam question.

Check with the professor to see how she/he wants the answers on the essay exams organized. For example, some professors like to see the question answered in three parts: (1) an introduction, which usually restates the main points of the essay question; (2) a section which elaborates on the question; and (3) a concluding remark, summary, or observation of two or three sentences in length. Other professors feel that time should not be wasted on parts (1) and (3) above and that the students are best served if they devote full attention to getting the information down on paper in a straight narrative without introduction or conclusion.

## The Rules of Writing an Essay Exam

1. Think before you write. Read the question carefully and think about it. Are you discussing, tracing, describing, analyzing? Are there quantity cues: three ways, five steps, the main course and two examples of solutions?
2. Read all of the questions before you begin writing the paragraphs for any of them. You may find that some of the questions almost duplicate each other; then you need to divide information to avoid identical answers. Sometimes a later question clues you to thoughts on answers to an earlier one. You can also plan the amount of time various questions will take to answer.
3. Read carefully; do not skip words. Hasty reading of questions can result in misreading or in overlooking parts of the question. Circle or underline questions: compare, list, explain. Number the parts of the question so that you do not miss one.
4. Jot down ideas as you read the question. Use the margin of your test paper or a space at the top of the pages to put cue words and brief ideas as you read the question. Many times points are lost because your initial ideas leave your mind as you write. If you quickly jot cues as you read the questions, you can number them when you start to write and have an outline by which to organize your answer. These notes give you confidence and relieve some of the tension as you write your essay answers. They also help you switch from question to question quickly.
5. A word about time. Usually it takes about ten minutes to read through all the questions and jot down brief ideas for each. Allow yourself another five to seven minutes to proofread at the end of the hour. This means you have about 35 minutes to divide among your answers. The usual essay exam asks you to answer two or three questions from a list of four or five given.
6. Stick to your outline. Padding the answer does not give you points, and straying off the subject only takes away precious minutes.
7. Pace yourself. Stick to your plans and do not spend too long on one question at the expense of others. Remember, if you only answer two of three questions, you have done only 66% of the test.
8. Proofread before you turn in the test. Look for incomplete sentences and spelling and grammar mistakes and correct them. Many instructors take off points for these types of errors, in addition to factual ones.
9. Emergency outline answer. Even with the best of planning, you may run short of time in an essay exam. Should this happen, outline your answer. A good outline that includes the major points and ideas may get you partial points.

10. Write legibly. You will not get credit for answers instructors cannot read. If possible, double space your answers and leave generous side margins. This style is not only easier to read, but it gives you space to insert material as you proofread.

#### **APPENDIX IV: REDUCING TEST ANXIETY**

- A. Create a positive mental set (before test day).
1. Take responsibility for the testing situation.
    - a. Look at the test as a tool.
    - b. Use the test to demonstrate your mastery of the material.
  2. Take control of the situation.
    - a. Study the material thoroughly enough for mastery.
    - b. Put yourself in the driver's seat.
    - c. Be aware of your body's reactions to emotional stress.
    - d. Control your body's reactions.
- B. Techniques to relax before a test.
1. Close your eyes.
  2. Deeply inhale and exhale four or five breaths.
  3. Block out all thoughts, focus only on breathing.
  4. With eyes closed, imagine yourself in a utopia.
  5. Notice how relaxed and alive you feel in this place.
  6. With eyes still closed, bring yourself back to the classroom--ready to take the exam.
  7. Notice that you are in more control than the other students.
  8. Continuing with eyes closed, visualize yourself working through various sections of the test--working efficiently without a sense of panic.
  9. Open your eyes and begin the exam.

#### **APPENDIX V: WHERE TO SEND STUDENTS FOR ADDITIONAL HELP ACADEMIC SKILL DEVELOPMENT**

- A. **THE LEARNING CENTER:** North Quad, Room 323; 5-1006  
The Learning Center is the most important site on campus that provides assistance to students in improving academic skills. If you think students need more help than you can give, you should suggest to your professor that he/she refer them to the Learning Center. Referral forms are available, but are not required for a student to be seen. Selected sections of survey courses will be provided with

"Supplemental Instruction," a program of academic support through out-of-class study sessions with a trained student leader. This help will be publicized in those sections which offer it.

If you have questions about the Learning Center programs for history tutoring, please call or ask your professor to call Jennifer Haley, extension 1008.

- B. **READING CLINIC:** Teachers College, Room 318  
The Reading Efficiency Program is offered by the clinic throughout the academic year to help students increase their reading rates and comprehension levels and develop efficient study skills. The center offers a college-level reading improvement course for credit.
- C. **WRITING CENTER:** Robert Bell Building, Room 291 5-8387  
The Writing Center is open to any student at Ball State who wants help with a writing problem. Students may apply for undergraduate tutors who will meet them for an hour weekly in order to improve their writing skills. The Writing Center is also staffed from 9:00 a.m. to 8:00 p.m. on weekdays (except Friday when the center closes at 5:00 p.m.) by a tutor who is available to help "walk-ins" with specific writing questions or problems. The Grammar Crisis Line is available during walk-in hours for students whose writing questions can be quickly and easily answered.
- D. **MINORITY STUDENT DEVELOPMENT STUDY SKILLS CENTER (MULTICULTURAL CENTER):** 325 North McKinley 5-1344  
The Study Skills Center provides any interested student with assistance in reading, instruction in study skills, and tutoring. Also, Minority Student Development serves ethnic minorities on Ball State's campus by sponsoring cultural, educational and social programs, activities, and services specific to their needs. The three-story facility houses minority student organization offices, the Harry Watkins Conference Room and Collection, the Malcolm X Memorial Library, and two lounging areas. Annual events sponsored and co-sponsored by the office include Unity Week, African-American History Month Celebration, and the Minority Student Awards and Recognition Ceremony. The Houseline Newsletter is published each semester.

## **ACADEMIC ADVISING**

- A. For Freshmen:

**ACADEMIC ADVISING:** North Quad, Room 324 5-1161  
Advisors are available to assist freshmen with planning and scheduling their academic programs.

- B. For upperclassmen who have not declared their majors and for freshmen admitted into guided studies program: UNIVERSITY COLLEGE: North Quad, Third Floor
- C. For upperclassmen who have declared a major:  
These students are advised within their departments.

## **CAREER ADVICE**

### **A. ACADEMIC DEPARTMENTS**

The departments can usually assist students by providing career-related information and coordinating internships, practicums, and independent studies.

### **B. UNIVERSITY COLLEGE: North Quad, Room 323; 5-1510**

University College offers extensive career information and guidance to help students enrolled in UC clarify their educational and career objectives. Students should make an appointment through the Learning Center receptionist.

### **C. COUNSELING AND PSYCHOLOGICAL SERVICES CENTER: Lucina Hall, Room 320; 5-1736**

The Center offers free career counseling, testing, and evaluation services. These services emphasize career development through the enhancement of self and career awareness.

### **D. CAREER CENTER: Lucina Hall, Room 220; 5-5634 or 5-1522 [www.bsu.edu/careers/](http://www.bsu.edu/careers/)**

The main function of University Placement Services is to help seniors find employment or gain entrance to graduate schools. Help will be offered to all students, however, in career planning. Indeed, you should encourage students to consult Career Services early in their undergraduate experience. This office also coordinates on-campus employer interviews and maintains resource materials for job searches.

### **E. STUDENT VOLUNTARY SERVICES: Student Center Basement**

### **F. CAREER PLANNING COLLECTION: Bracken Library, Main Floor**

The Center for Student Employment and Career Information Services maintains a collection of up-to-date publications in Bracken Library that assist in career and

educational planning. If students have specific questions in regard to this collection, they should seek help from a reference librarian.

## PERSONAL COUNSELING

### A. THE COUNSELING AND PSYCHOLOGICAL SERVICES CENTER: Lucina Hall, Room 320; 5-1736

The Counseling Center is the most important facility on campus offering personal counseling. The Center maintains a staff of professional counselors-licensed psychologists who work with clients on an individual basis. Counseling services are free to Ball State students, faculty, staff, and their families. In addition to offering general counseling services, the Center also provides a variety of specialized services: career counseling and testing, academic assistance, couple and family counseling, stress management, and national test programs as part of its academic assistance, the Center offers a test anxiety reduction program and evaluations to assess reading skills, academic potential, and achievement levels.

All appointments are voluntary, and any person who is referred at the suggestion of another person will not be seen without the active consent and participation of the referred client. Confidentiality, of the strictest nature, is maintained, and all information elicited is regarded as a matter of privileged communication and will not be released to anyone outside the professional staff of the Center without the written consent of the client.

The Center is open from 8:00 a.m. to 12:00 noon and from 1:00 p.m. to 5:00 p.m., Monday through Friday during the academic year; and from 7:30 to 4:00 p.m. during the summer. The Center is closed during student breaks between semesters. A counselor is always on call for emergencies during the Center's business hours. In case of an emergency, you may call 747-7330. The phone service will take the number and have the call returned as quickly as possible.

### B. AQUARIUS HOUSE: 413 South Liberty

Aquarius House is a drug-treatment center for any kind of drug problem. Students can call the hot line numbers for help twenty-four hours a day.

### C. MINORITY STUDENT DEVELOPMENT HOUSE: 325 North McKinley The Minority Student Development staff includes several people with backgrounds in counseling and advising who can answer questions about the various services available and help students with their adjustment to the university

## HANDICAPPED SERVICES

- A.     DISABLED STUDENT DEVELOPMENT: Student Center 307 5-5293, TDD: 5-2206

This office provides support services to students with disabilities including those with learning disabilities (alternate learners). The Coordinator will work with faculty to suggest appropriate academic support services. Adaptations or modifications to both instruction and evaluation as needed can be planned. Refer to the publication, The Disabled Student in the Classroom, for comprehensive information.

## DEPARTMENTAL RESOURCES

- A.     History Library, BB 201 (Conference Room)

The department library contains a substantial collection of textbooks, journals, and secondary sources. Feel free to use any of these resources. Do not remove them from 201, however.

- B.     History Career Center, BB 201

Material relating to careers and graduate programs in history is also available in BB 201. Encourage any actual or potential history majors to explore the center. As with the library, please do not remove material from the room unless it is so labeled.

## APPENDIX VI: EXAMINATION SCANNING

Some of you may be asked to take objective examination sheets to be scanned at University Computing Services in the Robert Bell Building. You will need to fill out the proper form (see below). Be sure to check with your instructor to determine what information you should put on the form.

EXAMINATION/SCANNING SERVICE JOB CARD # \_\_\_\_\_

Instructor: \_\_\_\_\_ Office Phone: \_\_\_\_\_

Department: \_\_\_\_\_ Dept Phone: \_\_\_\_\_

Course/Sec/Ver: \_\_\_\_\_ Home Phone: \_\_\_\_\_

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Services Requested: Please Specify Processing Information: (please specify)

**Check Required Output:** **Form Used:** **B5** **W5** **G10**  
(4521) (30423) (6703) **Other:**

1. **Item & Test Analysis:** \_\_\_\_\_ Sort by name \_\_\_\_\_ Sort by ID

**# of Items:** \_\_\_\_\_ Please **ERASE** all omits and circle them with a **RED** pen

\_\_\_\_ Student Sheets \_\_\_\_\_ Posting Sheet **# of Keys:** \_\_\_\_\_ **Total # of omits**

2. **Scoring Only:** (no printout included) \_\_\_\_\_ **# of Files:**

**Weighting: Yes / No**

3. **Disk Only:** (raw data)

**e-mail address:** \_\_\_\_\_

Question \_\_\_ to \_\_\_ = \_\_\_ points

Question \_\_\_ to \_\_\_ = \_\_\_ points

Question \_\_\_ to \_\_\_ = \_\_\_ points

4. **WGB: Yes / No**

Question \_\_\_ to \_\_\_ = \_\_\_ points

**Special Instructions:**

## SECTION IV: INDIVIDUAL COURSES AND TEXTS

Most Teaching Fellows assist in large sections of History 150 (The West in the World). As enrollments in history survey courses have increased, however, some Teaching Fellows have been assigned to History 152 (Modern World Civilization), History 198 (Studies in Non-Western Civilizations), History 201 (American History, 1492-1876), and History 202 (American History 1877 to Present). This section of the manual is designed as a brief introduction to each of these courses, especially the textbooks used in them. We want you to be aware of some of the problems students might have with these books. As always, ask your professor for advice in handling text-related problems and be prepared to consult Section II of this manual for assistance with generic reading difficulties.

### A. HISTORY 150: THE PERRY TEXT

Several of the instructors who regularly teach History 150 will use Marvin Perry, *Western Civilization: A Brief Survey*. Perry provides a straightforward account of the Western world from its origins down to the present time. There is a focus on the intellectual, religious, and cultural history of the West, with a secondary emphasis on political and diplomatic history. This material is presented in a number of core chapters which may be read independently of the rest of the book. Social history, while not ignored in Perry, nevertheless plays a lesser role. Finally, Perry is organized chronologically.

You may encounter some of the following problems when you work with an instructor who uses Perry:

1. Reading Level. Some students find Perry difficult reading. General vocabulary, the specialized vocabulary of history and the social sciences, and the complexity of issues, ideas, and events presented all may make it hard for some students, the poorer readers especially, to complete their reading assignments.
2. Length of Reading Assignments. The Perry text was originally written to accompany a two-semester sequence of Western Civilization, and so the text may not be ideally suited to a one-semester course such as we have here at Ball State. Be prepared to hear complaints from your students about the reading assignments.
3. The Textbook is Boring. You will hear this a great deal. One of our former Teaching Fellows worked as a history tutor at the Learning Center. It was his experience that many students simply refused to read Perry because it was so "boring."

## SOME SUGGESTIONS

1. First, find out how important the textbook is to the instructor. Some instructors will not use the textbook much, and there may not be many questions from it on the examinations. Be sure you do not waste your students' time by inducing them to learn vast chunks of the textbook when most of the questions on the exams will come from the lectures.
2. Does the instructor provide any kind of guide to the reading assignments? If so, be sure to tell your students to use this material. If an instructor has taken the time to prepare reading guides, then in all likelihood, some of the terms, names, and concepts found there will also find their way onto the exams. If your instructor does not provide a reading guide for the assignments, tell your students to be guided in their reading by the lectures, paying particular attention to those sections in the textbook that parallel the material the instructor presents in class.
3. If you find students who appear to have special difficulty with reading comprehension, you might consider passing on some of the suggestions found in Section II in this manual. Remember too that there are reading tutors and reading specialists available at the Learning Center and the Reading Clinic. You should let your students know that they can get help at either place.

### **B. HISTORY 150: STEARNS TEXT:**

Some instructors use Peter Stearns' *World Civilization in Brief*. The Stearns text offers a comparative approach to the West and the World from human prehistory to the present. The text gives greatest attention to political, economic, and cultural, and social history, and de-emphasizes intellectual and diplomatic history. The text is organized into "parts," each of which examines a chronological period (for example, Part IV: A New World Economy, ca. 1450-1750). Each part consists of an introductory section, which lays out important themes of change and continuity for that period, and a series of chapters, each of which provides a narrative of one major civilization during that period. Each chapter examines how the themes of change and continuity apply to that civilization. The text is organized in such a way, in other words, as to highlight developments in the history of the West and the World, and to enable students to track changes over time and make comparisons across civilizations. Students interested in reading more about a given period or theme can refer to the list of suggested readings at the end of each chapter.

Most of the chapters consist of fewer than twenty pages, so the reading assignments are not terribly onerous. The chapters do not provide excessive detail, but they do discuss societies that may be utterly unfamiliar to students.

Images included in the book and short sections called "History Debates" should help to reinforce the text.

The Stearns text provides background to course lectures and is especially good at presenting the complex histories of world civilizations in a clearly and consistently conceptualized manner. Rather than placing the emphasis on memorization and the maximization of coverage, the text works to facilitate among students their ability to compare and contrast civilizations, and to assess change. To help them make the best use of this well organized and well-written text, you will want to show students that the text itself contains invaluable guides for reading chapters. Two are especially important:

1. **Part Introductions:** Recommend that students read the introduction to each part of the text carefully. Ask them to write out the themes raised in that introduction, and to keep that list in front of them as they read each chapter. Because each chapter examines how those themes play out in a given civilization, such a list will help direct student reading and enable them to make comparison across time and place.
  
2. **Chapter Focal Points:** Recommend that students also read carefully, and perhaps copy for constant reference, the section at the head of each chapter entitled "Focal Points." This section, which most students otherwise skip, identifies the main themes of the chapter and provides a few key questions that the chapter will answer. This section, in other words, provides specific learning goals for the student reading the chapter that follows.

### **C. HISTORY 150: THE SPODEK TEXT**

Abel Alves uses Howard Spodek's *The World's History*, currently in its second edition. The text is a comprehensive world history in 808 pages. Students have often indicated some trepidation where their first exposure to Asian, Middle Eastern, and African cultures is concerned, but they usually adapt to using the instructor's lecture notes as an outline/guide to what they are responsible for in the text. They also learn that the text retains a Mediterranean/European reference point throughout, and they eventually come to recognize that non-western cultures covered before western contact are referenced to demonstrate their significant impact on the west as well as their intrinsic value. Students seem to key into cross-cultural segments called "spotlights," such as "Spotlight: Women's Bodies and Reform," pp. 572-573. Maps taken directly from the text are used as overheads in class, and primary sources in the text (e.g., Wordsworth's "Upon Westminster Bridge, September 3, 1802" and Blake's "London," p. 522) are analyzed to discuss crucial issues such as attitudes toward early British industrialization. Students should use the text to fill in gaps in their lecture notes

and learn more about the themes covered in class. The index and glossary can be used to great benefit in this regard. The text is assigned to emphasize the point that western civilizations have not developed in a vacuum, not have they always been the technologically and economically dominant cultures on the face of the earth. Spodek's text is particularly good as an introduction to economic, social, cultural, and women's history.

**D. History 150: THE SPIELVOGEL TEXTBOOK**

Jackson Spielvogel, *Western Civilization*, exists in two formats. The comprehensive volume is a bit more than 900 pages long and surveys the whole span of western civilization from ancient Mesopotamia to the present, post Cold War situation in 29 chapters. The abridged volume covers the same period with the same number of chapters but is about 700 pages in length. This text has been revised regularly to incorporate a post cold war perspective. In both volumes the chapters are arranged in chronological order. Professor Spielvogel has won numerous teaching awards and wrote the entire book himself, so the writing style and zest for history are consistent throughout all the chapters. He writes in a literate and readable style that is appropriate for college students.

His textbook includes a number of features that can help students who are unaccustomed to reading a book at this level of sophistication both for factual content and for broad patterns and interpretations. Each chapter begins with a separate chapter outline of the major points or sections within the chapter and then a series of focus questions relating to the themes considered within the chapter. Each chapter is organized into a series of separate sections that correspond to the major points in the chapter outline, and each section and sub-section is bulleted in the text of the chapter. Each chapter concludes with a separate summary conclusion in italics. You can advise students who have difficulty in reading this textbook to consult these features first to form a framework for what to look for as they read through each chapter. A glossary of terms and a pronunciation guide (mostly for foreign names and terms) are located at the end of the book.

The author integrates political, social, intellectual, military, and economic history in this textbook, with none of these predominating. The illustrations are visually well produced and have good explanatory captions and there are plenty of well-designed maps. Each chapter includes a number of "Documents" in separate boxes. These are translated excerpts of primary documents from the relevant periods of history and some course instructors may use these for class discussions or assignments. The book is well provided with "chronologies" which list the important events and their dates covered by specific chapters; each chapter also ends with a graphic chronology. Lists of all the maps, documents, and chronologies can be found at the beginning of the book.

**E. HISTORY 152: THE STRAYER TEXT:**

A few Teaching Fellows might be assigned to assist in History 152 (Modern World Civilization). This course is required for all history majors and also for Social Studies Teaching majors with an area in historical perspectives.

As its subtitle indicates, the textbook by Strayer et al., *The Making of the Modern World: Connected Histories, Divergent Paths, 1500 to the Present*, addresses the ways in which the major world civilizations (and the great powers that have led them: China, Japan, India, the Ottoman Empire, the Western powers, and the Soviet Union) have influenced each other. The increasing interconnectedness of human cultures across the globe in the modern era does not, however, mean that human experience has converged and that diverse societies have responded similarly to the challenges they have faced. On the contrary, the textbook emphasizes that the rise of the West and its increasing influence over other regions and civilizations since 1500 has inspired sharply different reactions. Students will be required to understand the reasons for, and the nature and impact of, Western dominance, as well as the variety of non-Western responses to that dominance. In addition to major developments in the West, they will thus become familiar with the histories of Latin America, Africa, the Middle East, and Asia. Furthermore, they will grapple with important differences within specific regions. For example, they will address the different ways in which India, Japan, and China experienced and confronted Western ambitions, as well as the differences between Latin American and North American colonies.

History 152 covers a shorter chronological time-frame than History 150, but its geographical spread and the depth of its analysis is greater. This creates a special set of problems for students in the course. Most of them will have little or no background in Non-Western history. Therefore, you will probably need to spend some time helping your students deal with unfamiliar names and places. They might also experience some difficulty in integrating the histories of such diverse cultures and people. Finally, since many of your students are education majors, they may ask you questions about how to incorporate material from the course into their classrooms. If you have taken a Social Studies methods course, you might share some pedagogical insights gained from that class. If not, suggest that interested education majors should keep a list of appropriate questions to ask when they take the required methods courses.

Finally, if you discover consistent and major problems with student comprehension of the Strayer textbook, bring them to the attention of your instructor.

**F. HISTORY 198**

There are some special problems with History 198. As described in the BSU catalog, this course presents selected problems and issues in the Non-Western

world (Far East, South Asia, Middle East, Black Africa, and Latin America), with an emphasis on more recent developments. This is an immense amount of material, vaster even than what is supposed to be covered in History 150. This fact makes the course difficult enough to teach, but in addition there appears to be no single good text that can be used to help pull this disparate material together. The instructors in the past have chosen several paperbacks to supplement their lectures. The History Department does not prescribe a text for this course; consequently, the texts will vary from section to section depending upon the instructor.

History 198 offers something of special value to the student. Most instructors hope that it will be an antidote to a parochialism and ethnocentrism in students. Contact, if only in the classroom, with Non-Western societies, religions, systems of values, and standards of beauty ought to broaden and mature a student's understanding and vision of the world.

### SOME SUGGESTIONS

1. Most students will say that History 198 is harder than History 150. They are probably right. The student's lack of familiarity with the Asian and African continents and their histories, less even than what they know of the Western world, makes this course an excursion in to the unknown. Names like Ch'in Shih Huang-ti, Tokugawa Ieyasu, Harun al-Rashid, and Chandragupta Maurya will appear very strange to Indiana students. You should expect too that your students will not have the slightest idea where to find certain countries. You are therefore probably going to have to help the students with basic vocabulary and geography even more than in History 150.
2. There is a possibility that you may find some resistance among a few students who are Christian believers when the instructor offers an assessment of some of the non-Christian religions of the Asian world. This could be a touchy situation that needs to be handled carefully. Do not criticize the students' religious beliefs. Instead, you might want to point out quietly that the religious traditions of Muslims, Hindus, and Buddhists should be respected.
3. Some students may be unsettled by the fact that there is no single textbook for History 198. Some may not know how to relate the assigned readings from several different books to the main themes presented in lecture. In the past some instructors of History 198 have prepared workbooks for their classes. These workbooks may include supplemental readings, map study exercises, and other study aids. These workbooks also provide some structure for a course in which it otherwise might be lacking. If you serve as a teaching Fellow for a class of History 198 that is using an instructor-prepared workbook, be sure you emphasize to the students the importance

of using this tool. The workbook is likely to be the most useful text in organizing the students' study in the course.

4. Some instructors may use novels for supplemental reading assignments. Novels can be very useful to students in bringing to life societies, customs, traditions, and beliefs very different from what they already know. Novels are used in class in ways different from what they already know. Novels are used in class in ways different from the traditional textbook, and it is important that the student know the difference. The student should not read a novel to gather factual information--names, dates, places--that is the usual offering of the textbook. Instead, explain to the students that they should read the novel for illustrations and examples of great themes and issues discussed elsewhere in the class.

## **G. HISTORY 201 AND 202: THE NORTON TEXT**

Most professors who teach History 201 and 202 use Norton, *A People and a Nation: A History of the United States*. Although Norton is essentially a "traditional" text, you should be aware of some of its major features.

1. Organization. Those faculty who teach the American history survey course have decided to divide History 201 and 202 after the American Reconstruction Era. Thus History 201 will assign the first fifteen chapters of the Norton textbook; History 202 will use the remaining twenty chapters. This textbook has a mixture of chronological chapters and chapters arranged topically. In History 201 there are twelve chapters that are primarily chronological and only three that are topical. Those three (Chapters 9-11) all look at the period from 1800-1860 but from different perspectives. One chapter discusses the economics of the period, another looks at the social history, and the third examines slavery and the growth of the South.

In History 202 the division between chronological & topical chapters is more even. Nine of the twenty chapters are chronological. Beginning with World War I these chapters go through the 1950's and conclude with two chapters on the most recent times. The other eleven chapters are topical and treat such diverse subjects as politics, diplomacy, expansionism, urban history, industrialism, labor unrest, immigration, minorities, and every day life in America.

Each of the chapters, whether topical or chronological, has themes. These are stated in the introduction of each chapter immediately following short vignettes about an individual whose experience was representative of the times or whose commentary facilitates the readers understanding of the chapter's themes.

2. Focus. The textbook purports to be a rediscovery of America's past-its people and the nation they founded and sustained. To the authors this means reporting America's history, warts and all. It means showing tragedies as well as triumphs, defeats as well as victories, the disturbing as well as the comforting.

The text contains its share of traditional U.S. history-- presidential elections, Supreme Court decisions, wars, diplomacy, economics, congressional legislation, and biography. To these the authors have added significant doses of social history, such as the role of women and minorities plus the history of social classes and the everyday lives of common American citizens.

The authors assert that on the official or public side of American history they emphasize American' expectations of their government and try to identify the mood and mentality of an era. In social and economic spheres, they emphasize patterns of change in the population, geographic mobility, and people's adaptation to new environments. They study the interactions of peoples of different races, ethnic backgrounds, religions, and genders, in addition to the social divisions that emerged and the efforts made to heal them. In the private, everyday life of the family and the home, the textbook pays particular attention to sex roles, childbearing and childrearing, diet, and dress. Some attention is given to how Americans have chosen to entertain themselves, as participants or spectators, with sports, music, the graphic arts, reading, theater, film, and television.

3. Method. The Norton textbook attempts to add considerable new material on social history to the traditional focus of American history textbooks. Such an attempt is not unique. For many years textbooks have grappled with the problem of balancing the traditional economic, political, and military history with the newer social history. Fortunately, A People and a Nation produces a balance that is less artificial and more understandable than is true of most U.S. history survey texts. Also, this textbook contains considerably more such social history than can be said of most textbooks.

The authors have attempted to keep the language clear and understandable. No textbook is completely successful in this area, but fewer students than usual complain about the difficulty in reading the Norton text or about the many words used in the text that they do not understand. Helpful are the use of bold-typed notes that highlight key personalities, events, concepts, and trends. Significant concepts and words are defined and italicized, and important events are listed in a chart near the end of most chapters. All of this makes it easier for the reader to understand the chapters.

4. Purpose. Few scholars are satisfied to have their students or readers merely memorize significant data about American history. The authors of this textbook certainly are not. What they much prefer to do is to challenge their readers to think about the meaning of American history. As stated in the preface of the second edition, they desire "to confront our own interpretations and at the same time to understand and respect the view of others; and to show how an historian's mind works to ask questions and to tease conclusions out of a mass of information."

## H. HISTORY 201 AND 202: THE TINDALL TEXT

A few instructors will use George Brown Tindall, *America: A Narrative History* in 201 and 202. It differs from Norton in several respects: It is longer, has fewer pictures/ photographs/maps, etc., and is formatted in one column per page rather than two. Moreover, its small physical size (5" by 8 1/2" as compared to Norton's 8" by 10") makes it seem less "textbooky." Finally, Tindall devotes more space to "traditional" political/diplomatic history than does Norton. In most respects, however, the two books are quite similar.

1. Organization. Faculty teaching 201 will use Volume I, covering the beginnings through Reconstruction in chapters 1-18. Those teaching 202 will use Volume II, covering 1877 through the present. (Some faculty may ask students in 202 to read chapter 18 for background.) Tindall is essentially chronological in organization, although some topical chapters appear in each volume. In 201, fourteen chapters are chronological and four topical, while in 202, twelve are chronological and seven are topical. Topical chapters generally treat cultural, social, and economic history.
2. Focus and Method. Tindall tries to present a balanced narrative account of American history. This balance is reflected in three fundamental ways. First, the text strives for roughly equal treatment of "The major themes of American history" and "vivid characters and great events." Secondly, Tindall hopes to balance these "great events" with a focus on "common folk and their lives of joy or quiet desperation." Finally, Tindall wants to cover both the positive and negative aspects of America's past, to emphasize "the promise and achievements and . . . [the] irony, tragedy, and unfulfilled ideals" ("Preface").

Tindall's method is quite straightforward. Except for sub-heads in large print, a list of suggested readings, a brief chronology of significant events, and some black and white pictures, maps, and charts, Tindall provides no extras. You won't find glossy color portfolios, biographical or historiographical inserts, or study questions. Fortunately, according to most reviewers, the author writes in a lively, engaging style. Even so

some students may find the book a bit long and tedious. You may need to spend extra time helping weaker students comprehend some points in the text.

Purpose. Tindall has no special axe to grind. As narrative history, the texts tell a story rather than providing extensive theoretical analysis. As he concludes in his preface: "In a brief survey one can hope neither to exhaust the facts of history nor to bring readers abreast of every fashion of theory or interpretation, whether old or new. One can hope to offer a tour of the field, so to speak, an overview, point out many doors, stop a few, step inside some of them and hope that readers will be drawn eventually to explore further what is behind those and others."