Graduate Teaching Training Manual
Department of History, Philosophy, and Religious Studies
Montana State University

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I. Introduction to your GTA position

Welcome to the department of History, Philosophy, and Religious Studies. You have been selected to be a GTA and invited to participate in a learning experience that is invaluable to your academic and professional goals. For those of you who plan to use your degree to pursue careers in non-academic areas, such as law, business, research and writing, public policy, etc., the experience of teaching history will help to familiarize you with the field and teach you important skills, including how to break down and translate complex information for a varied audience. Holding a GTA position at the M.A. level can also make you more competitive when applying to Ph.D. programs, and for those of you who hope to teach at the university level, observing faculty lectures, leading recitation, and grading as a GTA provides valuable experience.

This section of the manual outlines information on your role as a GTA, expectations for both lead faculty and GTAs, and valuable how-tos for preparing for the semester.

Expectations

As outlined in the Graduate Student Handbook, "Graduate Teaching Assistants (GTAs) are expected to work 20 hours per week at their teaching assignments. GTAs work closely with their assigned instructor throughout the term of their assistantship." GTAs are expected to be reliable, responsible, organized, and on time. You are also expected to bring any questions and concerns you have to the professor. Being a GTA is a learning experience, and faculty members recognize that you might need assistance throughout the semester and are happy to mentor you. You have the opportunity to work with an expert in the field and an experienced teacher; utilize this resource. Specific expectations include:

- You are expected to attend all lectures and run recitation sections.
- Grading: In addition, GTAs are also responsible for some or all of the grading of major assignments. This may include exams, papers, quizzes, and short writing assignments.
- Being available to students: You will be expected to hold office hours to assist students with comprehension, writing assignments, and test prep. Generally GTAs hold two office hours a week. Many GTAs also meet students by appointment or hold extra office hours in the days leading up to a due date or exam.
- Contributing to Lectures: Occasionally, you may also be responsible for regularly contributing to large lecture meetings and/or preparing and giving lectures during the large lecture meetings.

- Running Recitation: For those of you who have been assigned to recitation sections, you are responsible for translating lecture material into an interactive learning space. In recitation sections, you will reinforce lecture information and major class themes, help students work through assigned readings, and teach general skills (e.g. writing, reading techniques, critical thinking, etc.), so that you can successfully guide students through the course and provide them with the tools necessary to be a successful college student and active citizen. This is a fun space, where you have the opportunity to get to know and work closely with students! Recitation responsibilities generally include:
    - Be familiar with lecture information, major course themes, and all assigned texts.
    - Record attendance.

- Record participation.
- Prepare some lesson plans and course material, including writing quizzes and handouts, developing activities and discussions for recitation sections.
- Assess and record any quizzes, short writing assignments, or activities you assign in recitation.
- Work closely with the professor and your fellow GTA on recitation prep and course grading.
- Remember, that as a GTA, you are part of a team. It is necessary that you, the lead faculty, and your fellow GTA present a united front. You must stick to all course policies and assessments you develop as a team in order to ensure that all students enrolled in the course have a comparable and fair experience. If you want students to value your class, you must set an example. Show your respect for the course and your policies by sticking to them.

Preparing for the Semester

Again, being prepared and organized will show the students that you care about the class, their education, and their time. Here are a few tips to help you start preparing for the semester now!

1. Contact the professor for your class and your fellow GTA. Set up a meeting where can get your desk copies for assigned texts, a copy of the syllabus, and discuss the specific expectations and responsibilities for the class.
   -If the lead professor uses D2L, ask to be added as a course assistant, so you can access the class roster, the grade book, and other important material
   -Ask the professor to print out your recitation rosters, so you can start setting up a recitation grade book.
   -You and your fellow GTA will likely need an additional meeting to discuss the recitation syllabus and policies. For more information on writing a recitation syllabus, see "Writing a Syllabus for a Recitation Section," which is located in the "GTA Resources" section of this manual.

2. Go visit your classrooms. Make note of what each classroom has:
   a. Does the classroom have a clock? If not, remember to wear a watch or carry a cell phone, so you can keep track of time during activities.
   b. What kind of technology is available in each room? Some classrooms have full smart carts (a document camera, a computer, a projector, and a DVD player). Other classrooms only have a projector and a DVD player, and some classrooms have no technology. Make note of the technology in each classroom, so you can bring a laptop, projector, etc. on days when you need them.
   c. Consider the size and design of the classroom. Is the room large or small? Is there enough room for students to move their desks easily, or for you to walk around the room during activities? Are desks nailed down or are there tables instead of desks? How many dry erase boards are there? Are they all on one wall? Classroom design is important to keep in mind when you have students moving around during group work, independent work, or discussion.

d. Get comfortable in the space. You may want to practice introducing yourself, writing your name and the class information on the board, etc.

3. Gather Supplies. The department office has some classroom supplies available, including dry erase markers, no. 2 pencils for Scantron forms, paper clips, etc. Please be aware that all faculty and GTAs share these supplies, so please do not be wasteful with supplies and keep track of the supplies you have taken (keep dry erase markers in your bag, so you don't have to grab a new one every time you go to class, etc.).
The department office has 2 projectors and 2 laptops for faculty and GTAs to use in their classrooms. To reserve technology, you must signup on the board in the department office. Remember that there are a lot of us sharing this technology, so reserve technology in advance to make sure it is available and so that you can alter your lesson plan if it is already checked out. Also, return all technology to the office when you are not using it, so other faculty and GTAs can access it.

   You may also use your own laptop in the classroom. If you need an adapter to attach your Mac to the projectors, they are available at the MSU Bookstore.

   Think about other supplies you might need...
   1. Grade book – some GTAs use traditional paper grade books, some make their own, others use excel or build spreadsheets using other programs. For more information on record keeping, see "How-To's of Recording Keeping" located in the "GTA Resources" section of this manual.
   2. Notebooks
   3. 3x5 cards
   4. Pens and pencils
   5. A planner

II. Getting to Know your Students: MSU Demographics

Getting to know about MSU students and student demographics will help you prepare for teaching the population of students. As a land grant university, MSU's mission statement reads, "Montana State University, the State's land-grant institution, educates students, creates knowledge and art, and serves communities, by integrating learning, discovery, and engagement." Similarly, the MSU vision statement reads, "Montana State University will be the university of choice for those seeking a student-centered learning environment distinguished by innovation and discovery in a Rocky Mountain setting."

A Quick Look at MSU Demographics

Student Demographics for students attending during the fall 2013 semester[*]

Sex	**Undergrad**	**Graduate**	**Total**	**%**
Male	7273	944	8217	54%
Female	5991	1086	7077	46%
Ethnicity	**Undergrad**	**Graduate**	**Total**	**%**
Hispanic/Latino	415	44	459	3%
American Indian/Alaska Native	182	35	217	1%
Asian	134	19	153	1%
Black/African American	93	9	102	1%
Native Hawaiian/Pacific Islander	11	1	12	0%
White	11460	1646	13106	86%
Two or more races	395	73	468	3%
International	464	144	608	4%
Unknown	110	59	169	1%
Age	**Undergrad**	**Graduate**	**Total**	**%**
Average	22	33	N/A	N/A
Geographic Region	**Undergrad**	**Graduate**	**Total**	**%**
Montana	8056	968	9024	59%
Other US	4732	902	5634	37%
Foreign	381	122	503	3%
Unknown	95	38	133	1%

Since 1998, most MSU students have been from Montana, Alaska, California, Colorado, Idaho, Minnesota, Oregon, and Washington. In 2011, in-state students accounted for 8,812 students while 4,877 students were from out-of-state.[**]

In 2011, the international student population accounted for 4% of the total student population at MSU. Most international students were residents of Turkey, India, Canada, and China, but students from all over the world make up the international student population at MSU.[**]

Entering Freshmen

[*] Office of Planning and Analysis. Montana State University <http://www.montana.edu/opa/facts/quick.htm#Demo>.

[**] Office of Planning and Analysis. Montana State University <http://www.montana.edu/opa/students/demographics/index.html>.

The entering freshmen class in fall 2013 had 2,921 students.
The average age of traditional students was 18.4.
The average age of non-traditional students was 22.5.

Average Academic Scores of Incoming Freshmen (Fall 2013)

	Actual	**Required**
High School GPA	3.41	2.50
Graduating Class Percentile	69.2	50.0
Comprehensive ACT	25.2	22.0
Total SAT	1711	1540

In 2013, 566 students, or 19% of freshmen were enrolled in the College of Letters and Science.

College of Letters and Science
In 2013, the College of Letters and Science had the highest enrollment of all colleges on campus with a total of 3,629 (3,152 undergraduate and 477 graduate) students.

Ethnic makeup

	2012	2011
Hispanic/Latino	121	84
American Indian/Alaska Native	71	52
Asian	32	34
Black/African American	33	26
Native Hawaiian/Pacific Islander	1	2
White	3,026	2,752
Two or more races	127	111
Unknown	52	35
Foreign	86	86
Total:	3,549	3,182

Gender Makeup

	2001	2000
Female	1151	1151
Male	1279	1257

III. Getting to Know the Department: Majors, Minors, and Student Learning Outcomes for History, Philosophy, and Religious Studies.

As a GTA, students will often approach you with questions about History, Philosophy and Religious Studies majors and minors and opportunities within the department. Although many questions will require students to meet with their academic advisor, Sheryl Dettmann (Department Business Operations Manager), or Kellie Stoolman (Department Operations

Coordinator), some familiarity with the department will help you assist students more successfully.

An interdisciplinary department, the Department of History, Philosophy, and Religious Studies provides undergraduate students with a broad education in American, European, and world history. The department offers a number of majors and minors that students may elect to pursue:

Department Majors:
History
History-Teaching
Science, the Environment, Technology, and Society (SETS)
Japan Studies
Philosophy
Religious Studies.

Department Minors:
History
History-Teaching
Museum Studies
Religious Studies
Philosophy
Japan Studies
Latin American and Latino Studies

Student Clubs

Phi Alpha Theta
Dr. Maggie Green, Advisor

Phi Sigma Tau, International Philosophy Honor Society
Dr. Sara Waller, Advisor

Ethicats, University Philosophy Debate Team
Dr. Kristen Intemann, Advisor

Students Learning Outcomes (SLO)

In addition to being prepared to provide students with some general information about the department and majors and minors offered, it is also important that you familiarize yourself with the Student Learning Outcomes (SLO) for the courses you are teaching. Below are SLOs for courses that GTAs frequently assigned to. The SLOs for specific courses can also be assessed by reading the professor's syllabus.

American History (HSTA),
Course Learning Outcomes

HSTA 101IH: American History I

- Provide students with an understanding of the methods used to discover and create the factual and theoretical knowledge of the discipline.
- Explore the discipline of History's methodological and theoretical foundations.
- Explore four major themes throughout the semester: the divergent cultures of the colonial world; the road to revolution and republic; the nature of a growing industrialized society; and slavery and the threat to the Union.

HSTA 102: American History II

- Students will understand the key events, people, and themes in American history since the end of the Civil War.
- Students will understand the interplay of race, ethnicity, and gender in shaping American history.
- Students will be able to understand the differences between primary and secondary sources.

- Students will demonstrate their ability to advance their critical thinking through both written work and class discussion.

HSTA 160: American West

Upon successful completion of this course, the student should be able to:

- Demonstrate knowledge of the key events, and actors as laid out in the course readings and lectures
- Demonstrate an understanding of the historical interpretations and debates regarding this period as laid out in the course readings and lecture
- Draw on the above course material to write their own original analytical essays which include a clear thesis statement and adequate supporting historical evidence
- Discuss and analyze the above course material, either in class or in an online forum, in an informed and intellectually incisive manner

World History (HSTR)

Course Learning Outcomes

HSTR 101IH: Western Civilization I

The course will help students:

- Improve their ability to understand and interpret original (primary) historical materials (documents and images)
- Acquire an understanding of the most important events and developments in the history of the Western World, from the time of the Babylonians to the 14th century
- Improve their ability to interpret historical events independently, including causation
- Improve their ability to write an analytical paper that uses historical evidence to support a thesis

HSTR102IH: Western Civilization II

Upon completion of this course, students will have the skills to:

- Analyze and interpret primary and secondary source documents
- Analyze an historical event from multiple perspectives (comparing the viewpoints of monarchs and subjects, generals and soldiers, women and men, etc.)
- Identify the mutual influences of cultural, social, economic, and political change in Europe from 1648-1945
- Write an effective and clear essay based on the careful and balanced use of historical evidence

HSTR 130: Latin American History

- Gain factual knowledge
    - Students will establish a general narrative of events from the pre-colonial era to the present, and be able to identify some of the individuals, events, and trends of these eras
    - Students will trace some dominant themes (e.g., continuity/change and domination/resistance), and understand how religion, race, gender, political power, and economics helped to shape attitudes and behaviors
    - Students will become more familiar with the geographical contours of the region.
    - Students will be able to identify and differentiate between primary and secondary sources.
- Learn the historian's craft (analyze and critically evaluate ideas, arguments, points of view)
    - Students will gain practice in reading and analyzing historical documents (primary sources)
    - Students will evaluate and compare different perspectives and arguments (primary and secondary sources)
    - Students will construct arguments and support them with varied historical evidence.

- Learn to apply course material (to improve thinking, problem solving, and decisions)
    - Students will draw original conclusions based on course materials
    - Students will mobilize course materials in support of arguments

HSTR 135: Modern Middle East

- Gain a better understanding of the major events taking place in the political, social, and cultural history of the Middle East from 1800 to the present day.
- Develop skills towards analyzing events thematically and comparatively, rather than just memorizing things.
- Become more proficient at reading texts more critically, assessing their merits and weaknesses.
- Become more familiar with current affairs, specifically of an international or cross-cultural nature, and developing an understanding of how the events discussed in this class relate to them.
- Strengthen various technical skills, such as the reading of primary source material, writing, and presenting material orally.
- Develop a better perspective of what might be the historical memory for people living in the Middle East today.

HSTR 140: Modern Asia

The course objectives for HSTR 140 are:

- To gain a better understanding of the major events in the political, social, and cultural realms of East Asia from the middle of the 19th century to the present.
- To attain a better grasp on modern international and transnational events, and develop a better understanding of how the historical events discussed in class relate to the present day.
- To improve the ability to read, discuss and write about texts in a critical manner, including literature, film, and visual culture, and improve the use of those sources in historical inquiry
- To analyze historical events in comparative and transnational perspectives**.**

HSTR 145: Reinventing Japan

Upon successful completion of this course, the student should be able to:

- Demonstrate knowledge of the key historical periods (Heian, Kamakura, Warring States, Tokugawa, Meiji, and Postwar Eras), as well as events and major actors as introduced in the course readings and lectures.
- Demonstrate an understanding of the historical interpretations and debates regarding these historical periods as laid out in the course readings and lectures.
- Draw on the above course material, most of which are primary sources, to write their own original analytical essays that include a clear thesis statement and adequate supporting historical evidence.
- Learn to build causal links between ideas and events and their historical consequences, including environmental change.
- Discuss and analyze the above course material, either in class or in an online forum, in an informed and intellectually incisive manner.
- Demonstrate creative problem solving by answering strategic questions posed through papers and examinations.

HSTR 160: Modern World History

Upon successful completion of this course, the student should be able to:

- Demonstrate knowledge of the key historical events that led to globalization, such as imperialism and global commerce, while connecting those events to world epidemiological and environmental transformations.

- Demonstrate an understanding of the historical interpretations and debates regarding these historical events as laid out in the course readings and lectures.
- Draw on the above course material to write their own original analytical essays that include a clear thesis statement and adequate supporting historical evidence.
- Learn to build causal links between ideas and events and their historical consequences, including with disease ecologies and environmental change.
- Discuss and analyze the above course material, either in class or in an online forum, in an informed and intellectually incisive manner.
- Demonstrate creative problem solving by answering strategic questions posed through papers and examinations.

HSTR 282CS: Darwinian Revolution

Upon the successful completion of this course, student will gain:

- The ability to understand and evaluate opposing viewpoints. Differing viewpoints are common in science. Making an educated judgment requires a clear understanding of various claims and an ability to discern which one is most valid.
- The ability to assess the quality of evidence and discern general patterns. People may have different viewpoints on scientific issues and the quality of evidence supporting these views can vary considerably. Scientific thinking entails evaluating the caliber of evidence and developing plausible conclusions based on that material.
- An understanding of the value and role of science in society. Science does not occur in a bubble. It affects, and is affected by, society. This course will demonstrate some of the numerous ways in which evolutionary theory has influenced society, and how society has influenced evolutionary theory and the biological sciences.
- An ability to show a healthy skepticism toward science and scientific claims. Unlike other ways of knowing the world, skepticism and the questioning of assumptions make up an essential part of the scientific process. You will develop a deeper understanding of what science can and can't do; what science is and what it is not; which types of questions science can answer and which types it can't; and finally, what is valid science and what is not.
- An ability to discuss these topics in front of an engaged intellectual community of scholars. Often times, knowing something is the easy part. Being able to explain that knowledge and communicate your viewpoint within a framework that others can understand and trust is often much more difficult.
- An awareness of the differences between belief for knowledge (or, don't always believe what you think). Be skeptical, particularly of your own beliefs.

Religious Studies (RLST)
Course Learning Outcomes

RLST 100: Introduction to Religion

- To acquire basic religious literacy in the major traditions of South Asia
- To develop familiarity with basic methods and concepts in religious studies
- To think critically about the task of "representing" religion

RLST 110: Religion, Conflict & Politics

Goals of the course and learning outcomes:

- To examine ways in which political issues have been influenced by religious convictions and beliefs, and ways in which religion and religious tradition have been influenced by political considerations.

- To analyze ways and means by which specific religious interpretations and traditions have developed throughout history, been appropriated for political purposes, and utilized to validate and justify armed conflict, violence, intolerance, and prejudice.
- To become acquainted with the basic principles of the three monotheistic "western" religions and to understand their historical and theological developments as they relate – or more frequently, fail to relate – to each other in the realm(s) of politics, religious tradition and interpretation, and conflict.

IV. Sample Lesson Plans and Handouts

A note on using sample lesson plans and handouts: The lesson plans and handouts are broken into 10 modules. Each module is dedicated to teaching a skill(s) that is applicable to all recitation sections and will provide undergraduate students with the foundation for a successful college career. Each module should be thought of as representing a single, 50-minute recitation period. However, some professors may only elect to use a few of these modules, whereas others

may use many or all of them. Most importantly, however, is that any module can be used as is, or you can use it as a jumping off point for creating your own activities, quizzes, etc. Ultimately this is your discussion section and we want you and your students to have fun exploring history, philosophy, and religious studies!

***Please see the "Tips on Classroom Management" section of this manual for more information on managing a classroom and using time effectively.**

Each module includes:
1. A lesson plan that identifies learning outcomes (SWBAT = Students will be able to) for the recitation period and short lectures/discussions, activities, assignments, etc., that can be used to teach specific skills and work to meet the learning outcomes for that class period. Most modules offer more activities than you will need or have time for in a single period. The reason for this is to expose you to several ways to introduce and work through information with students. In other words, the modules offer you options so that you can tailor lesson plans to meet the needs of your students, your course material, and your class specific goals. The modules do not necessarily need to be followed in the order that they are written. You will need to work with the class professor and other GTAs assigned to the course about the syllabus and in what order the information might be most effectively presented.

A note on pedagogy: The modules often include plans for "Short lecture/discussion." The purpose of these is to introduce a new skill and provide students with necessary information. I have labeled them "Short lecture/discussion" to encourage you to stay away from straight lecture. Consider how you might present the information in a call and response format or how you might start and lead a discussion in which the information is covered. The reason for this is that pedagogical studies show that students learn better when they participate in active (interactive) classroom spaces as opposed to passively listening to a lecture. As a GTA for a recitation section, a large part of your job is to translate lecture material into interactive activity. Additionally the lesson plans, attempt to use multisensory teaching whenever possible. Multisensory teaching works to stimulate multiple student senses, targeting varied leaning styles and increasing student comprehension and retention. You might encourage students to engage in multisensory learning by using a combination of auditory techniques (short lectures, discussion, film clips, group work), visual techniques (graphs, pictures, maps, multimedia presentations), and tactile/kinesthetic techniques (short, hand written assignments, moving from group to group, quiz games).

2. Handouts that provide information for a specific skill(s), additional information on the topic for you and your students, or specific activities or quizzes. You can use these as in-class handouts, post them to D2L, use them in multimedia presentations, or use them as a resource to plan short lecture/discussion, activities, quizzes, etc. Again, these are a starting point for you to build on.

Some modules require you to create a handout, tailor an existing handout, find an excerpt, map, or image from an assigned text, use technology, etc. Make sure you read modules thoroughly before using them in class to ensure that you have all the materials necessary for a successful class!

1. Basic Reading and Lecture Comprehension Skills

Module One: **Reading Skills**

SWBAT: Identify thesis statements in nonfiction secondary sources.
Identify main ideas in secondary sources.
Identify evidence & details in secondary sources.
Use secondary sources to discuss major themes in the course.

I. Short lecture/discussion on why reading is difficult and helpful reading strategies - **See "College Reading is Sometimes Difficult and Reading Strategies" (Module 1, Handout 1)**

A. Ask students in general if identifying main ideas and details is easy or difficult for them? Discuss some of the things that make these skills easy or difficult. Write their responses on one side of the board, as many of them will likely touch on some of the issues you are about to discuss and the others can be incorporated into the discussion.
B. Using handout 1, briefly explain that many of the issues they have with reading are common to most students, and go over some of the main reasons why college level reading, in particular, is difficult.
C. Briefly describe each genre discussed in handout 1, and, as a class, determine the genre of each of the class's assigned texts.
D. Briefly go over the reading strategies in handout 1. As a class survey some on the texts assigned for the course (e.g. a textbook, a monograph, etc.)

II. Activity I: Finding Main Ideas and Supporting Details in a Monograph or Textbook. **See "Main Ideas and Supporting Details" (Module 1, Handout 2).**

A. What are main ideas? Where are main ideas and how do you skim for them? Using handout 2, briefly go over what a main idea is. Explain that in nonfiction texts (e.g. monographs, textbooks) main ideas can often be found in introductory (thesis) and concluding (thesis restated) paragraphs. Topic sentences are usually in the first 1-4 sentences of the paragraph.
B. Think, Pair, Share Activity: Identifying Main Ideas (make sure you have an excerpt from the textbook or an assigned monograph that has an explicit main idea).
   Think: Ask students to individually read a short excerpt you have selected from the textbook or an assigned monograph.
   Pair: In groups of two, students should discuss what they thought the main was. You may even ask them to circle thesis statements, or underline topic sentences.
   Share: Come together as a class, and ask students to share what they think the main idea is.
   Once the class has come to a consensus on the main idea, ask them is this is an example of an implicit or explicit main idea.
C. Think, Pair, Share Activity: Identifying Supporting Details
   Think: Using the same excerpt, ask students to individually identifying supporting details.
   Pair: In groups of two, ask them to briefly discuss the supporting details they identified.
   Share: Come together as a class, and ask students to identify the supporting details in the excerpt. Ask them what kinds of supporting details are in the paragraph (e.g. facts, statistics, antidotes, images, graphs, tables, etc)

*This activity can be repeated throughout the semester. If students are reading a monograph, introduce activities or quizzes that test their basic comprehension skills.

III. Activity II: Finding Main Ideas and Supporting Details in Fiction (e.g. novels, short story, etc.). **See "Main Ideas and Supporting Details" (Module 1, Handout 2).**

A. What are main ideas? Where are main ideas and how do you skim for them? Using handout 2, briefly go over what a main idea is. Explain that in fiction texts main ideas are often implied and require the reader to read the entire passage/text to determine the main idea.

B. Think, Pair, Share Activity: Identifying Main Ideas
Think: Ask students to individually read a short excerpt from an assigned piece of fiction, to identify the main idea, and write the main idea down in one sentence.
Pair: In groups of two, students should discuss what they thought the main was.
Share: Come together as a class, and ask students to share what they think the main idea is, working towards a consensus.

C. Think, Pair, Share Activity: Identifying Supporting Details
Think: Using the same excerpt, ask students to individually identifying supporting details.
Pair: In groups of two, ask them to briefly discuss the supporting details they identified.
Share: Come together as a class, and ask students to identify the supporting details in the excerpt. Ask them what kinds of supporting details are in the paragraph and how they work to support the main idea.

*This activity can be repeated throughout the semester. If students are reading a monograph, introduce activities or quizzes that test their basic comprehension skills.

IV. Discussion: Forecasting Major Course themes.

A. Students spent the class period looking at assigned course material.
They...

1. Determined the genre of each of the class's assigned texts.
2. Surveyed some on the texts assigned for the course.
3. Read excerpts from two assigned texts and identified the main idea and supporting details.

Using this information, any lectures they have attended, and the course syllabus, discuss major course themes. What issues, events, and trends will the class focus on? What kind of material will students be asked to synthesize? How might they use a textbook and a monograph in conjunction to understand a single idea (e.g. how will they use a textbook and *Uncle Tom's Cabin* in conjunction to understand issues of slavery?).

Homework: Remind students about reading assignments for the next week. Ask students to bring their lecture notes to recitation.

Module 1 Handouts
Handout 1: College Reading is Sometimes Difficult and Reading Strategies

-Unfamiliar Genre: College level reading is made up of many different genres including scholarly journals, textbooks, historical documents, primary sources, novels, monographs, etc. Different genres require that you use differing reading strategies.

-Vocabulary: College level reading often uses technical language that is, at times, discipline specific.

-Lack of background knowledge: Writers sometimes make assumptions about what their readers know. This may be especially true of some discipline specific articles. For instance, the vocabulary used often assumes that readers are already familiar with the ideas and concepts they refer to.

Reading Strategies

1. Survey the text: What kind of text is it? Who is the intended audience? What comprehension tools does the text provide for you? For example, many textbooks put important vocabulary, people, places, and events in bold. Other texts provide questions at the end of the chapter to check readers' comprehension. Use the tools available to you!

2. Dictionary Habit: When you are unsure of a word's meaning, look it up.

3. Make marginal notes: Put ideas, questions, suggestions, in the margin of a text.

4. Summarize: Put the author's main ideas into your own words in the margins of the text or at the end of the chapter.

5. Vary your reading speed to suit your needs: Scan a text for a piece of information, skim for main ideas, read deliberately for complete comprehension, read slowly for detailed analysis.

6. Reading in a "Multidraft" way: Keep confusing portions of a text in mental suspension until you reach information that clarifies the confusing portion of the text. Skim ahead looking for passages and opening sentences that clarify confusing ideas (often the author's main points can be easily found in the introduction and conclusion of a text).

7. Think like a writer: "The act of reading and writing involve the same skills. Both require a student to use word knowledge, sentence structure, and paragraph organization to either convey a message or to decode a message." Angela Maiers, 2005

Handout 2: Main Ideas and Supporting Details

Finding and Understanding the Main Idea

Main idea = Topic + Author's point about the topic

Topic: What is the text about?

Finding the Main idea: After reading a chapter/book/story/etc., ask what is the overall point the author is making about the topic?

*The main idea is either explicit (a topic sentence, claim, or thesis, as often found in nonfiction) or implicit (an author does not use a statement to introduce the main idea. A reader must read the passage/text to determine the main idea, as often found in fiction).

Finding Examples/Evidence/Supporting Details

Examples/Evidence/Supporting Details: Information that supports and develops the main idea, helping readers better understand the main idea.

Finding evidence/supporting details

1. Ask Who? What? Where? When? Why? How?

   -In a nonfiction text, the answers to these questions will include accounts of individuals, who lived in a specific time and place, and/or facts, statistics,

   -In a fiction text, the answers to these questions will usually be based on the experiences of the characters. How do the characters' experiences support the main idea?

2. Do the examples/evidence/supporting details ...
   -Compare and contrast information?
   -Provide a description?
   -Offer examples/evidence to persuade the reader?

Module Two: **Note-taking Skills**

SWBAT: Identify main ideas in lectures and in power points.
Organize their notes using outline format.
Build off the previous lesson in order to identify main ideas and supporting evidence.

I. Short lecture/discussion on note taking

A. Main ideas vs. Supporting Details: Refresher on last week's class. What is the difference between main ideas and supporting details? When reading the location of information is

often a major clue as to the type of information it is. How might students be able to distinguish main ideas from supporting details in lectures?

B. Once you know how to distinguish between main ideas and supporting details how do you know what to write down? What do good notes looks like? What aspects of their notes they like? What don't they like? How can they address weak aspects of their notes?

C. Show them a sample of good notes. Your notes from the lecture would work well here! Discuss what makes them successful (e.g. you identified main ideas, only wrote down one or two supporting pieces of information, used roman numerals or another organizational system, etc.).

II. Activity I: If students have already had a lecture class, have them pull out their notes and compare them. Otherwise have them compare notes on the short lecture you just completed.

A. Break students into groups of two or three.

B. Ask them to compare their lecture notes. How are their notes similar? How are they different? Looking at differences in their notes, have students discuss why they opted to take notes on that particular information. Was it easy to take notes? Why or why not? Why did they think certain pieces of information were important?

C. Discuss as a class

III. Activity II: Taking notes on a sample lecture

A. Ask students to pull out a notebook and writing utensil.

B. Explain that you will give a short lecture and students should take notes on main ideas.

C. Ask students to compare what they wrote down. Are their notes more similar or different?

D. Go over main ideas you expected them to write down. Did they write down the main ideas you discussed?

IV. Activity III. Taking notes on a sample power point

A. Look at sample power point and discuss the difference between main ideas & evidence, etc. What should students be writing down? Have a variety of slides (some with bulleted information. Some with images and no words, etc.).

B. Practice

*You may choose to combine activity II and III depending on how the lead professor lectures.

Homework: Remind students about reading assignments for the next week.

2. Writing Skills

At some point during the writing skills section of the semester, you might consider inviting writing center tutors into your recitation sections to discuss what the writing center is, where they are located, what they do, how they can help, etc. For more information, see the "Academic Resources" list located in the "GTA Resources" section of this manual.

Module Three: Writing Basics

SWBAT: Understand the basics of organizing an academic essay.
Write thesis statements that make a clear argument, answer a question, and provide a roadmap for the essay.
Write topic sentences that make clear claims and clearly relate to the thesis.

I. Short lecture/discussion on how to organize an academic essay. **See "What an Academic Essay Looks Like" (Module 3, Handout 1).** Briefly discuss the parts of an academic essay.

II. Activity I: Identifying Successful Thesis Statements. **See "Thesis Writing" (Module 3, Handout 2).**
   A. Briefly go over "Thesis Writing Basics."
   B. Ask students, in groups or independently, to complete the "Distinguishing Facts from Arguments" activity.
   C. As a class, discuss which statements are fact and which statements are arguments.
   D. Next, ask students to read through and rank the thesis statements in the "Identifying Good Thesis Statements" activity.
   E. As a class, discuss the ranking and what makes some thesis statements stronger than others.

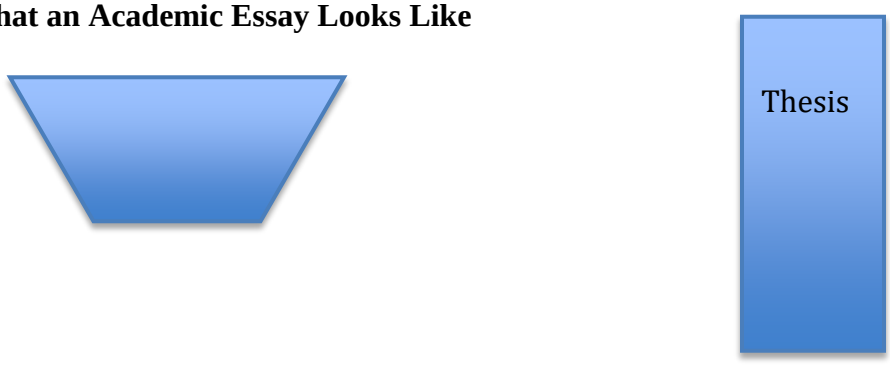
III. Activity II: Writing a Thesis Statement. **See "Thesis Writing" (Module 3, Handout 2).**
   A. Ask students to revisit the paper assignment. If there is more one than one question option, ask them to select the question they are going to ask.
   B. Once they have selected a question, ask them to consider ...
      1. How do I want to answer the question?
      2. What is the main point or claim of my paper going to be?
      3. How am I going to support my main claim with examples and evidence? What examples and evidence might I use?
   C. If there is time, ask some of the students to put their thesis statements on the board. As a class, discuss the strengths and weaknesses of each thesis statement.

IV. Writing Topic Sentences. See "**Writing Topic Sentences/Exposition" (Module 3, Handout 3)**
A. Using handout 3, briefly explain how students can write draft topic sentences (they are "draft" topic sentences because, as with any other part of their draft, we expect they will become more refined, clearer, more concise, and stronger as the student writes and revises.
B. Ask students to write a topic sentence for each of their body paragraphs.

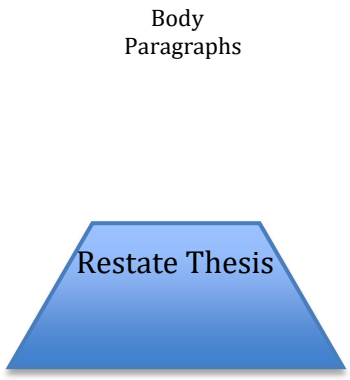
Homework: Remind students about reading assignments for the next week. Ask students to bring the excerpts you read in class and their thesis statements to the next class period. They must also finish writing their topic sentences for the next class period and bring them to class.

Module 3 Handouts
Handout 1: What an Academic Essay Looks Like and Thesis Writing*

What an Academic Essay Looks Like



statements s should be at the end of your introduction).



Introduction: Introduce the topic in a general way and nar way and narrow to the Thesis Statement (thesis

Body Paragraphs: The number of body paragraphs will vary based on the number of subclaims you make and need to support. See the "Three Ex Guide to Writing Better Paragraphs" for more information.

Conclusion: Restate your thesis in a new way and move from your specific argument to more general ideas about the topic by synthesizing the main ideas of your paper, tying your main ideas to major themes in the class (think globally), show readers why your argument is important or useful.

*Adapted from English 100, Expository Writing I. Kansas State University.

Handout 2: Thesis Writing
Thesis Writing Basics
What is a thesis?
A thesis is the main claim or argument of an essay. All examples and explanation must support the thesis.

The thesis must make an argument.

Remember that an argument is a debatable point, something others can disagree or agree with. Thesis statements are NOT facts.

A thesis should introduce the points of an essay paper and forecast the organization of the essay.

If your paper assignment asked you to address a specific question, your thesis should clearly answer the question.

Where is the thesis located?
Your thesis should be in the introduction to your paper.

Give your thesis tension!
Giving your thesis tension means that your thesis pulls the reader towards new ideas (your idea) or pulls them between two conflicting ideas (someone else's ideas and your ideas). Giving your thesis tension might help you more easily make an argument.

Using words like *although*, *whereas*, and *however* help create effective thesis statements.

–Although many people believe X, it is actually Y.

–Whereas most people believe X, if scholars consider A, B, and C it becomes evident that Y

–Many people believe X; however, it is actually Y.

Thesis Writing Activities
Distinguishing Facts from Arguments
Directions: Read the following statements. Put an F next to statements that are facts. Put an A next to statements that make an argument.

Harriet Beecher Stowe uses several characters, including Eva and Tom, throughout her text to demonstrate the horrors of slavery.

Harriet Beecher Stowe's *Uncle Tom's Cabin* deals with several themes that demonstrate the horrors of slavery. The theme of motherhood, however, most successfully furthers the abolitionist cause.

In this paper, I will discuss the hardships of slavery as they were presented in *Uncle Tom's Cabin*.

Slavery was a terrible chapter of American history. However, some people argued for its abolition.

Although there are many characters in *Uncle Tom's Cabin* that demonstrate the atrocities of slavery, the characters that most successfully demonstrate this are Eva and Eliza.

Identifying Good Thesis Statements
Directions: Read the sample assignment question and then read the sample thesis statements.

Using a scale of 1 to 5 (1 being the best and 5 being the worst) rank the thesis statements.
*Remember that a successful thesis statement should ...
1. Make an argument
2. Answer the assigned question
3. Forecast the organization of the essay

Sample Question: Why was Cherokee "removal" an economic, political, and cultural issue?

Rank Sample Thesis Statement

_____ Although a significant body of research focuses on the economic issues of Cherokee "removal," the forced migration of the Cherokee was also a political and cultural issue.

_____ Whereas Cherokee Removal was primarily an economic issue for Euro-Americans, it was an economic, political, and cultural issue for the Cherokee. Specifically, Euro-American expansion for the purpose of cash crop cultivation meant that most Euro-Americans largely understood "removal" as an economic issue. The loss of culture and the uprooting of local peoples and economies, however, meant that "removal" was an economic, political, and cultural issue to the Cherokee.

_____ Cherokee "removal" presented a number of economic issues for the Cherokee. However, "removal" was primarily a cultural and political issue, as it uprooted the Cherokee from the land many of their cultural practices were tied to and caused divisions within the Cherokee Nation.

_____ Although Cherokee "removal" presented many problems for the Cherokee, "removal" was primarily an economic, political, and cultural issue.

_____ Cherokee "removal" was an economic, political, and cultural issue for the Cherokee as it uprooted them from the land. However, "removal" was an economic issue for the Euro-Americans.

Writing A Thesis
– Before writing the final your thesis, ask yourself...

1. How do I want to answer the question?

2. What is the main point or claim of my paper going to be?

3. How am I going to support my main claim with examples and evidence? What examples and evidence might I use?

– After writing the final draft of your thesis ask yourself...

1. Is your thesis pulling the reader in a new direction (towards new ideas) or is it pulling the reader between two conflicting ideas?

2. Does your thesis map out what your paper is going to be talking about?
-You should not have claims in your paper that do not relate to your thesis.

3. Is your thesis successfully supported with the examples and evidence you use?

*Thesis statements often change as you write, as writing helps you clarify your ideas, so don't be afraid to alter the thesis as you write.

ANSWER KEY

_____ Although a significant body of research focuses on the economic issues of Cherokee "removal," the forced migration of the Cherokee was also a political and cultural issue. (5 -Makes a weak argument and doesn't answer the question. Also unclear relationship)

_____ Whereas Cherokee Removal was primarily an economic issue for Euro-Americans, it was an economic, political, and cultural issue for the Cherokee. Specifically, Euro-American expansion for the purpose of cash crop cultivation meant that most Euro-Americans largely

understood “removal” as an economic issue. The loss of culture and the uprooting of local peoples and economies, however, meant that “removal” was an economic, political, and cultural issue to the Cherokee. (1 – Answers the question, makes an argument, forecasts the organization of the essay)

_____ Cherokee “removal” presented a number of economic issues for the Cherokee. However, “removal” was primarily a cultural and political issue, as it uprooted the Cherokee from the land many of their cultural practices were tied to and caused divisions within the Cherokee Nation. (2 – doesn’t state why it was an economic issue)

_____ Although Cherokee “removal” presented many problems for the Cherokee, “removal” was primarily an economic, political, and cultural issue for the Cherokee. (4 - Doesn’t answer the question)

_____ Cherokee “removal” was an economic, political, and cultural issue for the Cherokee as it uprooted them from the land. However, “removal” was an economic issue for the Euro-Americans. (3 – Doesn’t answer why it was an economic issue for Euro-Americans, Doesn’t forecast the organization of the essay)

Handout 3: Writing Topic Sentences/Exposition

Remember that topic sentences, like thesis statements, must make a claim.

If the thesis you wrote includes a roadmap of your essay, you can use it to easily develop draft topic sentences.

For Example: If your thesis reads ...

Whereas Cherokee Removal was primarily an economic issue for Euro-Americans, it was an economic, political, and cultural issue for the Cherokee. Specifically, Euro-American desire to expand for the purpose of cash crop cultivation meant that most Euro-Americans largely understood "removal" as an economic issue. The loss of culture and the uprooting of local peoples and economies, however, meant that "removal" was an economic, political, and cultural issue to the Cherokee

Your topic sentences might read ...

Body Paragraph I: Many Euro-Americans supported "removing" the Cherokee so that they could expand cash crop cultivation, making "removal" primarily an economic issue for Euro-Americans.

Body Paragraph II: Removal was also an economic issue for the Cherokee because when forced migration took people from their homes, it took them from their economic livelihoods.

Body Paragraph III: Removal was also a political issue for the Cherokee, as the events leading up to removal caused divisions within the Cherokee Nation that lasted well after the Trail of Tears.

Body Paragraph IV: The "removal" was a cultural issue for many Cherokee, as it uprooted them from the land many of their cultural practices were tied to.

If you are struggling to write a strong thesis, you may want to start with your topic sentence and synthesize them into a coherent thesis.

Module Four: Supporting Your Claims and Developing Your Essay

SWBAT: Understand and apply the Three Ex strategy for writing developed paragraphs with clear topic sentences, developed examples, and clear explanation.
Select the BEST evidence to support their claims.
Incorporate secondary source evidence using attributive tags.

I. Short lecture/discussion on Writing Developed Paragraphs. **See "Three Ex Strategy for Writing Developed Paragraphs" (Module 4, Handout 1).**

A. Once you have introduced the three Exs, ask students to refer back to the textbook or monograph excerpt you used in module 1. Exposition will build on what they learned in the pervious class period about topic sentences.
B. Think, Pair, Share Activity: Identifying Exposition, Examples, and Explanation.
Think: Ask students to independently identify the Exposition, Examples, and Explanation in the excerpt.
Pair: Ask students to compare their answers with a classmate.
Share: As a class, discuss where the Exposition, Examples, and Explanation are.

*Students already started doing this when they were looking for main ideas and supporting details in module one. Explain how important this information is for readers, and that they as writers need to include all three parts to make their ideas as clear as possible for their readers.

II. More on Writing Topic Sentences and Developing an Essay

A. Activity I: Identifying strong topic sentences, building exposition, and starting to develop.
1. Ask a few students to write one of their topic sentences on the board. As a class, discuss the strengths and weaknesses for each topic sentence. Are they claims rather than facts? Do they answer part of the question in the assignment description?
2. Ask the students what type of introductory information (transitions, facts, background, etc.) might round out the exposition of each topic sentence.
3. Ask students what examples/evidence might be used to support each topic sentence. Write a few on the board and make sure you are indicating which are showing examples and which are telling examples.
4. Make sure students come up with a few examples for each topic sentence. Discuss which ones are the strongest and why. You may also want to discuss the type of explanation that should accompany each example.

III. Selecting the Best Evidence

A. Activity II. Selecting the best evidence.
1. Break students into groups according to the question in the paper assignment they are going to answer. Have them share some of the examples they plan on including in their essay, and ask them to brainstorm, as a group, to think of others. Ask them to try and have at least one "showing" example per paragraph.
2. While students are working in groups, circulate to clarify any confusion and address any questions. Intermittently stop and ask a group if the example they are discussing is a showing or a telling example. Challenge them about whether or not the example they selected is the best example. Ask them how they might explain how examples will support claims, if the examples seem a little unclear.
*Give them time to work together, and if a group gets off topic, it is a great time to step in and start challenging them. With a little push, they'll likely to get into it. This part of the class should be excited and noisy.

IV. Using Attributive Tags. **See "Attributive Tags" (Module 4, Handout 2).**

A. Briefly explain what attributive tags are and why they are important (the help introduce and incorporate quotes, they allow students give authority to their examples if they quote or paraphrase an expert, etc.).
B. Ask students to read over the attributive tag handout and to use them in their writing.

Homework: Remind students about reading assignments for the next week.

Module 4 Handouts
Handout 1: Three Ex Strategy for Writing Developed Paragraphs[*]

[*] Adapted from English 100, Expository Writing I. Kansas State University.

Parts of the Paragraph

Exposition: exposition sentences introduce the topic of the paragraph and are usually the first 1-4 sentences in the paragraph. The most important part of the exposition is your topic sentence. Most of the essays you will be writing are analytical arguments. The topic sentence must, therefore, introduce the main claim(s) of your paragraph.[*] The exposition sentences might also include transitions, background, or introductory information.

Example: example sentences provide support for your exposition. Every paragraph should have 2-3 well-developed examples. There are two primary types of examples, showing examples and telling examples.

Showing examples: Illustrate to readers how and why your claim is true.

Telling examples: Tell readers that other scholars agree with you or provide a fact.

Explanation: explanation sentences explain how your examples support your exposition. These sentences are extremely important to your paragraph, as they ensure your readers understand how you get from point A to point B. They sometimes come immediately after your example and they sometimes they close your paragraph. The amount of explanation you need varies from example to example, as some example's connection to your exposition is more evident than others.

For Example:

Your exposition might claim: The library is the best place on campus to study.
One of your examples might read: For example, the library has a variety of vending machines.

Because the connection between vending machines and studying is not entirely clear, your explanation might read: Vending machines are important to my study success because they offer quick access to snacks, so I can easily refuel without packing up my belongings and heading to the market or a restaurant or taking time away from work to prepare a meal.

Handout 2: Attributive Tags[*]

1. What is an attributive tag?

[*] It is important to remind students that in analysis, topic sentences must make claims because in some forms of essay writing (e.g. informative writing) the topic sentence does not necessarily need to make a claim.

[*] Adapted from English 100, Expository Writing I. Kansas State University.

Attributive tags indicate that the information being provided is from another source. Attributive tags are a good way to signal to your readers that the information you are providing has been borrowed from another author.

2. It is important to use attributive tags because they will help you give an author credit for their ideas, help you separate your ideas from another author's ideas, give your examples authority, and help you successfully incorporate source information.

3. Attributive tags are used in all types of writing, including argumentative or analytical essays and writing research essays.

4. Attributive tags often appear as follows:

According to Lucille K. Forer, the order in which we are born plays a significant role in the type of people we become.

Forer reports…	She argues…
Forer goes on to say…	Forer demonstrates…
She explains…	Forer insists…
Forer illustrates…	As illustrated by Forer…

5. When you are introducing information from an outside source, it is a good idea to introduce the title and author of the source. The first time you introduce the author's name, give their full name. Use only the author's last name every other time you reference them.

EXAMPLE: In the article "How Birth Order Influences Your Life Adjustments," Lucille K. Forer explains that…

6. An attributive tag can also be used to put special attention on the author's credentials.

EXAMPLE: According to Lucille K. Forer, Ph.D. in Psychology,…

Here are more verbs that can be used in writing attributive tags.

According	notes
acknowledges	observes
adds	points out
admits	reasons
agrees	refutes

argues

asserts

believes

claims

comments

compares

confirms

contends

declares

denies

disputes

emphasizes

endorses

grants

illustrates

implies

insists

rejects

responds

suggests

thinks

writes

Module Five: Revising Drafts

SWBAT: Provide useful feedback during peer revision
Understand and practice global revisions rather than simply editing.
Incorporate peer feedback into their papers.

I. Activity I: How Essays are Evaluated*
   A. Break students into small groups (3-4).
   B. Provide students with a sample essay and the grading rubric you will use to grade their papers.
   C. Ask the groups to evaluate the essay according to the rubric you will use to grade their papers and come up with a grade for the essay.
   D. As a class, discuss the group evaluations. Guide students and the discussion towards the primary things you will be looking for while grading. For example,
      1. A strong thesis statement
      2. Enough background, detail and explanation to allow an unfamiliar reader to follow the argument.
      3. Strong use of Three Ex (exposition, examples, explanation)

II. Short lecture/discussion on peer revision techniques and focusing on global revisions rather than editing. **See "Tips for Peer Revising" (Module 5, Handout 1).**
   A. Using, handout 1, discuss with students tips for successful peer revision.

III. Activity II: Peer Revision. **See "Peer Editing Exercise" (Module 5, Handout 2).**
   A. Break students into groups of two and have them exchange their drafts.
   B. Using handout 2 and/or the rubric you will use to grade their papers, ask the students to evaluate each others drafts.

IV. Activity III: Incorporating Peer Feedback. **See "Tips for Using Peer Feedback" (Module 5, Handout 3).**
   A. Using handout 3, discuss with students how to use peer feedback, focusing on "Ask When You Don't Understand." This is, after all, a good opportunity for students to discuss comments with their per editor.
   B. Ask students to read over the comments their partner made on their draft. Ask them to write down any questions they might have about the comments as they read over comments. They might ask their partner to ...
      1. Elaborate
      2. Explain
      3. Brainstorm how to make improvements or what improvements to make.

Homework: Remind students about reading assignments for the next week.

Module 5 Handouts
Handout 1: Tips for Peer Revising
Before You Edit, Remember:

* Students will likely need the entire class period for the "Tips for Peer Revising" handout and the two revising activities (activity II and III). Activity I, however, may be done in another class period, or as homework independently.

The most valuable editing advice concerns content, organization, and style. Peer editors whose only comments are about punctuation, mechanics or spelling may help the writer write a more correct piece of writing, but it still may not be clear or engaging.

Avoid "fixing" the Problem:
Your role as peer editor is not to fix the problems you find but to bring them to the writer's attention. The biggest help you can offer is to point out what works and doesn't work for you as a reader.

Make Sure You Provide Clear Feedback:
Avoid making vague comments/statements ("This section is really hard to understand", "Your description here is ok"). Rather stick to specific comments ("These details make the essay really entertaining" or "This evidence does a nice job of persuading the reader and developing your claim"). Try using questions to both bring problems to the author's attention and to help them start working toward the solution ("how did you go from discussing X to discussing Y?", or "how does this piece of evidence support your claim?").

Be Honest but Constructive:
Peer editing can be difficult, and it is often tempting to tell your partner, "Looks fine to me," but your partner will learn nothing from the exercise or your comments if that is all you provide.

Handout 2: Peer Editing Exercise
Directions: Read through the piece twice. Use your first time through to get familiar with the piece. Your second reading is your opportunity to read for clarity, narrative structure, style, etc.

Write your questions and comments in the margin of the author's paper, so it is clear where they are succeeding or struggling. Make Specific Suggestions Regarding the Author's Work: Make sure you give specific feedback. Rather than saying "This doesn't make sense," say something like: "Unpack your ideas here. Right now I'm having trouble understanding what you mean, but if you explain it more fully, it might become clear."

1. Compliment the Author:
A good approach to peer editing is to start by telling the author what you like.

- On the back of the author's paper, make a list of at least three things that you like about her/his essay.

To get you started, consider using the sentences below to tell the author what she/he did well.

Your strengths as a writer are _____

These examples are excellent because...

Your strongest section is _____

This was really intriguing because...

I liked the way you_____

Provide specific feedback on...

- Nuts and Bolts

1. Is any part of the essay unclear? If so, make sure you make the author aware of what is unclear by asking questions (e.g. who, what, where, when, why, how, etc.) in the margin of the paper.
2. Does the essay use/incorporate quotes correctly? Write "Incorporate" next to quotes that need to be introduced/incorporated more successfully.
3. Does the essay cite sources correctly? Write "Citation?" next to quotes or paraphrased material that is not cited or incorrectly cited.

- Development: Thesis and Three Ex

1. Does the essay have a strong thesis statement? What is successful and/or unsuccessful about the thesis?
2. Does every paragraph have a clear topic sentence? Do the topic sentences make claims? Identify good topic sentences and topic sentences that need work because they are unclear, fail to make a claim, etc.
3. What additional details or explanation are necessary to strengthen the evidence? Identify where the author needs more explanation or detail.

- Organization

Essay Level

1. Does the order of information make sense? If not, make suggestions about the author might reorganize their essay. Author's can organize chronologically, by claim, by theme, etc.

2. Does every paragraph work to support the thesis? If not, make a note next to the beginning of paragraphs that do not successfully relate to/support the thesis.
3. Does the thesis introduce claims in the order they are discussed? If not, write the order in which the claims are discussed in the margin near the thesis.
   Paragraph Level
4. Are the paragraphs unified (i.e. does every sentence in the paragraph work to support the claim introduced in the topic sentence)? If not, cross out sentences that do not relate.

- Sentence length & clarity

1. Does the essay read clearly? If not, mark places where the language/sentence structure is awkward, unclear, etc.

- Assignment Guideline

1. Does the essay meet the assignment guidelines/criteria?
2. Does the essay answer the question on the assignment sheet?
3. Is the essay the correct length? If the essay is too long, identify places where the author can cut information. If it is too short, provide suggestions as to where the author can develop their ideas more successfully or introduce another subclaim.

Make sure you write your name and your email address on your partner's paper, so they can contact you with questions about the feedback you provided.

Handout 3: Tips for Using Peer Feedback

Take Advantage of the Opportunity:

Writers benefit from the feedback they get from peer editors, even if they don't much like it at the time. When you write, try to think of your work as open to revision. Take advantage of having someone read your work to make what you write clearer and that your essay is more readable and more enjoyable.

Ask When You Don't Understand:
Ask your partner for clarification if you think their comments are too vague or otherwise unclear.

Don't Take it Personally:
If you feel rather bruised by the comments of your peer editor, remind yourself that the comments are about your writing, not about you. If someone finds what you've written unclear, confusing, muddled, repetitive or just plain boring, that's one person's opinion. Accept it and see what you can do to correct it.

Feel Free to Decline
If you've considered your peer editor's advice and don't feel that it's helpful, you're always free to ignore it. But usually if a reader says there's a problem it's worth taking a careful look.

3. Introduction to Research
Module Six: Using Primary Sources

SWBAT: Identify primary source basics (who, what, where, when, why).
Read primary sources critically.
Use primary sources to enhance what they already know.

I. Short lecture/discussion on what primary sources are. **See "What is a Primary Source" (Module 6, Handout 1).**
   A. Briefly discuss what a primary source is. If your students have dealt with primary sources in class (i.e. an assigned reading from a document collection or an excerpt from a primary source in a textbook, etc.), you may want to verbally quiz them once you have distinguished primary and secondary sources.

II. Activity 1: Reading Primary Sources. **See "Reading Primary Sources" (Module 6, handout 2).**
   A. Select a primary source for your students to read. Provide them with one of the two handouts (A or B) to assist them with reading and interpreting the primary source. For handout B, you may want to provide multiple-choice answers to help students work through the source.
   B. Both handouts can be used as a Think, Pair, Share activity.
      Think: Have students read and answer questions independently.
      Pair: Have students compare their answers with a partner (remember that many of the questions have several "correct" answers).
      Share: Discuss as a class
      OR
      As an independent activity
      OR
      As a class discussion
   C. Make sure you discuss the documents as a class. It is important that you model for students how to read primary documents critically as well as walk them through the process. You may want to develop some specific questions that guide students to the main ideas you want them to recognize. This can be done as a class discussion or as another possible handout.

Homework: Remind students about reading assignments for the next week.

Module 6 Handouts
Handout 1: What is a Primary Source?

A primary source is ...

1. Produced by people or groups of people involved as participants in or witnesses to the event or topic being discussed.

Primary sources are sometimes ...

1. Written documents, including diaries, letters, newspaper articles, speeches, autobiographies, census data, marriage, birth, and death records, court records,
2. Not written. These primary sources include visual images like paintings, political cartoons, films, etc. They also include artifacts, such as clothing, tools, household objects, etc.
3. Oral history recordings and interviews.

Historians use Primary sources ...

1. As evidence from which they interpret and describe the past.
2. As a way to understand the thoughts, experiences, and behaviors of the people of the past.

Secondary Sources, including textbooks, monographs, and scholarly journals assist historians in reading and interpreting primary sources by providing a general understanding of the period or event she/he is studying. They provide information about what is known about the period, what debates exist within the field, and the ways in which historians have understood and/or interpreted events.

Handout 2: Reading a Primary Source

Handout A: Document Analysis Worksheet*
Directions: Read the document once to become familiar with the document. During your second reading, answer the following questions about the document.

1. What type of document is this? (i.e. a Newspaper, Government Report, Letter, Diary, Legal Document, etc.)

2. When was the document written?

3. Who wrote or created the document?

4. What do you know about the background of the author(s)?

5. Who do you think this document was written for?

6. What is the topic or issue of the document?

7. Document Information: (There are many possible answers to these questions)
   A. List three things the author said that you think are important:
      1.

      2.

      3.

   B. Why do you think this document was written?

* Adapted from "Document Analysis Worksheet" by Dr. Molly Todd.

C. What evidence in the document helps you know why it was written? Give an example from the document to support your opinion.

D. List two things the document tells you about life at the time the document was written
1.

2.

E. Does the document conflict or agree with the other things you have read about the topic?

F. Write a question to the author that is left unanswered by the document.

Handout B: How to Read a Document*

* Adapted from "History 348: How to Read a Document" by Dr. Molly Todd.

Directions: Read the document once to become familiar with the document. During your second reading, answer the following questions about the document.

Level 1: Identify the Nature of the Document

1. Who wrote this document?
   Did a single person or a group write the document?

   What do you know about the author?

2. What is the historical setting of the document?
   When was the document written?

   What historical events were happening occurring when this document was written?

3. Who is the audience?
   To whom did this author write when composing this document?

   What is the relationship between the author and the audience? Remember: The audience often determines the language used, the information included, and the amount of knowledge the author assumes. The relationship between the author and the audience can help you determine the purpose of the document.

4. What is the story line?
   What story is the document telling?

   What are the main points if the story line?

Level 2: Probe Behind the Essential Facts to Understand the Document's Meaning

1. Why was the document written? What is its purpose?

   Was this document meant to be private (e.g. a diary) or public (e.g. a speech)?

Was the purpose to persuade the audience using logic, to entertain (e.g. a novel), or to motivate through emotional appeal?

Is this a personal, formal, or persuasive document?

2. What type of document is this (e.g. a newspaper, a government document, diplomatic treaty, etc.? Remember: The document's type often reveals volumes about its purpose and its possible biases.

Level 3: Pose Your Own Questions

1. Can we believe this document?
   Is this document one-sided? Is it biased?

   What critiques can be made about this document? What are it strengths and weaknesses?

   Can this document be used as a credible historical source? Why or why not?

2. What can be learned about the society that produced this document?
   What details does this document reveal about the author and era in which it was produced?

   What attitudes pervade the document?

   What generalizations can be made about the time period in which the document was written?

3. What does this document mean to students of history?
   What can be learned from the document?

   What does the document mean to the author? To the audience? To the society in which it was produced?

What was the documents meaning to the individuals who read it?

What does the document mean to present-day society?

Module Seven: Doing Research

You may select to take your class to a research lecture in the library, or you might require students to attend one of the open research classes at the library (if you require students to attend

a class as homework, you need to give them plenty of notice, as they will likely need to work around other classes and work). For more information, see the "Academic Resources" list located in the "GTA Resources" section of this manual.

SWBAT: Understand research basics
Utilize library resources.
Search Key Databases
Use the Big 5 to evaluate the quality of print and online sources.

I. Short lecture/discussion on research basics. **See "Research Basics" (Module 7, handout 1).** Briefly go over research basics with students. Make sure you develop specific examples from the course content and sources in order to show students how they might work through each step.
   A. For step 1, make sure you provide specific examples of how they might enter a debate/conversation they are familiar with and what it means to take a position on a certain issue.
   B. For step 2, make sure you provide a specific example that demonstrates to students how they might narrow their research topic.
   C. For step 3, give them examples of research questions.

II. Activity I: Applying Research Basics
   A. After you have familiarized the students with the basics of research select a sample topic (one covered in the class that the students are familiar with) and work through the steps as a class. You may choose to define the parameters of the mock assignment (e.g. the audience, length, etc) to work through all of step 1, or you may choose to only work though part of step 1 and steps 2 and 3, depending on student need and your purpose.
   For example, you might select *The roots of the American Revolution* as a research topic.
   B. For step 1("The Context of your Research"), as a class consider
      1. What kind of sources will you need in order to learn more about your topic and support your ideas?
      2. What historical debates about the topic exist? How can you enter one of the debates on the topic? What new insights can you bring to the topic? What is your class position on the topic?
      3. What kind of sources can you use to research the topic?
   C. For step 2 ("Narrowing Your Topic"), as a class consider how you might narrow the topic. For example, you may choose to limit your research social, economic, political, or cultural causes of the American Revolution.
   D. For step 3 ("Developing a Research Question"), as a class consider how what research questions you might develop. You may even want ask students to go one step further and ask them to develop a thesis.

III. Short lecture/discussion on library resources. **See "Library Resources and Search Engines" (Module 7, handout 2)**. Explain to students all of the library resources available to them. Remember that if you are teaching a 100 level course, many of your students may not have needed to use the library for research yet. At any level

you are likely to see a wide range of familiarity with the library and its resources. You might start by taking a quick survey of how many students have done research in the library, what sources they are familiar with, etc. (Make sure you reserve and bring any necessary technology to class).

A. Take students on a tour of the library webpage. Make sure you survey the website ahead of time to familiarize yourself with where information is and what information you think is most important for students to know now. They will have many opportunities to get to know the library; your job right now is to provide them a basic introduction.

B. Walk students through the online search engines
   1. Start at the library homepage <http://www.lib.montana.edu/>.
   2. Select "Find"
   3. Briefly talk through the different "Find" options they have. The "Articles and Research Databases," "Books and Media," "Digital Collections," and "Guides" might be most useful to students. Make sure you prioritize which "Find" options you think are most useful to students, as you will not likely have time to cover them all.
   4. Using the research topic you developed as a class in Activity I, discuss how each "Find" option might help them.
   5. Select a "Find" option and do a search. You will likely need to narrow students' keywords and introduce them advance search options.

IV. Activity 1: Using the Big 5 to evaluate Internet and print sources. **See "The Big 5 for Evaluating Web and Print Sources" (Module 7, handout 3)**.

A. Explain that all sources are not created equal. For this reason, students need to know how to evaluate the quality, authority, and usefulness of a source. Introduce students to and go over handout 3.

B. Using the handout 3, work with students to evaluate a source you selected before class. Start with a source that is clearly incredible. Next, move to a source that is clearly credible. Lastly, look at a source that meets some, but not all of the criteria. How do you decide if this source works for you?

Homework: Remind students about reading assignments for the next week.

Module 7 Handouts
Handout 1: Research Basics[*]

[*] Adapted from Richard Bullock and Francine Weinberg's *The Little Seagull Handbook.*

Step 1: Consider the Context for your Research

1. What is the purpose of the project (e.g. to persuade, analyze, inform, etc.)?
2. Who is your audience? Knowing your audience will help you decide what background information you will need to include, what kind of evidence will be most persuasive, and will give you insight on their attitudes and beliefs and you can most successfully appeal to them.
3. What kind of sources will you need in order to learn more about your topic and support your ideas? Consider your opinion on the topic. How can you enter a debate/conversation on the topic? What new insights can you bring to the topic? What information do you need to clarify the topic?
4. If you get to develop your own research topic, consider ...
    a. what are you interested in?
    b. What would you like to learn more about?
5. If the topic is assigned to you ...
    a. make sure you understand the assignment and what it asks you to do.

Step 2: Narrowing Your Topic
You need to make sure your topic is narrow enough that it can be discussed and developed within the page limit specified in the assignment and be completed on time.

1. Conduct some preliminary research to help familiarize yourself with the topic and identify narrow topics you are interested in exploring. For this step, browse reference material, course material, talk to a librarian. Keep a working bibliography, so that you can easily find information and cite it in the future.

Step 3: Developing a Research Question

1. Once you have narrowed your topic, develop a research question (a specific question you will work to answer through your research).
    a. Start with a list of general questions to answer *who? What? Where? When? How? Why?*

Handout 2: Library Resources and Search Engines
Library Resources
Starting on the library homepage, select “Services”

The "Services" page provides information on all library services
For example,

for Research Help, select "Research and Instruction Services"
1-406-994-3171
http://www.lib.montana.edu/research/referenceservices.php
This page introduces students to research help available to students. They can call, email, or chat with a librarian about their research topics and questions, or they can contact the subject librarian for their field and set up an appointment to meet with them for assistance on their research project. The subject librarian for history, philosophy, and religious studies is Jan Zauhah (994-6554, jzauha@montana.edu).
This Page Also Links to ...
-Styles Guides
-Library Workshops Calendar

*Make sure you survey the library webpage before class, so you know where information is and what information you want to cover.

Handout 3: Big 5 Guide to Evaluating Sources[*]

Evaluating print and web sources is necessary to writing a credible, thorough, and persuasive research paper. Using the following criteria, means holding your sources to highest standards.

[*] Adapted from English 100, Expository Writing I. Kansas State University.

While evaluating, you may identify hidden motivations, biases, and purposes of sometimes unexpected authors or sponsors.

Why is it necessary to evaluate your sources?
Using unreliable or incredible sources weakens your argument and your credibility as an author. To write with authority and credibility, you must demand the same from your sources.

The Big 5
Authority: Identify the author or website sponsor and publisher. Who is the author or website sponsor? What are the author's or website sponsor's credentials or qualifications?
Consider:

1. Is the source an advocacy group? If so, what are they advocating? How might this alter the type of information they present or how they present it?
2. Is the source a commercial enterprise? If so, what are they selling? How might this alter the type of information they present or how they present it?
3. Is the source an educational institution?
4. Is the source a local, state, or national government?
5. If the source is a website, is it a .org (organization), .edu (educational institution), .com (company), etc.?

Accuracy: Determine the accuracy of the information provided. Is the information accurate? Locate the contact information for the author or website sponsor. Locate the source of the article or site's information.
Consider:

1. Is the information original or taken from someplace else?
2. Can you verify the information (look for a bibliography or works cited page)?

Objectivity: Determine the objectivity and purpose of the author or website sponsor.
Consider:

1. Is the purpose to inform? If so, how might this alter the type of information they present or how they present it?
2. Is the purpose to persuade? If so, how might this alter the type of information they present or how they present it?
3. Is the purpose to entertain? If so, how might this alter the type of information they present or how they present it?
4. Is the purpose to explain? If so, how might this alter the type of information they present or how they present it?

Does this source meet your research needs?

Coverage: Determine whether or not the text or site's information is thorough and comprehensive.
Consider:

1. Is the information you are seeking covered in enough depth to be useful?
2. Is the topic of the article or site clearly presented?
3. Are the claims supported by sufficient evidence and explanation?

Currency: Identify the date the text or site was produced.
Consider:

1. Is the information current enough for your purposes?
2. If evaluating a website or page, when was the page last updated?
3. Are the links current?

Module Eight: Citations

SWBAT: Identify when to cite and understand the difference between quoting and paraphrasing.
Use CMS style citations (footnotes and works cited).
Understand different types of plagiarism and how to avoid plagiarism.

I. Short lecture/discussion on what citations are and when to use them. See "**What are Citations and When to Cite Sources" (Module 8, Handout 1).**

II. Short lecture/discussion about how to cite using the Chicago Manual of Style.
   A. Some faculty require students to purchase a style guide and others do not. If there is a required style guide for your class, survey the guide with your students. Where can they find examples of how to cite different information? Where can they locate tips on writing a works cited or bibliography?
   B. If there is not a required style guide for the class you are working on, review instructions from the lead faculty about how to cite sources in papers and visit "Chicago/Turabian Guide for References" page at <http://guides.lib.montana.edu/turabian>.

III. Activity I: Citing Sources (footnotes and works cited).
   A. Ask students to practice citing some of the course materials. How do citations differ between primary and secondary sources? How do footnotes differ from citations in works cited and bibliographies?
   B. Double check students' work.

IV. Activity II: Identifying Plagiarism.
   See "Types of Plagiarism" (Module 8, Handout 2).
   A. Go over handout 2 and discuss types of plagiarism.
   B. Prepare a handout where you paraphrase, quote, and plagiarize from different course materials. Ask students to identify the examples of plagiarism and what type of plagiarism they are. Students can do this independently as a quiz or as a Think, Pair, Share activity.
   C. Discuss as a class.

Homework: Remind students about reading assignments for the next week.

Module 8 Handouts
Handout 1: What are Citations and When to Cite Sources

When do I use a citation?

You should always include a citation if you…

1. Use a direct quote from an outside source
2. If you paraphrase information form an outside source
3. If you borrow ideas or information form an outside source

What is a quote?
A quote is when you use the exact word choice and word order as the author of an outside source (the rule of thumb is if three or more words are the same). If you change the word order but maintain the original word choice this is considered mosaic plagiarism.

> -If the source reads: "The union was saved in 1856 by the election of another Democratic president."
>
> And you write: "The union was saved in 1856 by the election of another Democratic president" (Cook 91).
> **This is a quote
>
> If you write: Pierce struggled throughout his presidency following 1856, and "the election of another Democratic president" (Cook 91).
> ***This is a quote

1. Quotes should be in quotation marks "…" Not putting quotes in quotation marks is plagiarism.

2. If you change any aspect of the quote (i.e. the author's word choice, word order, etc.) it is no longer a quote and representing it as such (with quotation marks) is changing the author's words and context and is unethical.

3. Quotes should not be their own sentences. You should successfully incorporate quotes into your writing by
    a. using attributive tags

        -According to Dr. Smith...
        - As historian Dr. Cook explains…

    b. using a colon to attach quoted information to a claim you have made which the quote directly supports.

        Although the use of language allows Native authors a way to maintain and politicize cultural identity, land ties are equally important to the protection of Native sovereignty: "The indigenous view of the world—that the very origins of a people are specifically tribal (nationalistic) and rooted in specific geography (place), that mythology (soul) and geography (land) are inseparable…" (Cook-Lynn 32).

4. Again, quoted material should always be cited.

6. If I have asked you to put more source information into your own words, I am asking you to paraphrase and potentially include more of your original ideas.
*Paraphrasing should also be cited.

-What is paraphrasing?

1. Paraphrasing information is putting an author's words and ideas into your own words. Paraphrased information needs cited!!

   -If the source reads: "Documentary evidence regarding the Haywards shows that many of Wilson's stories in _Our Nig_ are literally true. The patriarch (Nehemiah Hayward Jr./Mr Bellmont) did inherit the family homestead from his parents, who had first established it; his sister (Sally Hayward/Aunt Abbey Bellmont) did own a 'right to the homestead' (45) and occupy a section of the house" (White 23).

   -And you write: White most notably provides information about the Hayward's historical connection to the characters and the novel. For instance, she provides documentary evidence that Mr. Hayward, like Mr. Bellmont, inherited the family farm, and that his sister, like the character Aunt Abby, shared rights to the farm and resided with Mr. Bellmont and his family (White 23).
   ***This is paraphrasing

Handout 2: Types of Plagiarism[*]

There are several types of plagiarism that range in severity. Often plagiarism is easy to spot; for instance, when an essay copies a text word-for-word without putting the information in quotation marks or citing the information correctly. Other forms of plagiarism, however, are less clear, so

[*] Adapted from "Common Types of Plagiarism." Bowdoin University.

it is important that you understand plagiarism in order to avoid it. Below are some of the most common forms of plagiarism and tips for avoiding plagiarism.

Direct/Intentional Plagiarism: This is the most obvious form of plagiarism, as it is when information is copied word-for-word into an essay and is not placed in quotation marks or cited (i.e. passed off as ones own work). Direct plagiarism includes using someone else's essay, cutting and pasting from multiple essays to create an essay, borrowing ideas or information from a source without citing the information.

Mosaic Plagiarism: When an essay uses a phrase(s) from a source without using quotation marks or when an essay borrows ideas from a source without citing. This also includes when an essay uses synonyms for the source's language or changes words here and there while maintaining the structure and meaning of the original source. This is academically dishonest even if you footnote your source. A good guideline for avoiding mosaic plagiarism is to use quotation marks whenever you include phrases of three or more words from a source.

Accidental Plagiarism: When an essay fails to cite a source or accidentally uses similar words/groups of words or similar sentence structure of a source without citation.

To Avoid Plagiarism, Be Authentic
Make sure your essay presents your ideas and arguments. Use source information to support your ideas and punctuate and cite that source information correctly.

You need to cite whenever you quote, paraphrase, or borrow ideas or information from a source.

There are several websites dedicated to explaining plagiarism and providing tips for avoiding it. For more information, you might want to visit some additional sites, including Plagiarism.org at <http://www.plagiarism.org/plagiarism-101/types-of-plagiarism/>.

Module Nine: Map skills and Using Images
SWBAT: Use maps as historical documents.
Use other visual images (e.g. paintings, portraits, photographs, carvings, etc.) as historical documents.

I. Short lecture/discussion on why maps and other visual images are important to historical research, how historians use them, and how to analyze them. **See** "**Maps and Visual Images as Primary Sources" (Module 9, Handout 1)**

II. Activity I: Maps and Visual Images as Historical Documents

A. Select a map and a visual image from a course text (preferably something from a chapter they have already covered) for students to perform a preliminary analysis on.

B. Ask students to follow the directions on handout 1, activity I to complete the activity. Students can do this individually as a quiz or as a think, pair, share activity.

C. Discuss as a class.

III. Activity II: Reading for a Deeper Analysis*

A. Select a map or an image that relates to the course. Copy the image so each student has a copy or display the image, using the projector.

B. Ask students a few questions to establish their initial reading of the image and write their initial guesses on the board.

For example, if you are using a photograph of people, you might ask ...

1. Who are these people and what are they doing?
2. Where do you think this photograph was taken? What does this photograph tell you about life at this time?

C. Ask students to identify the persons, objects, images, and significant colors or symbols in the image.

D. Ask students to describe what they see in the image. They might consider ...

1. The relationships between people and objects. Are certain figures in the image large or small? Why? What might this say about power or importance?
2. The point of view or angle. Are we looking up at the painting's subject, showing her/his domination, or are we looking directly at them?
3. What do they think particular signs/symbols mean in the context of the society that produced them?
4. What are the symbolic meanings of colors in the images?

E. Ask students questions that will lead them to draw inferences.

1. What clues tell you about the place where this image is set or that it is mapping?
2. What clues suggest importance?
3. What story is this image telling?
4. What does this tell us about the beliefs of the person(s) who created this document?

F. Revisit students' original assumptions. ask students if they need to change, abandon, or confirm their original statements.

* Adapted from alaskool.org. "Using Visual Materials as Historical Sources." University of Alaska.

**Students should use their observations as clues to go beyond the data and to put what they see together and make educated guesses. Encourage them to look things up in their books, etc. At some point, the students' hunches become conclusions that are supported by the evidence they can find.

G. Use the textbook and other course materials to perform a sociological analysis of the image.
   1. Where was the visual image distributed and displayed?
   2. If printed, how much did it cost? Could an ordinary person buy it?
   3. How many were produced?
   4. Were they shown in museums? If so, who built the museums and who could gain entry?
   5. How does this additional information inform our understanding of the visual image?

H. Class discussion of the activity
   1. Leads a review of what the students said and did to interpret the visual image. What did they miss, at first glance? What lead them to unfruitful hunches or inferences? What reasoning led to the best data gathering?

Homework: Remind students about reading assignments for the next week.

Module 9 Handouts

Handout 1: Maps and Visual Images as Primary Sources

Maps and visual images are a type of primary source. Like other primary sources, historians use maps and visual images as primary sources if they were

1. Produced by people or groups of people involved in the time period or event being studied.

Historians use Maps and other Visual Images ...

1. As evidence from which they interpret and describe the past.
2. As a way to understand the thoughts, experiences, and behaviors of the people of the past.

Maps and visual images can be analyzed in two ways.

1. Visual Analysis: A close examination of images done by looking for specific details in the photograph/painting/map's composition.
   a. What do particular signs/symbols mean in the context of the society that produced them?
   b. Are certain figures in the image large or small? Why?
   c. Are we looking up at the painting's subject, showing his/her domination, or are we looking directly at them?
   d. What are the symbolic meanings of colors in the images?
2. Sociological Analysis: A close examination of the image and other primary and secondary sources in which the image is discussed.
   a. Where was the visual image distributed and displayed?
   b. If printed, how much did it cost? Could an ordinary person buy it?
   c. How many were produced (many Enlightenment texts, for example, had a tiny print run and no ordinary people actually read them)?
   d. Were they shown in museums? If so, who built the museums and who could gain entry?

Activity I: An introductory Reading of Maps and Visual Images

Maps as a Primary Source

Directions: First, identify the following questions as visual or sociological. Second, use the map to answer the following questions.

1. What kind of map is this (e.g. topographical, military, political, etc.)?
2. Who made the map?
3. Where and when was the map made?
4. What was the map's intended purpose?
5. Who might have purchased or used the map?
6. Does the map contain any other text or images (e.g. notes in the margin, etc.)? If so, how do they inform your understanding of the map?
7. Do any obvious details such as angle, contrast, or cropping suggest bias?

Visual Images as a Primary Source
Directions: First, identify the following questions as visual or sociological. Second, use the map to answer the following questions.

1. What kind of visual image is it (a photograph, a painting, a political cartoon, etc.)?
2. Who made the image?
3. Where and when was the image made?
4. What was the image's intended purpose?
1. Where was the image displayed? Did the venue have a particular agenda, mission, or point of view?
5. Who might have seen it or purchased it?
6. Do any obvious details such as angle, contrast, or cropping suggest bias?
7. If there are words along with the image, consider how words and images combine to convey a message.

Module Ten: Why Does History Matter?
SWBAT: Understand the importance of historical perspectives,
Understand the practical utility of historical skills (employment opportunities and more!).

I. Why does history matter?
    A. Ask students to read Mary Lynn Rampolla's short introduction, "Why Study History."
    B. Discuss with students how the skills they learned throughout the semester can be applied to their majors/fields of interest. Focus on specifics, including political science, environmental studies, the natural sciences, agriculture. Also, focus on the critical thinking skills.
        1. How might their work with research help them?
        2. What kind of critical thinking skills have they learned? How can these be applied to employment opportunities and to other classes?
        3. In what ways have their reading and writing skills improved? How might they apply these skills to their major or how might they be useful for future employment?

II. Tour the American Historical Association website with students. Specifically, visit their "Careers for History Majors" page at <http://www.historians.org/jobs-and-professional-development/career-resources/careers-for-history-majors>.

Resources for understanding and explaining the importance of history as a field of study.
"All people are living histories – which is why History matters"
Penelope J. Corfield
<http://www.history.ac.uk/makinghistory/resources/articles/why_history_matters.html>.

V. GTA Resources

This section of the manual provides you with some helpful tips for teaching. It covers everything from writing a recitation syllabus to leading discussion to grading. No single formula

works for every class, in fact you will likely find yourself changing up lesson plans or activities because what works for your 9:00 class doesn't work for your 2:00 class, so use these tips, activities, and resources as guidelines to establish the methods that work best for you.

Classroom Management

Module Eleven: Leading Class Discussions and Dealing With Classroom Problems

For many of you, much of your time will be devoted to leading class discussions on assigned course readings. Leading an effective discussion is a challenging skill that takes time and practice to master. Many students are shy or simply apathetic about participating in discussions, while others can become overly dominant or aggressively critical of the opinions of their fellow students. Your task is to present a series of intriguing points for discussion that will stimulate interest and participation, while also doing your best to maintain a friendly and safe environment where diverse students feel comfortable expressing their ideas, questions, and opinions. The most effective GTAs avoid presenting themselves as the expert or final arbiter on a controversial issue, and instead attempt to guide students towards discovering the strengths and weaknesses of various points of view on their own.

In this module, we will deal with the following topics:

1. Starting and directing an effective discussion
2. Encouraging broad student participation
3. Encouraging student completion of assigned readings
4. Establishing a safe and collegial discussion environment

Handouts:

- "The First Day of Class"
- "The Dreaded Discussion: Ten Ways to Start"
- "Teaching Controversial Issues"
- "Student Learning Groups"

<u>Nuts & Bolts of Classroom Management</u>
Walking into a classroom on day one or on day 180 can be intimidating. A few tips on managing the classroom space can help alleviate some of the anxieties teachers often experience.

1. Be prepared and organized.
Read through your lesson plan before class. Take note of materials you will need and double check to make sure you have them. If you have a lot to get through, consider passing around a sign-up sheet rather than verbally taking attendance. Get to class early if you have technology to set up, so you can make sure everything works before class starts. If you have to rush from one class to another or are having a particularly stressful day, take a deep breath and smile before you walk into the room.

2. Always have a well-designed, engaging lesson plan.

Consider your goals for the class. What background information do students need? What activities will help students practice the skills you are teaching? How can you assess these skills (i.e. quizzes short writing assignments, etc.)? Some information is more entertaining than other information, and we can't only teach the fun stuff, but always consider how you can get students engaged in the information and how you can present information in a fun way.

3. But be flexible. Sometimes the lesson plans we are most excited about fail miserably. On the other hand, sometimes students get excited about topics, ideas, information that we didn't expect. If students take your lesson plan to a place you didn't expect, but the discussion or debate is relevant, alter your plan on the spot. Likewise, if students tell you they need you to review specific information, take the time to do so. We can do our best to predict student interest and need, but we aren't always right. It's important to listen to students. You are, after all, there for them.

4. Write the goals (the SWBATs) on the board before class. Introducing the goals for the class is a good way to show that you have a plan. It also guides students through the activities and discussions. Students should never have to wonder why they are doing something. At the beginning of class, briefly go over the goals for the day. At the end of class, remind students how specific activities, writing assignments, discussions, etc. met those goals or taught them specific skills.

5. It is ok to expect a lot from your students and to be strict as long as you are fair.
Follow the classroom policies you, the lead professor, and your fellow GTA put into place. Students are more successful when expectations and procedures are clearly outlined for them. They have plenty to worry about, without wondering how they are going to be evaluated or what you expect from them. Remember, our students are smart and engaged. If you set the bar high, most students will rise to the challenge and even exceed your expectations.

6. You don't have to know everything. It is ok to tell students you don't know, but make a point of finding the answer and answering the question in the next class meeting. It is also ok not to know how to immediately deal with issues that arise in the classroom. We will discuss some ways to handle issues, but don't expect perfection. Teaching is not always graceful.

7. Mix things up. Show short movie clips, TED talks, images, etc. that relate to what students are learning in lecture. If students are sluggish, have them get up and move around, changing groups, writing answers on the board, participating in a quick history challenge.

8. Have fun! You have fifteen weeks to help students through complex concepts, exciting historical events, paper writing, test taking, and so much more. Additionally, you will be helping many of them transition into their first year of college. This is an exciting time in their life, and an exciting moment for you to be a part of!

<u>Leading Test Prep/Review</u>
There are many ways to help students review for a test, but remember, as a teacher, you want students to do more than know the information. You also want them to be able to make

connections, think critically, and learn how to study, so they can be successful throughout their college career.
Generally, you only have one class period, or 50 minutes, to review information for a test, so always consider how you can most successfully cover the most amount of information in the most engaging way possible.
Below are a couple of activities to help get you thinking about ways to review.

Extreme History Challenge
This activity uses a Jeopardy inspired format to move students quickly through material and in a competitive way! You may want to consider raising the stakes by offering the winning team candy, semester long bragging rights, or 2 extra credit points on their next recitation quiz, etc.
Preparation:

1. Using the study guide provided by the lead faculty, or your notes and course texts, create a few categories representing major course themes (approximately 5).
2. Develop questions for each category (approximately 8 per category). The questions can be about outcomes, people involved, etc. Use bonus questions to connect major themes for students.
3. Create a way to display categories and questions. You can use 3x5 cards for the questions; make sure you include the point value for each question on the card, and color code cards according to category, so you access them quickly. You can then use a dry erase marker to write the categories, and points per question down on the board. Don't forget the scoreboard. You can also use presentation options like Prezi or PowerPoint, or you can use 3x5 cards and a poster board.
4. Make sure you have a timer, so you can limit students' response time. You might give them 60 seconds to discuss, and if the team can't give the answer or gets the answer wrong, the question moves to the next team and so on. If a team gets the answer correct, you can either allow them to select and answer another question, or you can require that they answer a more difficult bonus question of your choosing.

Execution:

1. Break students into groups of four. You may want to assign groups ahead of time, so you can spend as much time reviewing as possible. This is also a day you definitely want to pass around an attendance sheet rather than spending time taking attendance.
2. In order to determine who goes first, you might ask them a question and whoever answers correctly first gets to go first. You can also draw numbers, or straws, or just use the order they arranged themselves in the classroom.
3. Play until you are out of time!

** If there is an essay component to the test, make the lightning round a challenge for the best thesis statement. If the study guide provides them with options, select one question of the fly and ask each team to write a thesis statement. Let them know ahead of time that this will be the lightning round, so students prepare thesis statements for each possible question on the test ahead of time.

Quiz Bowl
This game requires a call and response format and quick thinking from the students and teacher alike. The goal of the game is to get students to think in terms of major themes rather than

memorizing individual people, events, or terms. Understanding the narrative or history (the connectedness of events and people) will help students more successfully understand history. This game is an individual sport, and points are awarded on most correct responses. Again, you may want to consider raising the stakes by offering the winning student candy, semester long bragging rights, or 2 extra credit points on their next recitation quiz, etc.

Preparation:

1. Using the study guide provided by the lead faculty, or your notes and course texts, create a few categories representing major course themes (this will vary based on the number of terms or main categories).
2. Place people, events, and terms in the appropriate categories. Keep in mind how you might move between categories.
3. Make sure you have a different color dry erase marker for each category.
4. Before the review day, assign the study guide as homework, so students identify the people, events, and terms ahead of time.

Execution:

1. Select the first category. Consider starting with the largest category, so you can cover a lot of terms right off the bat. In Early American History, this might be slavery.
2. Ask students to identify people, terms, and events that fit within the category, writing the terms in the correct color as they go and asking for additional information on each person, event, or term (e.g. why significant, what was the result, etc) as you go.
   If slavery is a category, students might put Frederick Douglas, The Sugar Revolution, and triangle trade in this category. You might select "triangle trade" as your transition into category two "The Columbian Exchange" or "Exploration".
3. Play until you are out of time!

Writing a Syllabus for a Recitation Section

You may wish to have a separate syllabus for your section. You should discuss this you're your professor first, and be sure that it correlates with the class syllabus. Writing a syllabus for a

recitation section is a team effort! You, the lead faculty member, and your fellow GTA should discuss:

1. What percentage of the final grade is recitation? The lead faculty will determine this in advance.
2. What do you want/need to evaluate in recitation (i.e. quizzes, attendance, quality of participation, etc.)?
3. How points will be broken down and many points are possible a day? Keep in mind that you will be responsible for calculating recitation grades when determining points per day.
4. How will points be determined? Attendance points are generally fairly straightforward; if a student attends recitation, they get so many points. Participation and activity points, however, can be a bit less clear.
5. What course policies do you want to adopt (technology, absences, respect, etc.).

SAMPLE DISCUSSION SECTION SYLLABI

Subject and Course Number (e.g. HISTORY 101IH)
Course Title (e.g. American History I)
Fall 2014 Discussion Syllabus

Name
Email Address
Office Hours:

Name
Email Address
Office Hours:

Discussion Section Goals:
The Discussion Section provides an opportunity to discuss assigned readings, lecture material, and paper topics in a small group setting. The success of discussion sections depend on your preparedness and participation, and attendance is a must, as discussion section accounts for 20% (100 points) of your final course grade.

Discussion Section grades will be determined by:

Attendance, 2 points per week.
Attendance will be taken each class period. You must be in class to participate and to receive a grade for any weekly activities. There is no make-up work.

Activity, 3 points per week.
Activities may be assigned during the Discussion Section and may include anything from pop quizzes to writing to small group work.

Discussion, 5 points per week.
You are expected to participate in the classroom discussion each week. Come prepared, so everyone can participate. The more participation, the better the discussion.

Respect during discussion (and throughout the general class) is crucial. The small group setting is to encourage debate and discussion. Disagreements are fine, and often encouraged, but personal attacks and rude behavior are not tolerated.

Our offices are located in Wilson 2-169

SAMPLE DISCUSSION SECTION SYLLABI

Subject and Course number, Course Title, ** Recitation Sections ** Fall Semester 2013

Teaching Assistant:
Email:
Office Hours:
Office:

Discussion Section Goals:
The recitation section provides a valuable opportunity for you to participate in discussions about the assigned readings and lectures for _____. Please be prepared to critically analyze and discuss weekly assigned readings thoroughly and respectfully. Participation in recitation sections represents a critical piece of your overall grade in _____, so attendance and staying on top of assigned course readings is mandatory.

Discussion Section Policies:
You are expected to participate in and contribute to the discussion each week. If you are uneasy about verbally participating in class, come see me. You must come to class prepared. *Please bring all assigned readings to class each week.* Failure to do so will cause you to lose participation points.

Worksheets:
Worksheets covering course materials can be found on D2L. It is your responsibility to *complete at least 20/30 worksheets* this semester. Worksheets must be turned in at the beginning of the recitation section.

Attendance:
You are allowed one free "skip" day. This means that you may miss class without penalty for any reason, once. However, if you miss class, it is YOUR responsibility to ensure that you get all class notes and future assignments as well as to turn in any assignments that are due on the day of your absence. I will promptly return all written work to you, but if you are not in class when work is returned it is YOUR responsibility to pick up all assignments from me.

Cell Phones:
Cell phone use is NOT allowed in class. Phone use in class is distracting to me and to your classmates. If you must make a call or send a text, please leave the room to do so. Failure to abide by this policy will cause you to lose participation points.

General Note:
At times we will be dealing with controversial topics. I expect you to engage in *respectful* discussions. Please refer to course policy 1, outlined in your general syllabus, regarding Professor Cohen's expectations to this end. Refer to course policy 2 concerning plagiarism. (Don't do it.)

Grading:
20% of your final course grade is earned during the section. Of this:

- Attendance: 20%

- Active participation: 50%
- Worksheets: 30% *(20/30 worksheets must be completed by semester's end.)*

You must be in class! There will be no make-ups of in-class activities or quizzes, except in the case of an excused absence (illness with a doctor's note or death in the immediate family.)

Please feel free to swing by my office at any point if you have questions, concerns, or comments. I am here to help facilitate your understanding of course materials and lectures in _____, and I want you to be as successful as possible in the course. If you are unable to meet in person, don't hesitate to contact me through email.

I look forward to working with you this semester!

VI. University Resources

Disability, Re-Entry and Veteran Services
180 Strand Union Building
Email: drv@montana.edu
Tel: (406) 994-2824

Counseling & Psychological Services
211 Swingle
Tel: (406) 994-4531

You may want to read their information on assisting distressed students. This information can be found at <http://www.montana.edu/wwwcc/docs/Distress.2008.pdf?>.

The Writing Center
1-114 Wilson Hall
Email:writingcenter@montana.edu
Tel: (406) 994-5315

Writing Center at the Library
First Floor of the Library
Email: wc@montana.edu
Phone: (406) 994-5315

Extended University
For D2L Help
Tel: (406) 994-6550.
But first, visit the D2L help page, which can be accessed from your D2L homepage. Just select the "D2L Help" tab and browse the dropdown menu.

Ask Us Information Desk
Tel: 9406) 994-INFO (4636)
http://www.montana.edu/askus/

Jan Zauha
Subject Librarian for History, Philosophy, and Religious Studies
Tel: 406-994-6554
Email: jzauha@montana.edu