

**The Challenges of Linking U.S.  
History and Reading Courses**

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# Development

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- **Spring 2014 Preliminary meetings with History Dept.**
- **Fall 2014 Meetings with History. (HIST 2020; Work Group proposal)**
- **December 2014 History Dept. Faculty vote to participate**
- **Spring 2015 READ/ HIST Faculty work group met**  
**Common textbook and pacing determined**
- **Summer 2015 READ syllabus and READ/HIST Weekly Coordination Template completed**

# Structure

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- 17 back-to-back linked classes – (First READ 1000 then HIST 2020)
- Cohorts of 20 students
- READ Faculty: 1 adjunct, 1 GTA, 3 fulltime instructors (2 overloads)  
4 GA's assisting in the classes
- History- 4 full time instructors, 1 adjunct
- READ/HIST instructors paired as possible. Meet or visit classes or meet weekly
- Reading lab – 1 staff member to run the library, tutor, etc.

# READ 1000 Culture

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- **Goal:** To help students develop effective strategies for reading, analyzing, and studying materials in college classes so they will be retained and successful in their subsequent reading intensive courses.
- **Perspective:** Important to motivate and provide intensive practice for students at various reading levels.
- **Challenge:** Reading assignments in history extensive and content often not covered in the history class. Addressing by working with instructors to create more focused assignments based on their learning outcomes (excerpts from books, subsections of chapters)

# READ 1000 Content

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- Creating Study Notes
- Document reading
- Vocabulary Acquisition (Quizlet)
- On-line textbook work
- Book reading

# HIST 2020 Culture

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- **Goals:** Nurture students' ability to critically analyze readings, understand historical viewpoints, and master basic narrative of US History since 1877. Ensure student success and retention in subsequent history survey course.
- **Perspective:** Freedom for instructor to create syllabus and not teach a standardized course.
- **Challenges:** HIST 2020 is not a prescribed class and student's must master the same learning outcomes as in any HIST 2020 class.

# What is working well

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- Student and faculty excitement using HIST materials and documents.
- Excellent collaboration with experienced instructors.
- Smaller classes that are more interactive. Instructor's ability to slow the pace of the narrative for students who have little background in US History.
- Breaking the semester into three blocks.
- Separate ELL course
- Central reading lab for both instructors and students to gather.

# How are they doing?

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- **Anecdotal evidence:**

Big change in student work from August to now

GTA's see better oral book reports than last year

Students building efficient study strategies

- **Evaluation:**

NDRT, Pass Rates, Retention Rates, Student Survey

Success in subsequent reading intensive Gen. Ed. Classes



# Presenters from Middle Tennessee State University

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