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DEVELOPING THE SUPPLEMENTS

You may be the author of not just a text but of a complete textbook package, containing a text and a variety of supporting supplements. In our most competitive markets, supplements are far from luxuries that we can decide to publish or not. On the contrary, they often determine the ultimate success of a book, and they are a crucial element in many adoption decisions. Ancillary materials are more and more becoming central components of an entire teaching and learning program.

Because supplements should be published at the same time as the text itself, the development and writing should begin as early as possible. Make a point of discussing plans for all supplements with your acquisitions editor as soon as your publishing contract is signed. Specifically, analyze the length and content of each supplement and determine with the acquisitions editor whether you will write certain supplements, or if we will need to hire additional authors. Your suggestions for supplements authors are greatly appreciated. Once we have signed authors for each supplement, we may call on you to review samples of their work. It is of the utmost importance that the entire program reflect your voice and the vision presented in your book. Therefore, your participation and involvement in the supplements package are crucial. By giving the same care and attention to the ancillaries that you have devoted to your text, you can count on an effective, tightly integrated program that will contribute to increased sales of your textbook.

WRITING YOUR OWN SUPPLEMENTS

If you are writing your own supplements, you may feel a bit daunted at first. Getting the work on the ancillaries done along with that of the textbook may be a juggling act, but do not panic. Your editor will work closely with you and guide you through the process of creating your supplements from start to finish. He or she will provide you with a copy of our *Instructions for Creating Camera-Ready Copy*,

complete step-by-step guidelines for formatting professional-looking, final camera-ready copy, and will help you coordinate your writing schedule as well as traffic the proofreading, copyediting, and reviewing of the supplements.

As you write the individual text chapters, it is a good idea to make notes to yourself about items or ideas that might be used in the supplements. Some of your best ideas will occur to you as you write the text; do not assume that you will remember them later. Keeping notes is especially important if you are supplying solutions to end-of-chapter questions or problems that will go into the instructor's manual. If you do not write the answers or solutions at the same time that you create these items, you may have trouble reconstructing them later. Similarly, if you are writing the test bank, it is best to create questions and answers simultaneously with writing the main text.

THE MOST COMMON TEXT SUPPLEMENTS

The most widely used text supplements include instructor's manuals, test banks, study guides, answer manuals, solutions manuals, transparencies, and specialized electronic supplements such as data disks, PowerPoint presentations, and computerized test banks.

INSTRUCTOR'S MANUAL, INSTRUCTOR'S SOLUTIONS MANUAL, INSTRUCTORS RESOURCE GUIDE

Perhaps the most crucial item in the supplements package is the **instructor's manual**. A well-written instructor's manual with the right mix of features can be a powerful inducement to instructors to adopt your book. Features may include:

1. Alternative approaches to presenting or sequencing chapter content
2. Hints on adapting the text to shorter courses or ones with specialized aims
3. Sample syllabi for 10- and 14-week courses
4. Chapter synopses in narrative form, in which the author summarizes a chapter's content and briefly explains the chapter's focus
5. Chapter outlines
6. Lists of key terms
7. Teaching hints, drawn from the author's personal experiences, that provide additional ideas or examples
8. Suggested exercises or class projects
9. Answers to the end-of-chapter questions or cases that appear in the text
10. Solutions to text exercises (see "Solutions Manual," below)
11. Additional writing exercises, essay questions, or problems, along with suggested answers or solutions

12. Objective test items, such as multiple-choice or true-false questions with answers if there is no separate test bank
13. Selected bibliographies for each chapter
14. Answers to questions in the study guide, if one exists
15. Tips on course management and administration

As the one most familiar with the text's content and aims, you are the ideal author for the instructor's manual. Even if you decide to get help from someone else (sometimes time demands leave you no choice), supply such items as chapter-content reviews, teaching suggestions, and answers to end-of-chapter questions or problems yourself. You know this material better than anyone else, and your mastery of it will show in the writing.

Other kinds of instructor's manuals, including an instructor's solutions manual and instructor's resource guide, may be important for the market. Consult with your editor as to which form the instructor's manual should take.

Because the instructor's manual is given free of charge to instructors who adopt your book, it is critical that we publish it on schedule and within budget. We can do so only if you submit proofread **camera-ready copy** (we'll discuss the preparation of camera-ready copy later in the chapter).

TEST BANK (TEST ITEM FILE)

Test banks, also known as test item files, contain a battery of short questions and answers that instructors can use for their students. Test banks can be produced in electronic or printed form. An important part of many undergraduate text packages, accurate test banks are crucial to sales.

Questions in the test bank should be grouped by chapter, and each chapter should contain the same types of questions in the same proportion. The test questions within any question type should follow the order of presentation of topics within each chapter of your book. The best test items in the most professional testing supplements have been class tested and validated according to level of difficulty (easy, medium, difficult) and cognitive type (applied, interpretive, factual).

Test banks usually contain the following types of questions:

1. *Multiple-choice questions.* This is the preferred type of objective question in most disciplines. When in doubt, create more of these questions than any other type. Each should have four clear choices of answers. Avoid ambiguous answers such as "all of the above," "none of the above," or "both a and d." Indicate the correct answer by placing it on a separate line.
2. *True-false questions.* Indicate the correct answer by typing T or F in front of the statement.

3. *Fill-in-the-blank questions.* A blank is left so that the student can fill in the correct word or phrase. List the correct answers in a separate answer key.
4. *Short or long essay questions or problems.* Authors may provide typical essay answers, an outline of points to be covered in an essay, or calculations of a problem.
5. *Quizzes and tests.* Some test banks also include sample chapter quizzes or part quizzes, as well as sample midterm and final exams.
6. *Answer keys.* Some test banks may contain all of the answers in an answer key at the end of the chapter or the end of the supplement.

TESTGEN EQ

TestGen EQ, Addison-Wesley's computerized test generator, is available in Windows and Macintosh versions and is fully networkable. TestGen EQ's friendly, graphical interface enables instructors to view, edit, and add questions with ease; transfer questions to tests; and print tests in a variety of fonts and forms. Six question types are available, including short-answer, true-false, multiple-choice, essay, matching, and bimodal formats. A built-in question editor gives the user the power to create graphs, import graphics, insert mathematical symbols and templates, and insert variable numbers or text.

We strongly urge you to write your test bank in the TestGen EQ software program. Doing so will save time and money and will greatly minimize the possibility of errors in both the printed and computerized test banks. If you use TestGen EQ instead of submitting final camera-ready copy, you should send us final TestGen EQ data disks and a printout of your test items. We will then generate final camera-ready copy here for the printed version of the test bank. Author's manuals and program disks for TestGen EQ will be sent by your supplements editor or designated book team member.

STUDY GUIDE

A well-designed **study guide** gives students the opportunity to review important text concepts and to apply these concepts to questions and problems. Your study guide will not work unless it is easy to use. It should follow the same chapter sequence as the text, and the order of topics within chapters should also be the same.

Consider including the following features in each chapter of your study guide:

1. Learning objectives
2. Chapter overview (several paragraphs that tell students the main points of the chapter)
3. Chapter outline based on chapter headings
4. Key terms, sometimes defined

5. Essay questions, problems, or brief practice cases, often with answers provided
6. Programmed learning sections with blanks left for missing words or phrases (missing words are often supplied in right margins or elsewhere)
7. Matching exercises
8. Multiple-choice questions, with answers given at the end of the section or at the back of the guide
9. True-false questions, with answers given at the end of the section or at the back of the guide
10. Games, puzzles, or other activities
11. Additional projects

ANSWER BOOK AND SOLUTIONS MANUAL

Certain technical courses require an answer book or a solutions manual along with the text. An **answer book** contains the correct answers to specified text problems not already answered in the text. A **solutions manual** shows all the steps needed to work out designated text problems. Generally designed for the student's use, the latter typically takes the form of a **student solutions manual** that offers solutions to odd-numbered exercises from the text.

Again, it is best to develop these materials along with the text itself. The problems will be fresh in your mind, and you will not have the burden of providing all of the answers and solutions at once. To avoid inadvertent mistakes, your acquisitions editor may suggest an independent check of all problems and solutions. If this is required, sufficient time must be allowed in the production schedule.

TRANSPARENCIES

Many professors find the use of overhead **transparencies** very helpful in their teaching. A set of transparencies can consist of line illustrations and photographs from the text or supplemental key illustrative material. Reviewers of the first-draft and revised manuscript are sometimes asked which illustrations from the text might be helpful as transparencies; it will be easier to compose the final list if you make note of these suggestions as you go through the reviews.

POWERPOINT PRESENTATIONS

As classroom technology changes, more and more professors are turning to **PowerPoint slides** for course presentations. This specialized electronic supplement, which is broken up into chapters, may be one of many components of a CD-ROM. Black-and-white transparency masters are also sometimes produced from these presentations for insertion in the instructor's manual. Because art from the

main text is usually used in these presentations, you may work with both the production coordinator and the supplements editor in developing this supplement. It is important that you consult with your acquisitions editor on the length, features, and version of PowerPoint to be used for the final presentation.

SPECIALIZED SUPPLEMENTS

In certain cases, personal computer software and other specialized supplements may accompany the text. The creation, testing, packaging, and manufacturing of supplements such as videos, laser discs, CD-ROMs, and computer software are a complex, highly individualized process handled by our media/software producers (see Chapter 1). Talk with your acquisitions editor if you believe that such material is appropriate for your text.

PREPARING CAMERA-READY COPY

As we mentioned earlier, we require that you provide camera-ready copy (copy that is ready for printing) for most print supplements. Creating this copy is your last step in the supplement preparation process. It comes after the material has been copyedited, the text cross-references supplied, and all artwork finalized. Your supplements editor or production coordinator will provide you with the aforementioned booklet, *Instructions for Creating Camera-Ready Copy*, to help you put together final copy for your supplements. It includes information on all aspects of preparing and producing text and art for supplements. Ask your supplements editor or production coordinator to send it to you if he or she has not already done so. You will probably be asked to supply some sample pages, based on the specifications outlined in the booklet, early on in the process to check that you are on the right track. In this way any problems can be corrected before the major work is under way.

COORDINATING TEXT AND SUPPLEMENTS SCHEDULES

To ensure that your supplements will be published on schedule with your text, you should provide final camera copy at least six to eight weeks prior to the text's bound book date. Be sure to talk to your supplements editor or production coordinator if a supplement has special design or editorial requirements (for example, ancillary materials such as CD-ROMs or user's guides that are packaged with the main text), because additional time may be required in order to publish it on schedule.