



Legacy Instructors Handbook

<i>Mailing Address</i>	<i>Physical Location</i>
MSC 06 3890	Room 21
1 University of New Mexico	Ground Floor
Albuquerque, NM 87131-0001	Student Health Center Building
Phone: 505-277-4211	Fax: 505-277-4271
Email: honors@unm.edu	Website: honors.unm.edu

OVERVIEW

Required Introduction to Honors

All students in the Honors College are required to take a 100-level Legacy course in order to graduate from the program. Since this course is designed to serve as the introduction to Honors at UNM, students normally are required to take a Legacy course in their first or second semester at UNM and before taking other Honors courses. Even though students beyond their first semester occasionally enroll in Legacy courses, these courses are designed primarily for first-year students in Honors.

Interdisciplinary Humanities Curriculum

All Legacy courses are expected to be interdisciplinary in content and approach. While disciplines covered in these courses will vary depending on an instructor's expertise, Legacy courses are required to incorporate interdisciplinary approaches, methods, concepts, and/or content material from more than one field. In addition, Legacy curriculum must focus primarily on humanities subjects, although other non-humanities disciplines may be incorporated as instructors wish. With this in mind, Legacy courses are intended to impart a basic understanding of and appreciation for the values and cultural relationships at the core of study in the humanities. Subject areas typically classified as humanities at UNM are literature, linguistics, history, philosophy, and religion.

What "Legacy" Means

Legacy courses provide our students with knowledge of works and ideas from earlier cultures that have played and continue to play significant roles in understanding the contemporary culture in which we live. Through examinations of primary texts, explorations of secondary source materials, and intensive discussions and written assignments, the goal of Legacy courses is to explore what our current culture has inherited from earlier times, peoples, and cultures. Most instructors apply a survey-style approach to such materials. Works considered foundational to the development of the culture in which we live or to the advancement of the course's theme over time should be central components of any Legacy course.

Skills and Content

While Legacy courses are intended to expose students to foundational content material in the humanities, it is equally important that students learn skills essential for college-level work as well as for professional fields beyond college. We expect Legacy students to begin to develop skills, especially in critical reasoning and analytical thought, that are fundamental to educational inquiry and formal writing at the college level. In addition, Legacy courses are expected to provide students with a clear understanding of the types of rigorous academic work the Honors College expects of its students. As is true of the Honors curriculum as a whole, Legacy courses emphasize core skills intended to aid students in developing learning objectives and outcomes that will prepare them for graduate or professional programs as well as for positions of leadership in the private and public sector. The primary skills fostered throughout Honors to which students in all Legacy courses must be at least introduced are: critical thinking, formal writing, oral presentation, collaborative work, creative activity, and seminar participation.

CORE CURRICULUM

All Legacy courses, regardless of content, fulfill UNM's Core Curriculum requirement in the Humanities area. This classification as Humanities Core Curriculum requires that all Legacy courses meet specific standards determined by the New Mexico State Board of Education. Such standards enable us to better articulate what we do and how we do it; they also allow us to demonstrate clearly what our students have

achieved. Since most college-level teachers incorporate specific standards for grading and assessing student work into their courses, state and national standards require that we formalize what we already practice.

ASSIGNMENTS

Most Legacy instructors require that students study five to eight main texts in their courses, but instructors are welcome to include as many authors or works as they feel students can deal with comfortably during the semester. Honors also prefers that students focus on primary texts rather than secondary texts whenever possible. In addition, Honors faculty generally agree that our students gain a stronger educational experience in Legacy courses when they read complete texts, rather than excerpts. While it is often necessary for instructors to omit portions of texts, we strongly urge Legacy instructors to use complete texts as often as possible.

Honors particularly encourages instructors to include works by under-represented groups in their Legacy syllabi. While Legacy courses feature texts viewed as foundational for the development of western culture, we urge instructors to expand readings wherever possible to include works by women, people of color, and other less represented groups. We consider it important that our students be exposed to a wide range of ideas, from both traditional and non-traditional bodies of works.

Regarding graded assignments, Honors expects that students in Legacy courses will perform rigorous and thorough work to pass the course. However, Honors assignments typically emphasize quality over quantity. In general, we expect Honors students to accomplish better work than their non-Honors peers, but that does not mean we expect more work from them.

While assignments will vary depending on the course subject and the instructor's pedagogical style, Legacy courses generally ask that students perform work in the six skills fundamental to the Honors curriculum: critical thinking, formal writing, oral presentation, collaborative work, creative activity, and seminar participation. Because the Legacy courses are designed to introduce students to the kind of work Honors emphasizes, it is expected that students be exposed to all six of these skills in some way as part of their Legacy experience.

LOBO READING EXPERIENCE: ENRIQUE'S JOURNEY

The Legacy program will participate in the Lobo Reading Experience this year. This year's text is Sonia Nazario's *Enrique's Journey*. All Legacy instructors are asked to integrate this book into the reading list for their courses.

OUTCOMES

According to the National Institute for Learning Outcomes Assessment, Student Learning Outcomes (SLOs) "clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education." To support good pedagogical practice, state standards require that all Core Curriculum courses across UNM have some SLOs in common and the Legacy courses are no exception. Here are the SLOs for Legacy courses as of 2015:

Legacy SLOs (2015)

Once students successfully complete this course, they will:

1. Analyze, critically interpret, and evaluate primary works within the humanities.

2. Evaluate how some key works in the humanities reflect either a historical period or national, cultural, ethnic, or gender issues.
3. Compare how these key works invoke shared human experiences that may relate to readers and the world today.
4. Construct persuasive arguments and increase writing proficiency through analytical essays characterized by original and insightful theses, supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation, and spelling.

The Legacy SLOs are part of a larger scheme; they are tied to the Honors College Program Level Student Learning Outcomes (hereafter, Honors College Outcomes), which are as follows:

Honors College Outcomes (2015)

The Honors College is committed to an interdisciplinary curriculum that allows and encourages students to:

1. Demonstrate effective written communication.
2. Demonstrate effective oral communication.
3. Apply critical and creative thinking to complex problems and topics.
4. Adapt to new environments and developing technologies.
5. Create work that integrates knowledge and skills from different disciplines to complex problems or topics.

As part of our university accreditation, the Honors College must assess student learning by determining whether we are meeting these outcomes. Of course, faculty are already evaluating their own courses every semester. But we must also evaluate learning at each level of the program, including the 100-level Legacy courses. We do this by measuring student responses to common assignments against a common set of criteria which are based on mandated outcomes. Many of these outcomes will be measured through a pre- and post-test of Honors students at the beginning of their Honors careers and at the end. Thus, Legacy courses play a crucial role in the assessment process. The expectation is that students will be introduced to these concepts in lower level classes and the Honors College Outcomes will be reinforced as students progress through the program, with the goal of students achieving mastery of the outcomes in 400-level courses.

These Honors College Outcomes must form the central mission of all Legacy curricula. Instructors are free to add any additional outcomes they wish for their own Legacy courses, but all Legacy instructors must include the four Legacy SLOs in all of their course proposals, in the overall design of their courses, and in the syllabi they give to their Legacy students.

ASSESSMENT

Common Assessment Assignments are crucial to the Honors College assessment plan; they form the first step in a process that culminates in students' Senior Exit packet. Assessment is a crucial activity for the College, and we welcome any comments and questions faculty might have. If you have questions, contact Sarita Cargas (Honors Assessment Coordinator) or Renée Faubion (Legacy Faculty Coordinator).

Assessment Assignments

In addition to maintaining common outcomes across all Legacy courses, Legacy faculty are also required to perform three assessments over the course of the semester. Please note the following regarding these assignments:

- For purposes of reporting back to the assessment coordinator, each group of assignments must be evaluated according to the specified rubric, and that rubric may not be changed. (However, in giving feedback to your students on an assignment, you may of course do so in whatever way you choose.)
- In reporting your findings for a set of assessment assignments, please submit a separate tally sheet for *each section* of Legacy you are teaching indicating how many students completed each requirement at each skill level on the relevant rubric. (For example, in the rubric for the concept questionnaire, we will need to know how many students did not understand the concept of an academic discipline, how many did understand it, and how many demonstrated a sophisticated level of understanding of that term.) You may email that sheet to Renée Faubion (sanren@unm.edu) or submit it to her as a hard copy.
- In reporting your findings for a set of assessment assignments, please submit three sample papers (ideally, one excellent, one acceptable, and one weak) to Renée Faubion for *each section* of Legacy you are teaching. Again, you may email these documents to her (sanren@unm.edu) or submit them as hard copies. (Incidentally, we do not need students' names on these assignments.)

More details on each of the three assignments follow.

Assessment #1: The Concept Questionnaire

Early in the semester, ideally the first week of class, please print out the prompt and questions below and distribute them to your students.

Please respond to the three questions below. By the end of your Honors College education, you will have reflected on these ideas, perhaps at length. For today, though, just share your initial thoughts, even if they are vague at this point.

1. Describe the elements of an academic discipline (i.e. what are some of those characteristics that they all have?).
2. What does “interdisciplinary” mean?
3. How might you integrate disciplines?

It is recommended that faculty give students class time to respond to these questions and that they do not discuss them with students beforehand, as we are looking for a diagnostic baseline from this assignment—an indication of what students do or don't know when they enter the college. (Juicy discussions may be had after you collect the questionnaire, though!)

Please use the rubric for **Assessment #1** in evaluating these concept questionnaires. Then forward your tally sheet along with the three sample papers to Renée Faubion. (A quick reminder: if you are teaching more than one section of Legacy, we will need a tally sheet and sample papers from each section.)

Info for Legacy Faculty:

Below are some notes regarding scholarship on the three topics above. None of the concepts enjoys a universally accepted definition; however, there is significant agreement regarding the characteristics associated with each term.

Discipline:

Several scholars maintain that there are three criteria for a discipline: an identifiable field of study; a body of knowledge associated with the field of study; and a community of scholars (Holley). Newell and Green explain that disciplines have also been defined by their subject matter (e.g. the past), their method (participant-observer), their perspective (e.g. the economic man), or the questions they ask (e.g. philosophic). Repko's definition: "a discipline is a particular branch ... of knowledge whose defining elements – i.e. phenomena, assumptions, epistemology, concepts, theories, and methods – distinguish it from other knowledge formations." (4)

Interdisciplinary: It is generally contrasted with a disciplinary and multidisciplinary approach. Multidisciplinary approaches use or compare several disciplines but do not integrate those disciplines to solve a problem. Interdisciplinarity works best when the disciplines come together to inform one another in an explicit manner. This indicates that the faculty and students synthesize what they have learned from two or more disciplines. Yet, the lack of synthesis in interdisciplinary programs is a common complaint (Benson 105; Newell 117).

Integration: "The integrative part of the interdisciplinary research process involves identifying relevant disciplinary insights into the problem; evaluating ways in which these may conflict; creating or discovering the common ground concept, theory, or assumption by which the insights can be reconciled and thereby producing an interdisciplinary understanding of the problem." (Repko, 21)

A definition of **interdisciplinary studies:** "a process of answering a question, solving a problem or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession... [it] draws on disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective." (Klein and Newell quoted in Repko)

For further information see *Interdisciplinary Research: Process and Theory*, Allen F. Repko

Assessment #2: Short Assignment on Using Multiple Disciplines

Please assign a short essay (250 to 500 words) towards the end of the semester using the following prompt or something similar: *Describe a problem or topic you were exposed to in this Legacy course and two (or more) disciplines which contribute to solving the problem or addressing the topic.*

Instructors may assign this outside of class or plan it as an in-class activity. However, if it is planned as an in-class activity, it must be typed up before turning it in to Honors. In addition, since this is a skills-based assignment designed to help us compare results early and late in the students' Honors career, instructors are not expected to prepare students for completing this assignment. Regardless of how instructors choose to include this assignment in their Legacy courses, it is essential that all students turn in this assignment before the end of the semester.

Please use the rubric for **Assessment #2** in evaluating these short essays. Then forward your tally sheet along with the three sample papers to Renée Faubion. (A quick reminder: if you are teaching more than one section of Legacy, we will need a tally sheet and sample papers from each section.)

NOTE: If it makes this process easier for you, you may simply use the rubrics for *both* Assessment #2 and Assessment #3 in conjunction with a single assignment, as long as your assignment allows you to evaluate all of the criteria on these two rubrics. (*Please don't combine the rubrics, though; we will need separate tally sheets for each, even if you use both rubrics to measure a single assignment.*)

Assessment #3: Longer Essay

Near the end of the semester, please assign an essay of your design but suitable for assessment using the common rubric. Please give the one-page tallied results to Renée Faubion. Please also email her three examples (one great, one good or acceptable, and one weak) of student responses for our archives. If you are teaching more than one Legacy, please send her one tally sheet and three samples for *each* class.

Please use the rubric for Assessment #3 in evaluating these essays. (Remember that you may apply *both* Assessment #2 and Assessment #3 to this assignment, if that works better for your class.) Then forward your tally sheet along with the three sample papers to Renée Faubion. (A quick reminder: if you are teaching more than one section of Legacy, we will need a tally sheet and sample papers from each section.)

REQUIRED LECTURES and SKILLS ACTIVITIES

Honors considers it important that students enrich their knowledge and participate in a larger scholarly community by gaining experience attending academic lectures or exhibits. Therefore, Legacy instructors are expected to require students to attend at least two lectures as part of their Legacy course. The Honors website maintains a calendar of lectures and art exhibitions that students may consult for this purpose. Lectures included in the calendar are generally free and on campus, although occasionally relevant performances or events that require payment are also included. Most Legacy instructors allow students to attend lectures/events not on the Honors calendar, as long as students get approval first from the instructor.

Dr. Troy Lovata (lovata@unm.edu) is coordinating a lecture series in Honors; while the final schedule is still being developed, lectures will be held roughly every other Thursday at 4 p.m. We are hoping that at least one of the sessions this fall will feature Sonia Nazario, who is the author of *Enrique's Journey*. Please urge your students to take advantage of events that are held in Honors to fulfill at least part of their lecture requirement. While it is up to you to determine how students verify that they have fulfilled this requirement, most Legacy instructors ask students to turn in some type of written summary for the lectures they attend.

In addition to lectures, we continue to require each Legacy student to attend workshops to strengthen their skills as writers. Dr. Sheri Karmioli (metzger@unm.edu) will lead a number of writing labs this semester specifically for Honors students. ***All Legacy students will be expected to attend at least one writing workshop before the mid-semester break.*** (If the Honors writing lab sessions are not convenient for students, they may attend a session at CAPS.) At the instructor's discretion, individual students may be required to attend a second session in the second half of the semester.) Individual instructors are free to track student attendance at these activities in any way they wish. More details on the schedule and procedures for these workshops will be made available as soon as possible.

FACULTY FORUMS

Forums for Legacy instructors are held generally two to four times each semester. These forums allow Legacy instructors to share ideas and discuss issues pertinent to Legacy courses. The goal of these forums is to provide Legacy instructors with support, discussion, and information that may aid them in their

Legacy teaching. These forums also allow us to discuss and determine any changes or revisions of the Honors Legacy curriculum. With these goals in mind, it is important that Legacy instructors plan on attending as many of these forums as possible during the semester in which they are teaching a Legacy course.

LEGACY CURRICULUM COORDINATOR

Renée Faubion is the Legacy Faculty Coordinator. Instructors with questions or problems related to Legacy courses are encouraged to contact her for assistance. Her office is Room 2A in the Honors Center and she may be reached at sanren@unm.edu or by telephone at (505) 277-3695 (office).

VISUAL/AUDIOVISUAL RESOURCES

Honors has a small library of visual and audiovisual resources available to instructors in Legacy courses. A series of slides of art from ancient cultures, collected by Lynn Biebel in the fall of 1996, is available through the Honors main office for classroom use. In addition, Honors has many DVDs, videos and cassettes for use in courses. These materials are stored in the Honors main office, where they may be checked out by instructors.