



2019-2020
Legacy Instructors
Handbook

OVERVIEW

Legacy as an 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

One of the purposes of Legacy courses is to impart a basic understanding of and appreciation for the values and cultural relationships central to study in the humanities; in fact, currently all Legacy courses provide students with three credits toward their Humanities Gen Ed requirements. Subject areas typically classified as humanities at UNM are literature, linguistics, history, philosophy, and religion. In addition, other disciplines drawn from outside the humanities may also be included at the discretion of individual instructors. All Legacy courses are expected to be interdisciplinary in content and approach.

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 contemporary culture. 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—to understand how the past informs the present. 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. Additionally, while material from the early twentieth century may be included in these classes, course readings should focus on a broad historical timeline.

Skills and Content

While Legacy courses are intended to expose students to foundational content in the humanities, it is equally important that students learn skills essential for college-level work—particularly the rigorous critical thinking, reading, and writing required in Honors—and for professional fields beyond college, including positions of leadership in the private and public sectors. Legacy courses are also our first opportunity to communicate clearly to students Honors expectations, including those pertaining to grading.

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 manage comfortably during the semester. Honors also prefers that students focus on primary 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, Legacy instructors are strongly urged 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 ask 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 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 skills fundamental to the Honors curriculum; these include critical and creative thinking, formal writing, effective oral communication (both in seminar discussion and in more formal presentations), and some understanding of how disciplines operate, as well as some experience in collaborative work. It is expected that students be exposed to these skills in some way as part of their Legacy experience.

ASSESSMENT: PROGRAM STUDENT LEARNING OUTCOMES (PSLO) AND ESSENTIAL SKILLS

In accordance with state and university requirements, Honors is involved in two kinds of assessment: Gen Ed and college/program-level assessment. Gen Ed Essential Skills are mandated by the state; program-level outcomes have been developed by Honors faculty.

Legacy courses play a crucial role in the assessment process. The expectation is that students will be introduced to important concepts and skills in lower level classes; those outcomes and skills will then be reinforced as students progress through the college. Ultimately, our goal is that students will achieve proficiency in Essential Skills upon their completion of 200-level Honors courses and maturity in meeting PSLOs by the time they complete their advanced coursework in Honors.

Below are the Honors College PSLOs and the Essential Skills relevant to Legacy courses; **for more information on assessment, including a more detailed description of the PSLOs, a calendar, and an explanation of assessment processes, please see the handbooks for College-Level Assessment and Gen Ed Assessment.**

Honors College Program-Level Student Learning Outcomes (PSLOs)

Six program-level outcomes have been identified by Honors faculty as the pillars of our college. While we will assess only two of these per year for our institutional report, faculty are encouraged to keep each of these outcomes in mind in designing their courses. (A more detailed rendering of these PSLOs is available at the end of the handbook on college-level assessment.) **Faculty are asked to represent at least one or two PSLOs in their syllabi but may include any additional outcomes they chose, whether drawn from the list or of their own design.**

Here are the PSLOs for the Honors College:

- 1. Interdisciplinarity:** Upon completion of their work in the Honors College, students will integrate knowledge, perspectives and/or skills (perhaps conflicting) from two more disciplines in a unified argument, strategy, or solution.
- 2. Critical Thinking:** Upon completion of their work in the Honors College, students will illustrate sound, evidence-based evaluations of issues or problems, including sufficient support and appropriate reasoning.
- 3. Communication Skills:** Upon completion of their work in the Honors College, students will produce written and/or oral presentations that demonstrate a thorough understanding of audience, context, and purpose as well as use of language.
- 4. Research:** Upon completion of their work in the Honors College, students will generate original knowledge and/or meaning through the systematic study of a problem, topic, or prompt.
- 5. Community Engagement:** Upon completion of their work in the Honors College, students will demonstrate an ability to engage diverse communities and encourage mutually beneficial partnerships.
- 6. Creative Thinking:** Upon completion of their work in the Honors College, student will demonstrate their ability to craft a material, process, or text through deliberate manipulation of tools and methods.

Humanities Essential Skills

The state of New Mexico requires that three specific Essential Skills¹ be addressed in humanities courses. While we will assess only one Essential Skill per year for our institutional report, faculty are encouraged to keep each of these skills in mind in designing their courses. The state has assigned the following Essential Skills to humanities courses:

- 1. Information and Digital Literacy**
- 2. Critical Thinking**
- 3. Personal and Social Responsibility**

PLEASE NOTE: Each year, two PSLOs and one Essential Skill will be assessed in Legacy courses. During the 2019-20 academic year,

- The following two PSLOs will be assessed in Legacy courses:
 - **Interdisciplinarity**
 - **Creative Thinking**
- The following Essential Skill will be assessed in Legacy courses:
 - **Information and Digital Literacy**

¹ These Essential Skills take the place of the old core outcomes used in Honors through spring 2019.

**If you have any questions about the assessment process,
please contact Dr. Renée Faubion
(sanren@unm.edu)**

LECTURES, WORKSHOPS, AND EXTRA-CURRICULAR ACTIVITIES

Honors considers it important that students take the initiative for going beyond the classroom to enrich their knowledge, strengthen their skills, and contribute to the Honors community. To fulfill these requirements, Legacy students should attend a minimum of two lectures; additionally, faculty should encourage students to seek tutoring at CAPS as needed, as well as to participate in HSA events.

LECTURES: Legacy students will be required to attend at least two lectures during the semester. Honors will host a series of lectures, the Honors College Discovery Series, throughout the fall; the schedule for that series will be distributed as events are finalized.

A short list of possible lectures, including any Honors events, will be compiled each week by Renée Faubion; that list will be emailed to instructors, who may then choose to post it or to forward it to their students. While it is up to faculty 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.

WRITING WORKSHOPS: At the discretion of the instructor, specific students may be encouraged or even required to get help at CAPS, (caps.unm.edu), either by getting individual tutoring or by attending one of the workshops CAPS offers. (Incidentally, CAPS will forward proof of attendance to faculty upon request, so instructors might want to remind their students to ask for such confirmation. Please warn your students, however, that such notifications often arrive several weeks after an event, so those who attend CAPS near the end of the semester might not receive proof of attendance before the semester ends.)

HONORS STUDENT ASSOCIATION (HSA) EVENTS: To increase the sense of community in the Honors College, students in Legacy courses should be strongly encouraged to attend at least one HSA activity during the semester. Faculty might consider incentivizing such attendance by offering extra credit. Individual instructors are free to track student attendance at these activities in any way they wish. For more information, please contact Dr. Jason Moore (jrm@unm.edu), who is the faculty advisor for HSA.

FACULTY FORUMS

Forums for Legacy instructors are generally held 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. Dates for the upcoming academic year will be announced as soon as possible, but these forums typically occur either before or after the semi-monthly Coffee and Conversation events. If there is any topic you would like to see addressed during a Legacy forum, please don't hesitate to offer suggestions to Renée Faubion (sanren@unm.edu).

LEGACY FACULTY COORDINATOR

Dr. Renée Faubion is the Legacy Faculty Coordinator. Instructors with questions or problems related to Legacy courses are encouraged to contact her for assistance. She may be reached at sanren@unm.edu.