

Fine Arts Humanities and Social Sciences Division

Associate of Arts Liberal Arts Program Review Submission September 27, 2019

Prepared by: Fine Arts Humanities Social Sciences Division Chair, Joe H. Kee

Submitted to UNM-Gallup Curricula Committee

Executive Summary

Introductory Section and Background Information



Fine Arts, Humanities and Social Sciences Division

Executive Summary

Fall 2019 AALA Program Review Submission Contents

I am pleased to submit the 2019-2020 University of New Mexico Gallup Branch Campus Associate of Arts Liberal Arts (AALA) Program Review. Contained in this submission are documents, summaries and data information that will prove the strength of the AALA Program. The Review is organized into Documents as sections. Each Document then may contain sub-sections depending on the supporting information.

- Document One contains the AALA Program goals and information about the UNM-Gallup *mission* and *vision* as well as stakeholders and learning goals and how they all support the success of the program.
- Document Two is about Teaching and Learning. The seven UNM Core areas are diagramed and the methods and modes of course delivery are described.
- Document Three refers again to Teaching and Learning but with regard to Continuous Improvement. The Student Learning Outcomes (SLO) for all contributing courses to the AALA Program are included as supporting documents. They are organized by the UNM Core sections in the seven areas. The Course Syllabi are also organized according to the UNM Core sections in the seven areas and representative of each contributing discipline to the AALA Program are included to show relevance in communication of learning goals to students. Continuous Improvement also involves Assessment. Information is included about the Assessment Process at UNM-Gallup.
- Document Four is about Students, the information submitted shows data transfer rates, and information about Student Support Services at UNM-Gallup.
- Document Five includes Faculty credentials. I requested of all Faculty who teach courses that contribute to the success of the AALA Program to submit their CV and their scholarly and creative works. 18 faculty volunteered and their credentials are organized in alphabetical order.
- Document Six includes resources and institutional support toward the AALA Program. There is a chart depicting the staff who are assigned to the program.
- Document Seven describes the UNM Gallup campus facilities providing support to the AALA Program.
- Document Eight compares peer institutions that offer a similar program to the AALA.
- Document Nine highlights the future direction of the AALA Program and includes challenges as the entire documented submission of the Fall 2019 review may be referred to as a strength. The challenges are works in progress but nothing we can't handle.

I hope you enjoy the content I have put together. The AALA Program consists of hard working faculty and staff. You will see the strong program that it is. As the first AALA Program Review submission, we now have a baseline to monitor the continued growth of the program.

Executive Summary Continued

Introductory and Background information of the AA Liberal Arts Program

The Associate of Arts in Liberal Arts (AALA) degree program is designed for students who intend to pursue a Bachelor of Arts degree in various fields. The Associate of Arts in Liberal Arts degree provides students a solid foundation and is a pathway into various degree majors within the College of Arts and Sciences at the UNM Albuquerque Campus as well as viable transferable credits into state/nationwide accredited college degree programs, comparably. All required courses for the AALA will transfer to UNM Albuquerque.

The AALA Degree Program is a long standing program and has been one represented as the chief focus of general knowledge in an intellectual capacity. The AALA design for years has provided students their first two years of study specifically for the student who plans to pursue a Bachelor's Degree in a Liberal Arts field. In its location in rural Gallup, NM, 131 miles away from the main campus in Albuquerque, NM, as the largest of the four UNM branch campuses, UNM-G serves approximately 2,500 students and as a minority-majority university, 94% of students identify as multiethnic or a racial minority. The AALA degree may serve as a terminal degree for some students but with the response, design, and guidance of our ever changing technology it has been so that UNM-G is able to serve the demographic in better ways through online and web based methodologies so that students are able to increase their exposure to higher degree programs.

Prior to Fall semester 2019, the design of UNM-G was three primary divisions: the Arts and Sciences Division under which the AALA Program was housed; the Business and Applied Technologies, Community Education and Workforce Development Division; and the Education, Health and Human Services Division. Each of these three divisions had the oversight of a Division Chair who was supervised by the Academic Dean and the oversight of the University branch campus was by the Chief Executive Officer.

The Arts and Sciences Division, the largest division, 55 faculty (full-time and adjunct collectively) teaching in 15 discipline areas. Compared to the other two divisions, there was at least a 65% greater workload imbalance for Arts and Sciences which was what prompted the efforts for the reorganization. More importantly the focus was to provide more efficient and productive services to our student population.

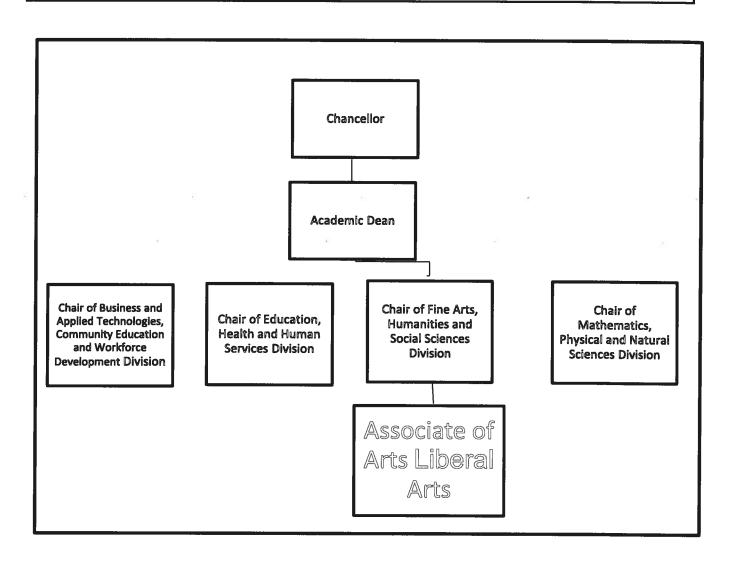
The reorganization has created the Fine Arts, Humanities and Social Sciences Division (FAHSS) and the Mathematics, Physical and Natural Sciences Division with each its own Division Chairpersons respectively. In essence, it is an equitable split among disciplines. The Faculty was involved throughout the reorganization of the Division. UNM-G is now headed by a Chancellor. This title was recently implemented as of August 2019. This position was filled as recently as November 2017.

In August 2018 a permanent Academic Dean filled the position in place of an interim dean who was placed there from a Chair's position for about eight months.

The position of FAHSS Division Chair supervises the AALA degree program. A permanent Chairperson was hired in August 2019 from a two-year interim position. Prior to that, another interim chair was in position for one year respectively.

As of current, (Fall 2019) the AALA oversight is depicted in the flowchart below:

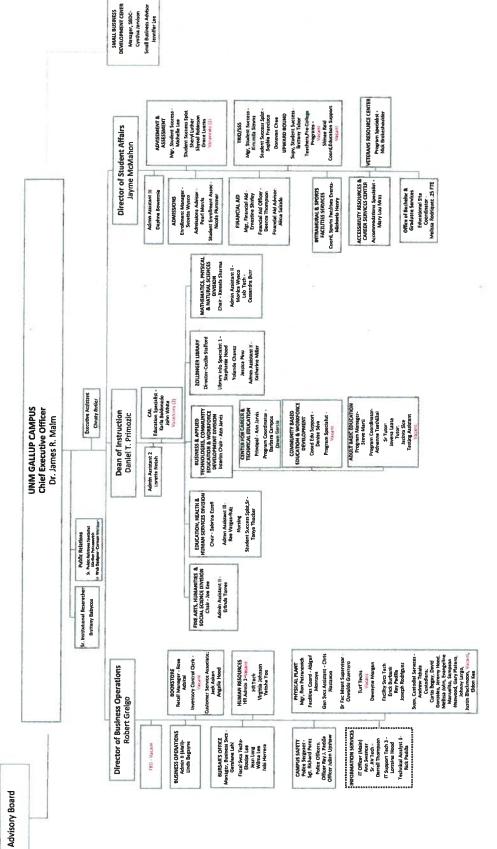
Diagram of UNM-Gallup organizational structure and supervision of the AALA Program



The University of New Mexico-Gallup is accredited by the Higher Learning Commission. The latest external review is attached with summary.

There are no records of an actual, formal AALA Program review by any previous Chairperson or Review Committee within the past six years.









Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should email a copy of all Multi-campus Reviewer Forms to HLC at finalreports@hlcommission.org. The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Report Template

Name of Institution: University of New Mexico -- Gallup Campus (UNM-Gallup)

Name and Address of Branch Campus: 705 Gurley Ave, Gallup, NM 87301

Date and Duration of Visit: March 1, 2019

Reviewer: David L. Cutri

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

UNM–Gallup was established as a branch campus of UNM in 1968. In recognizing the 50th anniversary of the campus in 2018, gratitude was paid to the early founders who were a group of education-minded Gallup civic leaders who pushed for a local community college in the 1960's. These local citizens came together to provide land, buildings, approval of local mill levies and a strong desire to meet the needs of students who wanted higher education within their own community.

UNM-Gallup, as a chartered branch community college, functions as both a career and technical education hub and a transfer center. Its mission spans to meet the needs of multiple groups and takes into account the fact that approximately 90% of its students are the first in their families to attend college and its service area is defined as one of high poverty. As a community college, it serves a very diverse population that allows students from all walks of life to start, continue or finish their education.

Inasmuch as community involvement has always played a prominent role in the history, planning, design and growth of the campus, UNM-Gallup still maintains an active place in contributing to the development of the local community in multiple ways. Currently, UNM-Gallup is actively involved in a multi-agency Kellogg Foundation grant proposal as well as innovative workforce development options for local industries. As a member of the Gallup Executive Directors' Alliance, campus leaders are actively involved in areas of education, economic development, legislation and healthcare.

Through several collaborative programs operating with the Gallup McKinley County School District, UNM-Gallup hosts several successful early college models that improve access to college coursework to concurrently enrolled high school students. The Center for Career and Technical Education, Middle College High School and the McKinley Academy are all located on the campus and provide innovative opportunities for high school students to simultaneously obtain high school and college credits.

Additional Locations

In addition to the main campus location of UNM-Gallup, the Adult Education Center is located at an off-campus location within the city. The Adult Education Center at the UNM-Gallup north campus offers a comfortable learning environment where experienced instructors offer classes in basic skills needed for job and college preparation. Classes are offered in a variety of languages including Navajo, Zuni, Spanish and English. Services include coursework in English as a Second Language, high school equivalency preparation classes and basic skills refresher skills coursework for adult learners.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

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Evidentiary Statements:

Governance

Governance of UNM-Gallup begins with the UNM Board of Regents who direct and oversee all aspects of University operations. At the local level, UNM-Gallup receives guidance from a locally elected board of advisors. The five members of the Local Advisory Board are responsible for representing and reporting to their constituents. The board members are responsible for approving the annual UNM-Gallup budget before it is presented to the UNM Board of Regents for final approval.

Operationally, the branch campus is managed by a leadership team which includes the Chief Executive Officer (CEO); Dean of Instruction; Director of Business Operations; and Director of Student Affairs. Each administrator oversees the work of managers, faculty and staff members.

In regards to shared governance, the Faculty Assembly at UNM-Gallup acts for the entire faculty in coordinating faculty governance. In cooperation with the UNM Faculty Senate, the Gallup Faculty Assembly exercises the faculty's responsibilities for education, care of students and contributions to the academic excellence of the institution. Elected officials of the Assembly include President, Vice-President, Secretary, and 3 Operations Committee members. Additional committees include Student Affairs, Budget Review, Curricula, Long Range Planning, Library, Ethics and Academic Freedom, Teaching Excellence and College Assessment. All committees report regularly to the Assembly. The policies and procedures by which the Gallup Faculty Assembly is organized are found in the Constitution and Bylaws.

Two representatives from Faculty Assembly represent UNM-Gallup at regular meetings of the UNM Faculty Senate to allow for additional shared governance between campuses.

A specific example of how shared governance was used to develop a new educational program is illustrated by the development of UNM-Gallup's newest program. In response to community response and desire, UNM-Gallup's newest program is Emergency Medical Services where students may obtain either a certificate or an associate's degree. When need for this program was communicated to campus leadership, the chair of Education, Health and Human Services presented a plan to the CEO to introduce the certificate program. The plan was presented to the Curriculum Committee for review, then to departmental chairs and senior leadership (specifically the Dean of Instruction and Director of Student Affairs) and finally to all faculty members. With approval, curriculum development began which included the involvement of the UNM Curriculum

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Committee. With their approval, the certificate and most recently the associate's program received full approval of the UNM Faculty Senate and the Board of Regents.

Budget and Revenue

Revenue streams come from several areas including local, state and private funding sources. As a branch campus of UNM, UNM-Gallup receives an allocation from the state that is based on a series of performance measures which include:

- Graduation rates
- Program completion rates
- Number of nursing students
- Persistence rates
- Retention rates

Tuition and fees are established locally. The current rate of tuition and fees is \$80.50 per credit hour for residents and \$196.16 per credit hour for non-residents. Tuition and fees account for 15.6% of UNM-Gallup's total budget.

The county of McKinley votes to approve local mill levies that support the operation of the campus. Successful general obligation bond elections have supported the growth of infrastructure throughout the history of the campus. Most recently, a 2016 general obligation bond is being used to construct a new physical plant building on the campus.

Additionally, the campus benefits from grant and donor funding to fill specific needs of the campus.

The campus budget is constructed by UNM-Gallup administrators under the direction of the Director of Business Operations.

Enrollment Data

General Enrollment:

Enrollment at UNM-Gallup for the most recent semester on record (Fall 2018) shows headcount at 2,215 which is a slight increase over the same time the previous year. Student credit hours were 20,675 which was a 3.68% decrease from the previous year. This is thought to reflect the number of UNM-Gallup students who combine careers and academics.

Based on the information contained in the UNM-Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that the institution's planning, governance, and oversight processes at the campus and in relationship to the broader systems of the institution are effective, particularly as they relate to enrolment, budgeting and resource allocation at the institution.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in

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particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

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he Department of Student Affairs at LINIA Callup is designed to be a prime source of information

The Department of Student Affairs at UNM-Gallup is designed to be a prime source of information for students as they navigate through their college experience. Student Affairs is housed in the Student Services Technology Center and is designed to be a "one-stop" shop for students as they register, enroll, receive advisement, explore financial aid options, take placement tests and take care of payment issues.

The Accessibility Resource Center provides assistance and support to students with verified disabilities to equalize their opportunities to successfully access UNM-Gallup programs and services. The trained staff use an integrated approach to maximize and simplify students' opportunities for success. Their strategies include the use of technology, mental health counseling services via computer, and a wide range of accommodations to remove barriers to education.

Based on the information contained in the UNM-Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that the institution's facilities and technology at the campus are suitable to the needs to the students, staff, and faculty, as well as the educational offerings. Classrooms and laboratories (size, maintenance, temperature, etc.); parking and access to public transit; bookstore and text purchasing services; security; access for people with disabilities; and other services and facilities (food and snack services, study and meeting areas, etc.) are considered suitable.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):	
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Evidentiary Statements:

Staffing

Governance and oversight of staffing needs at UNM-Gallup is dynamic and based on budgetary resources and campus needs. Each employee has his/her performance evaluated on an annual basis based on an established performance model used by the university. UNM-Gallup is able to respond to foreseeable staffing needs in an agile fashion utilizing Human Resources procedures as established by the institution.

There are many policies and procedures available that guide and protect all faculty and staff members. The Faculty Handbook, University Administrative Policies and Procedures Manual and the Board of Regents Policy Manual are all available online. Professional development opportunities are plentiful and allow employees to advance within their positions.

Faculty

UNM-Gallup currently has a total of 116 faculty who instruct students across multiple disciplines and programs.

Faculty also may gain tenured status if they meet the criteria for such as seen in the Faculty Handbook and are recommended by their Division Chair, Dean of Instruction, CEO and are approved by the University Provost.

Administrators

The administrative leadership team at UNM-Gallup is comprised of four onsite administrators: the CEO, Dean of Instruction, Director of Business Operations, and Director of Student Affairs.

Note that evidence supporting selecting and training at UNM-Gallup and credentials of faculty is discussed in the core UNM assurance argument.

Based on the information contained in the UNM-Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that faculty and staff qualifications are appropriate, staff and faculty are sufficient for the campus, and the processes for supporting and evaluating personnel at the campus are appropriate. Effective processes are in place for selecting, training, and orienting faculty at the locations, as well as the credentials of faculty dedicated to the campus and other faculty.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.

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Evidentiary Statements:

Means of Access to Services and Resources

Students at UNM-Gallup have full access to a wide range of student services and resources.

Enrolled and potential students have full access to the entire range of student services resources including enrollment, registration, financial aid, advising and testing services.

Students and the general community can utilize the resources of the Zollinger Library by obtaining a student or guest library card. Gathering and study spaces within the library are also available to the general community for meetings, study groups or other gatherings.

Student Services

Website

The UNM-Gallup website (www.gallup.unm.edu) provides both a starting point for students to become aware of the campus and a repository of information for all resources and aspects of university life. The design of the website is strategic and research-based to provide interactive opportunities for website visitors to learn about UNM-Gallup. Students can also submit an online application, review class listings and access information pertinent to their educational journey.

Registration

The Office of the UNM-Gallup Registrar assists students in submitting admittance applications, requesting transcripts and directing them to and through the next steps needed to become a registered student. The registrar also keeps records of students who have registered but not enrolled so communication can stay current should roadblocks be identified.

Financial Aid

The Office of Financial Aid guides students through the process of obtaining financial aid to assist in paying for college. Financial aid officers conduct workshops in submitting the Free Application for Federal Student Aid to help students, many of whom are first generation college students, become aware of financial aid opportunities. They also monitor scholarship, work study, loan and grant possibilities and match students with these opportunities as needed.

Advisement

Trained academic advisors develop partnerships with students to build their knowledge of degree requirements and campus resources to ensure their successful progression and completion through certificate and degree programs. They monitor students' progress as they work towards either immediate admittance into a career or transfer to a four-year institution to continue their education.

Advisors also run New Student Orientation sessions to welcome students and to provide valuable campus resource information for student success. Sessions cover topics such as how to navigate a college system, student code of conduct, Lobo-RESPECT and resources available throughout the campus.

Grey Area Training

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All UNM students are required to participate in a Grey Area workshop which provides training to students regarding institutional policies about sexual misconduct. This sexual misconduct prevention training is an in-person and interactive training.

Center for Academic Learning

The Center for Academic Learning offers free academic support for all enrolled UNM-Gallup students. The center is staffed by education specialists and peer tutors who supplement classroom work with tutoring services in a variety of disciplines. Center employees collaborate closely with faculty to ensure that students meet course and assignment expectations effectively and independently.

Transfer Resource Center

The UNM-Gallup Transfer Resource Center strives to meet the needs of students preparing to transfer to a four-year college or university by providing accurate, up-to-date information and a set of coordinated resources, activities and services that support the transfer process.

Veterans Resource Center

The Veterans Resource Center at UNM-Gallup works to raise awareness of military education benefits.

TRIO Student Support Services

The federally funded TRIO Student Support Services program believes in motivating, serving and supporting culturally diverse students through programmatic initiatives that encourage social, cultural and leadership development.

Zollinger Library

The Zollinger Library provides a variety of services and resources that support the University's instructional programs and users' needs for personal enrichment and literary recreation.

Student Life

Students are encouraged to supplement their academic journey with student organizations that provide a way to join, lead and learn.

Note that evidence supporting the resources needed by UNM-Gallup faulty is discussed in the core UNM assurance argument.

Based on the information contained in the UNM-Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that student and faculty services and academic resources at the campus are effective, as well as the processes to evaluate, improve and manage them. The level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services are considered strong. The level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns, is effective. The resources needed by faculty to provide the educational offerings is strong.

6. Educational Programs and Instructional Oversight

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Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

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[\Box The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Instructional Delivery Methods

The delivery of its curricula takes a variety of forms for students to access learning:

- Face-to-face instruction
- Fully online (distance learning) instruction
- · Hybrid distance learning instruction
- · On- and off-campus workshops and web-learning instruction

At UNM-Gallup, the spring 2019 semester will offer 73 online sections which represents 17% of total sections offered. 50 sections, or 11% of the total number, will be offered as either hybrid of web-enhanced (https://www.gallup.unm.edu/academics/schedule.php).

To determine their best match of delivery options, students are asked to consider preferences in scheduling, in-person interactions, program access and academic planning. Advisors and faculty mentors are available to assist in deciding personalized education strategies.

Programs

Programs offered at UNM-Gallup meet the needs of the campus as both a career and technical education center and a transfer center. Certificates and degrees are designed to either allow students to enter directly into the workforce of matriculate to a four-year institution to continue their education.

Based on the information contained in the UNM-Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that the institution has the capacity to oversee the educational offerings and instruction at the campus. The institution has adequate controls in place to ensure that information presented to students is ample and accurate. Curricular expectations and policies are consistent, courses needed for program and graduation requirements are available, performance of instructional duties are effective, faculty are available to students, faculty are effectively oriented and are developed professionally, and sufficient attention is dedicated to student concerns.

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7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):	
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☐ The evidence indicates that there are concerns related to the expec	tations of the category.

Evidentiary Statements:

Evaluation of existing programs is based on a number of factors including regular program assessment, alignment with strategic planning initiatives, student success rates and linkages with local economic needs. These processes utilize the most current data available to assess current standards and predict future implications including areas of anticipated growth and decline.

By further utilizing data-based decision making, UNM-Gallup strategically plans for future initiatives. Using program assessment data, leaders are able to determine the success of existing programs and see where resource allocation, program of study adjustments and institutional reorganization can contribute to improved student success.

Most recently, the campus undertook two evaluative and predictive exercises that have driven decision-making. A program prioritization project plotted resources against departmental and program effectiveness and efficiency. As a result, a budget shortfall was successfully navigated with no interruptions in service delivery.

An environmental scan is currently being conducted which is looking at several key aspects of the service area including economics, workforce needs, community satisfaction and infrastructure capacities. The study is using interviews, forums, surveys and research to collect data and the results of this intensive study will be used to find areas of need including academic and student services gaps.

In order to effectively plan for future needs, the campus maintains a continuously updated fiveyear capital plan. This plan is regularly evaluated and receives commentary and approval from both UNM and the NM Higher Education Department (HED). Availability of current and future resources, space utilization data and program assessments figure prominently into the design of this five-year plan.

Additionally, the UNM-Gallup Faculty Assembly maintains an active long range planning committee. This working group works closely with other faculty committees, including the curriculum committee, to make sure programmatic decisions are reflecting strategic initiatives of the campus, the community and student needs.

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The governance process discussed in this section of the Multi-Campus Reviewer Form help to ensure that the processes for assessment and evaluation at the UNM-Gallup branch campus are equivalent to the UNM main campus.

Based on the information contained in the UNM-Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that the institution has effective processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. The setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality is strong. The processes at the branch campus are equivalent to those for assessment and evaluation of the main campus.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

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Evidentiary Statements:

Institutional effectiveness is the commitment an organization undertakes to continuously and critically examine its processes and how well it achieves its mission. At the UNM-Gallup, its goal is to engage in a cyclic process of continuous improvement: it determines what outcomes it wants; it performs; it evaluates its performance; it identifies strengths and weaknesses in its performance; it celebrates its successes; it examines its weaknesses for opportunities to improve; it implements those improvements; and then it begins again. To accurately optimize its performance, it collects and analyzes data annually to inform as well as drive its decisions, improvements, and program reviews. Each academic and administrative unit at the University is expected to demonstrate its commitment to UNM-Gallup's students and their academic success through its documented participation in a cyclic process of continuous improvement. This process aids UNM-Gallup in ensuring that the mission and purpose of the University are being achieved.

Assessment at UNM-Gallup

To assure the highest academic quality of its curricula, academic assessment rests with the Assessment Committee and the Curricula Committee of the Faculty Assembly, the Division Chairs, and the Dean of Instruction. Its assessment system uses a wide variety of methods to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students. It assesses that through a multi-layered approach which has become a

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Process: Multi-campus Visit Contact: peerreview@hlcommission.org Page 12 traditional standard nationally: program review, course level assessment, core curriculum common Student Learning Outcomes (SLO), and UNM Learning Goals.

Program Review: All academic programs should have an assessment plan and process that: 1) reflects the six steps of a continuous assessment cycle (an "Annual Assessment Cycle Process") and 2) includes at least: one program goal, three SLOs, and four key program assessment measures (three direct/one indirect measures). The program's goal(s), SLOs, and key program assessment measures should span (or reflect) students' learning, development, and progression from the beginning to the end of the program.

Course Level Assessment – General Education Assessment (HED): By using a Core Course Assessment Report Template and Rubric it sees the quality of UNM Core Curriculum Common SLOs by Area: Area I - Writing and Speaking; Area II – Mathematics; Area III - Physical and Natural Sciences, Area IV - Social and Behavioral Sciences; Area V - Humanities; Area VII - Fine Arts; and the UNM-HED Core Areas and Competencies (Communication, Mathematics, Laboratory Sciences, Social and Behavioral Sciences, Humanities and Fine Arts).

The results of those measurements and the results of Faulty Teaching Performance Evaluations (student, peer, and Chair observations) go to the Faculty Assembly Assessment Committee and Curricula Committee, the Division Chairs, and the Dean of Instruction for review and necessary revision of programs and possible personnel actions.

The administrative leadership team at UNM-Gallup also plays prominently in assurance of quality education delivery. Campus leaders meet daily for a morning "huddle" to discuss academic and operational opportunities and challenges. This allows for prompt attention to issues of academic quality regularly and in adherence with university policies and regulations.

The delivery of the academic mission of UNM-Gallup is ethically supported through multilayered approval processes that oversee all aspects of curricular development or program alterations. Local and main campus approvals are required for all changes, additions or deletions regarding academic programming. Posting, selection and hiring of all academic positions likewise follows a prescribed policy as mandated by main campus and requires the search committee and the Dean of Instruction to work closely with the UNM Provost's office and the UNM Office of Faculty Contracts.

Communications between state, university and local stake-holders takes place often and regularly through a system that encourages all UNM-Gallup faculty, staff and administrators to represent the campus. The CEO represents UNM-Gallup to HED as needed to inform, collect information or ask for approval for new projects. The CEO is often accompanied by members of the leadership team on these visits to HED. With a recognition of the value of collaboration and shared services, UNM-Gallup communicates and partners regularly with key departments on the UNM main campus to provide and supplement academic and support services. Elected members of the UNM-Gallup Faculty Assembly travel to the UNM Faculty Senate meetings to share and bring back information.

Based on the information contained in the UNM–Gallup Campus Institutional Report and interviews conducted with the UNM-Gallup staff, we conclude that the institution encourages and ensures continuous quality at the campus. The institution's planning and evaluation processes ensure regular review and improvement of the campus, and the branch campus is aligned with the mission and goals of the institution as a whole.

Audience: Peer reviewers

Form

Published: 2018 © Higher Learning Commission

End of Executive Sunnay Section, Introductory Section and Backeround Information

Document 1

Program Goals



Fine Arts, Humanities and Social Sciences Division

Document 1: Program Goals

Vision

The University of New Mexico - Gallup will be a nationally recognized leader in community focused, regionally specific and culturally vibrant education.

Mission

The University of New Mexico - Gallup prepares people to achieve their educational and professional goals in a context of respect for the traditions and values of the many groups it serves.

Program Goals of AALA

The Associate of Arts Degree in Liberal Arts is designed to provide the first two years of study for the student who plans to pursue a Bachelor's Degree in a liberal arts field. Upon completion of the degree, a student should have broad introductory courses to satisfy the General Education requirements of most four-year institutions and be accepted into the academic degree program of the student's choice.

Learning goals are communicated to each student through the course syllabi, advisement sessions and through the UNM-Gallup website. Discipline course syllabi are attached in Document 2 to provide specific examples explaining the manner in which learning goals are communicated to students.

The Program's primary constituents and stakeholders include both traditional and nontraditional students. Students who fit the non-traditional population now include Center for Career & Technical Educational Credit (CCTE) and Dual Credit and Concurrent Enrollment at both the Gallup McKinley County High School as well as at UNM. The university staff and faculty are much invested members of the program. The Student Services Department in its many roles including but not limited to Financial Aid, Advisement, Admissions, TRIO, Veterans Resource Center, Accessibility Resources Center, and the Center for Academic Learning (CAL) are all invested stakeholders. Also included in this list is the Zollinger Library for use of computers and resource materials as well as study locations. The Campus Instructional Technology is also a very important part of this list as is the UNM-G Advisory Board.

Courses in the AALA degree plan emphasize the study of cultural, literary, humanistic activities, and artistic expression of human beings. Students assess and construe the ways in which people through the ages in different cultures have responded to themselves and the world around them in creative and cultural design. Students also learn to value artistic understanding and integrate these concepts when constructing value judgments. This degree is appropriate for students intending to transfer into such majors as Art History, English, and Humanities, Native American Studies and Philosophy and other liberal arts disciplines.

End of Document 1 Program Goals

Document 2

Teaching and Learning- Curriculum



Fine Arts, Humanities and Social Sciences Division

Document 2: Teaching and Learning - Curriculum

Beginning Fall 2019, changes have been made to the General Education requirements which are reflected in the "old and new version" of the Student Advisement and Graduation Checklist (attached). The courses that fulfill the AA Liberal Arts degree are divided into the seven core areas of the UNM General Education Curriculum. Since this transition, students must now take 60-61 total credits from the following seven core curriculum and content areas:

Area I:	Communication	(6 credits)
Area II:	Mathematics and Statistics	(3 credits)
Area III:	Physical and Natural Sciences	(4 credits)
Area IV:	Social and Behavioral Sciences	(3 credits)
Area V:	Humanities	(3 credits)
Area VI:	Second Language	(3 credits)
Area VII:	Arts and Design	(3 credits)
Student C	hoice- from the seven areas	(6 Credits)

In addition, 29-30 elective credit hours must be taken at the 1001 level or above to the required General Education concentration core. The proposed revisions allow advisors and faculty greater flexibility in providing mentorship to the students in their degree paths within the AALA degree checklist.

Common Course Numbering (CCN)

2017-2018 UNM in conjunction with New Mexico Higher Education Department revised and adopted a CCN system and common SLOs across New Mexico state Higher Education institutions offering the General Education core curriculum. In offering a lower-division course, an institution must rely on at least 80% of the SLOs listed for that course by the NM Higher Education Department.

AA Liberal Arts Program's Contributions to other UNM-G Academic Programs

The AA Liberal Arts Student Advisement and Graduation Checklist (old and new versions) are included to show impact and credits required for program completion above the standard 60 credits. The Course catalogue will show various academic programs that rely on the AALA courses as a foundation. The delivery methods for the courses at UNM-G are live, web enhanced, online and hybrid course offerings.

Contribution of Mathematics, Physical and Natural Sciences (MPNS) courses:

Beginning Fall 2019, the AA in Liberal Arts Program Studies requires our students to take a 3 credit hour of Mathematics and 4 credit hours of Physical and Natural Sciences courses. The courses in Math and Sciences provide the students with all the essential skills needed to get their degree in Liberal Arts Program. It is obvious that Math and Science courses play a significant role in the success of the students who are pursuing an AA degree in the Liberal Arts Program Studies. The rationale for the preceding statement is based on the following explanation.

The various courses in Mathematics, Physical and Natural Sciences focus on sharpening the communication skills of our students. The students are required to use what they learned in their math classes to communicate through various steps involved in calculation and how they arrived at their answers to questions asked. In all the science courses, students are also required to communicate with their

Associate of Arts Liberal Arts Program Review 2019

instructors in writing on how they arrived at their qualitative as well as quantitative answers to questions. It is imperative to discuss the contribution of Mathematics and Sciences to make the Associate of Arts in Liberal Arts Program Studies a success.

Our UNM-Gallup students also learn how to use critical thinking methods to solve mathematics and sciences related word problems. Specifically, in science courses our instructors teach our students (using examples) about various steps involved in critical thinking (also called scientific method in sciences.) All of our students have to use critical thinking skills to be able to solve word problems. Eventually they become apt at using critical thinking not only in the courses they are taking but also in solving problems related with daily-life.

The mathematics and science courses also instill in them personal and social responsibilities such as taking care of their health since they become more aware of biology of human beings when they take biology courses. The environmental geology class makes them aware of the environmental issues (such as pollution, scarcity of water in a desert climate) in nature and teaches them to become responsible for keeping the environment free of pollution. The chemistry classes teach them to respect and not abuse the chemicals in their daily life. The physics courses increases their knowledge of what energy is and various methods to conserve energy.

When the students take various math classes, they learn how to use digital media. Furthermore, most of the science courses at UNM Gallup use digital media to provide education to our students, which help students to become more knowledgeable in the usage of digital media.

Our students at UNM Gallup learn the skill of quantitative reasoning in all of our physics, geology, and biology, chemistry and mathematics courses.

AA/LIBERAL ARTS (60-61 Credits) - NEW VERSION

Student Advisement and Graduation Checklist - 2019-2021 Catalog UNM ID #_____ Date admitted Student Address Academic Advisor _ Phone # Office # _____ Phone # **GENERAL EDUCATION REQUIREMENTS: (25)** Credits Grade Semester/Institution NOTE: For required courses, refer to the UNM Core Curriculum General Education Core in the Catalog. C or better grades in all course work. Writing and Speaking (6) For required courses, refer to the UNM Core Curriculum. 3 3 Mathematics and Statistics (3) For required courses, refer to the UNM Core Curriculum. Physical and Natural Sciences (4) For required courses, refer to the UNM Core Curriculum. Social and Behavioral Sciences (3) For required courses, refer to the UNM Core Curriculum. **Humanities (3)** For required courses, refer to the UNM Core Curriculum. Second Language (3) For required courses, refer to the UNM Core Curriculum. 3 Arts and Design (3) For required courses, refer to the UNM Core Curriculum. STUDENT CHOICE (6) For required courses, refer to the UNM Core Curriculum. 3 3 GENERAL EDUCATION ELECTIVES / CONCENTRATION CORE (29-30) Any course at the 1001 level or above. 3 3 3 3 3 3 3 3 3 2-3 GPA _____ CES on file? ____ Grad. Office Clearance:

AA/LIBERAL ARTS (60-61 Credits) – OLD VERSIONStudent Advisement and Graduation Checklist - 2017-2019 Catalog

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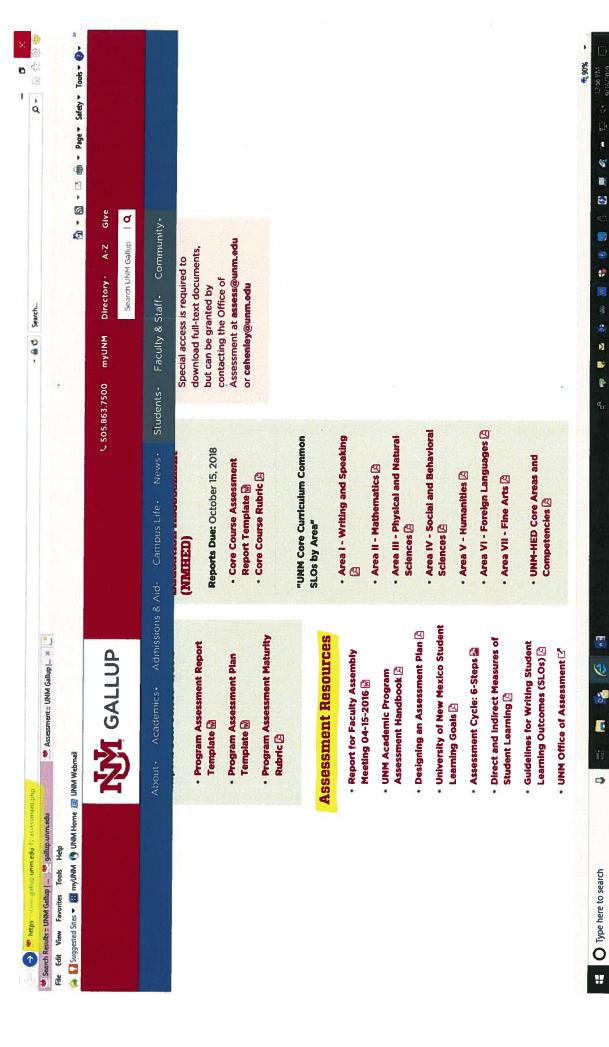
End of Document 2 Teaching and Learnings Chricolium

Document 3

Teaching and Learning- Continuous Improvement



Fine Arts, Humanities and Social Sciences Division



Document 3: Teaching and Learning - Continuous Improvement

UNM-Gallup courses associated with the AA Liberal Arts degree allow students to navigate changes by elevating valuable, lifelong skills that emphasize writing, critical thinking and a cross-disciplinary perspective. In addition, liberal arts disciplines take a universal approach in all aspects of personal growth, including intellectual, ethical, professional, social, and wellness. For instance, developmental programs are individualized to match the interests, needs and activities of the students, challenging them to take responsibility for their own development and encouraging them to learn from their experiences. As a result, students develop a strong sense of identity which allows them to face the complex mental, social, emotional and spiritual demands of modern life and prepares them to give back to their respective communities. Students can put their liberal arts education to use by questioning commonly held beliefs, even in the rigid fields of science, technology, engineering and math. Liberal Arts education allows students to think deeply about a wide range of subjects and to understand how people in different fields ask questions and solve problems.

There is a complete assessment process that guides a wide variety of methods to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students. The assessment results are used to update the syllabi and keep faculty updated with learning outcomes. It is imperative that the methods are utilized so that as an accredited University, UNM-Gallup adheres to the guiding practices of New Mexico Higher Education and the University of New Mexico Curriculum Committee.

Sample syllabi from each discipline at UNM-Gallup within the Fine Arts, Humanities and Social Sciences and Mathematics, Physical and Natural Sciences Divisions are included to show how the Learning Goals are communicated to each student. Assessment methods have been changed through the Main Campus Curriculum and Assessment committees and New Mexico Higher Education Department. SLO's are assessed through course evaluations. Course Feedback (EvaluationKIT) is the campus wide service used to provide end-of-semester feedback on faculty and courses. This gives students personal time to write thoughts and have input about the course and the way it was taught. Faculty receive this information for professional development, changes and improvement purposes after the close of the semester.

Due to no prior submissions for the AA Liberal Arts Program Review within the past six years, there is no data to support any substantial baseline for measurement. The assessment process that is in practice and that is available at the UNM website at https://www.gallup.unm.edu/fs/assessment.php allows UNM Gallup Faculty to gain access to Program Assessment Report Templates, Plans and Rubrics. All of these applications allow for program improvement and monitoring the effects of program curricular changes.

Instructions UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

degree and certificate programs at UNM. If you have any questions about either the plan or the report templates, please contact the Office Instructions: This assessment plan and report template guides the creation of three-year assessment plans that will be used to assess academic student learning outcomes as well as assists with the reporting of the assessment of student learning outcomes for academic of Assessment at assess@unm.edu or (505) 277-4130.

Note: While developing the plan, consider that not every SLO needs to be assessed every year; however, over a three-year period, every SLO should be assessed.

- Assessment plans should include clear differentiations between degrees (i.e., certificate, bachelor, master's, and/or doctoral).
- •Assessment plans should be reviewed and approved at the college/school/branch level by the College Assessment Review Committee (CARC) or equivalent.

Overview: The template is divided into three parts:

Part I: Cover Page (Page 3)

Part I of the template serves as the cover page. Please provide all of the information requested for the cover page.

Part II: Assessment PLAN (Pages 4-8)

contains four questions that inquire about the assessment artifact, the SLO review schedule, plans to review and analyze the data, and assessment measures, performance benchmarks, and student population(s) within the table. It is followed by a narrative section that Part II of the template requests information on the student learning outcomes, program's goal(s), UNM Student Learning Goals, how the results will be distributed.

Part III: Assessment REPORT (Pages 9-13)

The first section of Part III requires a narrative response about last year's assessment report, the changes implemented, and the revisions already-completed PLAN), that were assessed this year. The table requests a description of the actual student population that was used, and results. Section 3 of the REPORT template is a narrative section that contains four questions that inquire about participation, data to the assessment process that were generated. Section two is a table that requires the user to copy and paste the SLOs (from the analysis, recommendations, and distribution of information.

Instructions UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

Please submit the UNM Academic Programs/Unit Combined Assessment Plan and Report Template according to your internal unit submission procedures. If your unit does not have an internal submission procedure, please submit directly to the UNM Office of Assessment Digital Repository (http://assessment.unm.edu/assets/documents/1_19-repository-how-to-.pdf). Please include all documents, forms, and appendices in one file. Please do not upload documents to the repository in a ZIP file.

Please delete this instruction page before submitting.

Part I: Cover Page UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

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College/School/Branch Campus:	Department:	Date:	Active Plan Years (select the three year cycle that applies):	AY16/17-18/19	Academic Program of Study:*	Degree or Certificate level:
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transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or Note: Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM project, comprehensive exam, etc.).

Contact Person(s) for the Assessment Plan (include at least one name, title and email address):

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Dean / Associate Dean / CARC Approval Signature:

Part II: Assessment PLAN

UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

	ify at least one of your program goals:
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Program Goal #2:

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Program Goal #3:

Program Goal #4:

Program Goal #5:

Need help formulating your Program Goals? Click here for additional information provided by the UNM Office of Assessment and Academic Program Review.

S

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

Student Population(s) Describe the sampled population, including the total number of students and classes assessed. See note below.				
Performance Benchmark What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the	higher.)			
Assessment Measures Provide a description of the assessment instrument used to measure the SLO. For additional guidance on assessment measures, click here.		-	B	- 1
= Charles and the restaurant	a.			
UNM Student Learning Goals Check as appropriate: K=Knowledge; S=Skills; R=Responsibility	S			
UNM St. Learning Check as approprie K=Knowle S=Skills; R=Respor	¥			
Program Goal # Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3)	assigned above.			
Student Learning Outcomes (SLOs) For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.				

SECTION II-2

course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. If sampling, please describe the course sections and/or the milestones. If NOTE: State explicitly whether the program's assessment will include evidence from <u>all</u> students in the program or a <u>sample</u> (by student, by you have questions about appropriate sampling, please contact your unit's assessment representative or the Office of Assessment at assess@unm.edu or (505) 277-4130.

Please use the area below to elaborate on your assessment plans.

Assessing and analyzing student learning outcomes:

Please describe the student artifact/performance that you will use to gather your assessment data?

Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please describe which SLOs will be assessed for each year. If a table better describes your response, insert it here. ف

c. What is the process you will use to review, analyze and interpret your assessment data?

d. What is the process you will use to communicate and implement your assessment results?

Part III: Assessment REPORT Body UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

SECTION III-1

In response to last year's assessment report, please:

a. Describe the program changes that were implemented.

b. Describe any revisions to your assessment process that were made for this reporting cycle.

Please use the grid and narrative responses below to discuss your assessment results from this year:

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Results*	State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed (i.e., Exceeded, 95 out of 111 (86%) students) For additional guidance on reporting results, click here.				
Student Population	Describe the sampled population, including the total number of students and classes assesed.				
SLOs (from PLAN above)	SLOs are from your entries in the PLAN above that were measured during this year:				

SLOs (from PLAN above)	Student Population	Results*

NOTE: An asterisk (*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period. Please identify the SLOs that did not meet your benchmark defined in the Assessment Plan. Elaborate on what you think contributed to this:

SECTION III-2

in response to this assessment report, please answer the following questions:

Who participated in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations)?

b. Data Analysis: Describe strengths and/or weaknesses of each SLO in students' learning/performance based on the data results you provided in the table above (e.g., Even though the benchmark was met, 40% of the students struggled with Topic X ...).

UNM Office of Assessment and APR

Based on your assessment results from this year and last year, describe the recommendations that you have for improvement:

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Describe any program changes (e.g., curriculum, instruction, etc.) that will be implemented.

- Describe any revisions to your assessment process that will be made for the next reporting cycle.
- d. How, when, and to whom will results and recommendations be communicated in a meaningful way?

Student Learning Outcomes UNM Seven Core Areas

Area I: Communication

Area II: Mathematics and Statistics

Area III: Physical and Natural Sciences

Area IV: Social and Behavioral Sciences

Area V: Humanities

Area VI: Second Language

Area VII: Arts and Design

Student Learning Outcomes Area I: Communication

*courses not offered at UNM Gallup have been marked out

Area I Goal 2: To develop student contexts	Area I Goal 2: To develop students knowledge, skills and disposition for responsibility regarding effective speaking techniques for different audiences and in various contexts	chniques for different	audiences and in various
Courses	Student Learning Outcomes	NM HED Core Area: Competency #	UNM Learning Goals: Knowledge, Skills & Responsibility (K,S & R)
	By the end of the course, students will be able to analyze the subject, purpose, audience and constraints that influence the documents they write to ensure they achieve specific results.	l: 1,3	S
ENGL 219: lechnical Writing	By the end of the course, students will be able to revise writing for clarity and coherence to match the rhetorical purpose.	l. 4	S
	By the end of the course, students will be able to create an overall design that enhances readability and is appropriate to the intended context of use.	F.3	K, S&R
	By the end of the course, students will be able to develop research strategies and gather information from appropriate sources.	1:5	<u>අ</u> සු
ENGL 220: Expository Writing	By the end of the course, students will be able to use effective document and paragraph structure, documentation and genre conventions to create a rhetorically complete presentation.	1: 3,4	S
	By the end of the course, students will be able to analyze the subject, purpose, audience and constraints that influence and determine what kind of document (genre) to write.	11	S
ENGL 110: Accelerated	By the end of the course, students will be able to write using English diction, grammar and mechanics appropriate to context and rhetorical purpose. <u>Course level instruction objectives:</u> Course moves at a quick pace, often with writing assignments every week.	7.1	S
Composition	By the end of the course, students will be able to integrate others' positions and perspectives into their writing ethically, appropriately and effectively in various mediums and technologies.	9.1	S&R
	By the end of the course, students will be able to formulate a main idea into a thesis and support that thesis in writing with observations and evidence.	l: 2	K, S&R
ENGL 111 & 112: Composition 1 &	By the end of the courses, students will be able to write using English diction, grammar and mechanics appropriate to context and rhetorical purpose. Course reverting to be street to course provides students with extra support in their writing, including more time for the standard of proper priviles for feedback.	i: 4	S
2 (2 Semesters)	By the end of the courses, students will be able to integrate office, nositions and perspectives into their writing ethically, appropriately and effectively in various mediums and technologies.	: 5	K, S.R.R
	By the end of the courses, students will be able to formulate a main idea into a thesis and support that thesis in writing with observations and evidence.	1:2	K, S&R

id 1: 4	2.3 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	I:2 K, S&R	l: 1,2,3,5 6 S	1: 2,3,4,6	l: 2,3,4 S	I: 3,4,5,6 S&R	I: 2,3,4 K, S&R	l: 1,2,3,4,6 S	K, See R	F K&R	l: 2,4,5	I: 4,6 K, S&R	1: 6 X & S	1: 1,3	4 K&S
By the end of the course, students will be able to write using English mechanics appropriate to context and rhetorical purpose. Constant level instruction objectifes course includes weekly, 1-hour students meet in smarr groups and after a support.		By the end of the course, students will be able to formulate a main idea into a thesis and support that thesis in writing with observations and evidence.	By the end of the course, students will be able to demonstrate a clear purpose.	By the end of the course, students will be able to express information with clarity.	By the end of the course, students will be able to synthesize information in a logical and organized structure.	By the end of the course, students will be able to utilize ample and appropriate support for their arguments.	By the end of the course, students will be able to demonstrate extemporaneous speech delivery.	By the end of the course, students will be able to demonstrate speaking fluency, good vocal qualities and physical behaviors that support the message.	By the end of the course, students will be able to critically assess arguments with an aim toward distinguishing what constitutes effective, persuasive and reasonable rhetorical strategies from the unreasonable and/or unethical use of fallacies and other rhetorical devices.	By the end of the course, students will be able to demonstrate the ability to engage in well-reasoned discourse on a topic that is relevant to one's social-political existence and avoids I: 3,6 recourse to irrational and unethical rhetorical techniques.	By the end of the course, students will be able to write a well-developed, coherent essay presenting an informed point of view on a philosophical question of contemporary relevance, with a clear thesis statement and a conclusion as well as correct diction, grammar and style.	By the end of the course, students will be able to respond to feedback from others with different points of view in articulately and persuasively defending a thesis of one's own.	By the end of the course, students will be able to argue, in writing, for a point of view using opinion, facts and inferences from primary and/or secondary research.	By the end of the course, students will be able to analyze arguments, from a variety of genres, for strategies, claims, evidence and rhetorical context.	By the end of the course, students will be able to synthesize secondary research in writing and apply biblicoraphic citation style(s).
ENGI 113: Enhanced Commosition						CJ 130: Public Speaking				PHIL 156: Reasoning & Critical	ininking in			ENGL 120: Composition 3 (Traditional 102)	

Student Learning Outcomes Area II: Mathematics and Statistics

*courses not offered at UNM Gallup have been marked out

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Courses	Student Learning Outcomes	NM HED Core Area: Competency #	UNIM Learning Goals: Knowledge, Skills & Responsibility (K,S & R)
	By the end of the course, students will be able to communicate clearly the steps to solve problems using the correct notation and terminology.	Algebra Math II: 3	Ø
	By the end of the course, students will be able to solve various kinds of equations, such as polynomial, rational, radical, exponential, logarithmic and systems of linear equations.	Aigebra Math II: 2	v
MATH 121: College Algebra	By the end of the course, students will be able to identify and apply the properties and operations of various functions.	Algebra Math II: 2	v.
	By the end of the course, students will be able to construct and analyze graphs of a variety of relations and functions.	Algebra Math II: 1	W
	By the end of the course, students will be able to demonstrate problem solving skills for application problems.	Algebra Math II: 4	N eg 7
	By the end of the course, students will be able to use proper mathematical notation and terminology to communicate mathematical phrases, concepts and methods found in various areas of mathematics.	Liberal Arts Math II: 4	K&S
MATH 129. Survey of	By the end of the course, students will be able to model and solve a variety of mathematical applications using various approaches.	Liberal Arts Math II: 2	S
Mathematics	By the end of the course, students will be able to write and support mathematical explanations using appropriate definitions and symbols.	Liberal Arts Math II: 3	K, S&R
	By the end of the course, students will be able to investigate, represent and interpret data in different ways.	Liberal Arts Math II: 1	Ø
	By the end of the course, students will be able to apply and organize information in numerous representations of real world scenarios.	Liberal Arts Math II: 4	K, S&R
	By the end of the course, students will be able to display, analyze and interpret data.	Liberal Arts Math II: 1	v
	By the end of the course, students will be able to construct valid mathematical explanations.	Liberal Arts Math II: 3	v
MATH 215: Math for Elementary Teachers	By the end of the course, students will be able to model and solve a variety of mathematical applications using various approaches relevant to the K-8 curriculum.	Liberal Arts Math II: 2	ж «х
	By the end of the course, students will be able to communicate how various mathematical concepts are interconnected and describe the application of mathematics in a diverse range of fields.	Liberal Arts Math II: 4	X, S& R
	By the end of the course, students will be able to solve a variety of problems using the algebraic concepts of the K-8 curriculum.	Liberal Arts Math II: 2,4	K&S

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Algebra II: 3	Algebra II: 2	Algebra II: 1-2	Algebra II: 2	Algebra II: 4	Algebra II: 3	Algebra II: 1,4	Algebra II: 2	Algebra II: 3,4	Algebra II: 2,4
By the end of the course, students will be able to communicate clearly the steps to solve problems using the correct notation and terminology.	By the end of the course, students will be able to solve various kinds of equations, such as polynomial, rational, radical, exponential, logarithmic, and systems of linear and non-linear equations.		By the end of the course, students will be able to demonstrate knowledge of conic sections and parametric equations.	By the end of the course, students will be able to demonstrate problem solving skills for applied problems.	By the end of the course, students will be able to use correct mathematical notation and terminology.	By the end of the course, students will be able to graph and interpret functions. Course level instruction objectives: Include sketch and interpret graphs in context of applications; apply appropriate transformations for the following: polynomial functions (linear, quadratic, followed by those with degree three and higher), trigonometric functions, exponential and logarithmic functions, rational functions, parametric equations, and conic sections; create and graph piece-wise functions from all of those above; and create graphs to model situations.	By the end of the course, students will be able to perform operations on functions. Course level instruction objectives: Include being able to use function notation to evaluate expressions and perform operations on functions such as addition, subtraction, multiplication, division, composition and difference quotients of functions; and being able to find the domain and range of functions as well as their inverses (if they exist).	By the end of the course, students will be able to analyze the behavior of functions. Course level instruction objectives: Include being able to determine the end behavior and intercepts of functions; being able to determine extreme values of functions and intervals where functions increase or decrease; and being able to apply this analysis to interpreting an applied problem.	By the end of the course, students will be able to solve equations. <u>Course level instruction objectives:</u> Include being able to solve exponential, logarithmic, trigonometric, quadratic, radical and rational equations; being able to solve linear and non-linear systems of equations; and being able to interpret solutions in context of applications.
		MAIN 150: Pre-Calculus						MATH 153: Pre-Calculus and Trigonometry (5cr)	

	By the end of the course, students will be able to solve applied problems. Course level instruction objectives: Include being able to set up models from word problems using appropriate functions or laws.	Algebra II: 4	S
	By the end of the course, students will be able to perform operations with complex numbers and vectors. Course level instruction objectives: Include being able to determine the trigonometric and polar form of a complex number; being able to add vectors in two dimensions, project vectors onto one another and determine the angles between vectors; and being able to use vectors and complex numbers to solve applied problem.	Algebra II: 4	K&S
	By the end of the course, students will be able to communicate clearly the steps to solve Calculus problems using the correct notation and terminology.		Ø
	By the end of the course, students will be able to demonstrate correct use of concepts of functions, limits, continuity, derivatives and integrals through manipulations.		Ø
MATH 162 : Calculus 1 (4cr)	By the end of the course, students will be able to apply the methods of Calculus to optimization, graphing and approximation. By the end of the course, students will be able to apply differential and interest of the course.	V.A	N N N N
	By the end of the course, students will be able to demonstrate methods for finding the anti-derivative through integration techniques and apply the Fundamental Theorem of Calculus when finding areas of bounded regions on a graph for continuous functions.		K&S
	By the end of the course, students will be able to communicate clearly the steps to solve Calculus problems using the correct notation and terminology.		S
	By the end of the course, students will be able to demonstrate correct use and application of various integration methods.		v
MATH 163: Calculus 2 (4cr)	By the end of the course, students will be able to solve and graph first-order differential equations.	N/A	X & X
	By the end of the course, students will be able to determine convergence and divergence of series and sequences.		S & X
	By the end of the course, students will be able to construct Taylor approximations for elementary functions.		S & X
	By the end of the course, students will be able to use proper mathematical notation and terminology to communicate mathematical phrases and concepts that appear in Calculus.		¥
	By the end of the course, students will be able to determine derivatives of simple functions using the limit definition and/or differentiation rules.		S

MATH 180: Elem. of Calculus	By the end of the course, students will be able to use the concept of derivative to understand the relationship between the shape of the graph and the derivative of the function being graphed. By the end of the course, students will be able to use the Fundamental Theorem of Calculus and the rules of integration to evaluate definite integrals of simple functions. By the end of the course, students will be able to correctly apply the derivative to real world application. By the end of the course, students will be able to use proper mathematical notation and terminology to communicate mathematical phrases and concepts that appear in Calculus. By the end of the course, students will be able to demonstrate an extended knowledge of the uses for the derivative as the stone of the function.	NVA	
MATH 181: Elem. of Calculus 2	moving into multivariable functions and partial derivatives. By the end of the course, students will be able to demonstrate how differential equations reveal features about functions, and solve first-order differential equations using various techniques. By the end of the course, students will be able to expand their techniques for integration, demonstrating the ability to integrate using substitution and by parts. By the end of the course, students will be able to demonstrate a basic knowledge of series and sequences.	NVA	X X X X X X X X X X X X X X X X X X X
	Q,	Statistics Math II: 1 Statistics Math II: 1,2	K&S K&S
	By the end of the course, students will be able to use procedures for data production and distinguish between observational studies and experiments. By the end of the course, students will be able to use the basic rules for probability to solve problems, working with simple models, both discrete and continuous.	Statistics Math II: 2,3 Statistics Math II: 1,3	K, SS & R
STAT 145: Intro to Statistics	By the end of the course, students will be able to recognize and apply the terms population, sample, parameter and statistics as they pertain to sampling distributions (e.g. Chi Square), and apply the concept of the Law of Large Numbers and Central Limit Theorem.	Statistics Math II: 1,3	ል ሕ

	NM HED Business Articulation Agreement: Required Common SLOs By the end of the course, students will be able to: -Use descriptive statistics (graphic representation, numerical measures)Apply basic probability conceptsUse both discrete and continuous probability distributionsUse the various sampling methodsCalculate point estimates and construct confidence intervalsConduct one-sample and two-sample tests of hypothesisDevelop a regression line and determine the strength of a correlationApply statistical analysis to decision-making.	Statistics Math II: 1-4	۸. م ۳.
	By the end of the course, students will be able to effectively solve mathematical problems via appropriate methods.	Liberal Arts Math II: 3,4	Ø
UHON 202: Mathematics in the	course, stude is will be able as effectively in the course.	Liberal Arts Math II: 1,2,3,4 S	Ø
World	By the end of the course, students will be able to a reference unicate mathematical ideas effectively.	Liberal Arts Math II: 1,2,3,4 K & S	X & S
	By the end of the course, students will be able to communicate mathematical thinking through the appropriate use of symbolic and visual forms.	Liberal Arts Math II: 1,3	KS&R

Student Learning Outcomes Area III: Physical and Natural Sciences

*courses not offered at UNM Gallup have been marked out

Priyaical and Hatulal Sciences			
Courses	Student Learning Outcomes	NM HED Core Area: Competency #	UNM Learning Goals: Knowledge, Skills & Responsibility (K,S & R)
	s'e	III: 1	×
	By the end of the court so addents will peable to identify and evaluate archaeological objects and data if or of the understand the human past.	III: 2,4	K&S
AN I H 120: Arch. Method & Theory	By the end of the course, students will be able to success impacts of archaeological research on the archaeological record and on contemporary people and cultures.	III: 3,5	K, S& R,
	By the end of the course, students will be able to provide examples of controversies associated with the development and implementation of legal protections and restrictions involving archaeology.	III: 3,5	a se u
	By the end of the course, students will be able to list the basic principles of the science of archaeology, including goals, methods, theory, terminology and ethics.	J 30	×
	By the end of the course that now will be able to identify and evaluate archaeological objects and start in order or idenstand the human past.	III: 2,4	K&S
ANTH 122L: Req. Lab for ANTH 120 (1cr)	By the end of the course, students will be able to see any pacts of archaeological research on the archaeological record and on contemporary people and cultures.	III: 3,5	K, S&R
	By the end of the course, students will be able to provide examples of controversies associated with the development and implementation of legal protections and restrictions involving archaeology.	5'E:III	a a a a
	By the end of the course, students will be able to generate hypotheses from observations of the natural world, predictions of the hypotheses and experiments III: 1,2 to test the predictions.	III: 1,2	K, S&R
	By the end of the course, students will be able to define the forces of evolution and explain their effects on levels of variation within and between populations.	II: 3	K&S
	By the end of the course, students will be able to use Mendel's laws to predict offspring genotypes and phenotypes from parental genotypes and phenotypes.	III: 2,4	K&S
	By the end of the course, students will be able to apply the principles of the Central Dogma to generate amino acid sequences from DNA sequences.	III: 2,4	K, S&R
ANIN 150: EVOLO, Fluman Emergence	By the end of the course, students will be able to construct a phylogenetic tree showing the evolutionary relationships among primate taxa, and list the derived traits associated with each branch of the tree.	II: 2,4	K, S&R

		3	
	by the end of the course, students will be able to define basic concepts in evolutionary theory, including natural selection, sexual selection and reproductive success.	III: 1,3	¥
	By the end of the course, students will be able to describe the major life history tradeoffs and apply this framework to understanding variation in the human life course.	III: 1-3	X & X
ANTH 161L: Opt. Lab for ANTH 160 (1cr)	By the end of the course, students will be able to describe life history pattern in human foraging societies and explain how and why they differ from modern industrialized societies.	III: 1-3	K, S&R
	By the end of the course, students will be able to discover how humans fit in the natural world, and use comparative data from other primates to investigate how human features have changed from our evolutionary relatives.	II: 1-5	K, S&R
	By the end of the course, students will be able to evaluate scientific hypotheses using empirical evidence.	III: 2,4	X & S
	By the end of the course, students will be able to apply evolutionary/scientific reasoning to understand real-world phenomena, such as modern health problems and the demographic transition.	III: 2,3,5	አ .
	Models and Scientific Inquiry:		
	By the end of the course, students will be able to identify models and theories, for example, heliocentric and geocentric models of the universe and the Big Bang theory. Course level instruction objectives: Students will be able to recognize how the scientific process was involved in the development and acceptance or rejection of such models and theories.	票 1	K & S
	Knowledge of Basic 27% of Physics Related to Astronomy and Use of Units. By the end of the course, studenty of Brable to use basic laws of physics related to astronomy to estimate a tax sto various problems. Course level instruction objectives. Studenty will be able to recognize metric units and the correct units in which to measure and a stronomical properties.	III: 2,4	X & S
AS I K 101: Intro to Astronomy	Basic Astronomical Phenomena: By the end of the course, students will be able to identify basic everyday concepts like seasons, the rising and the setting of the Moon and its appearance, III: 3 and our place in the universe. Course level instruction objectives: Students will recognize valid explanations of these phenomena.		K, S & R
		II : 2,3,5	K. STAP
	Origin and Nature of the Universe:		

	By the end of the course, students will be able to predict primate social structures and mating systems from morphological and ecological data.	III: 2,3	K, S & R
	By the end of the course, students will be able to list the geographic range, time of origin and extinction, unique behaviors and derived anatomical traits of the major hominin taxa.	II: 2,3	K&S
	By the end of the course, students will be able to use the scientific method to test evolutionary and non-evolutionary hypotheses for the causes of variation in human mate choice, parenting, and cultural institutions.	III: 3,5	K,S&R
	By the end of the course, students will be able to generate hypotheses from observations of the natural world, predictions of the hypotheses and experiments to test the predictions.	III: 1,2	K, S&R
	By the end of the course, students will be able to define the forces of evolution and explain their effects on levels of variation within and between populations.	II: 3	K&S
ANTH 151L: Opt. Lab for ANTH 150 (1cr)	By the end of the course, students will be able to use Mendel's laws to predict offspring genotypes and phenotypes from parental genotypes and phenotypes.	II: 2,4	K&S
	By the end of the course, students will be able to apply the principles of the Central Dogma to generate amino acid sequences from DNA sequences.	III: 2,4	K, S&R
	By the end of the course, students will be able to construct a phylogenetic tree showing the evolutionary relationships among primate taxa, and list the derived traits associated with each branch of the tree.	III: 2,4	K, S&R
	By the end of the course, students will be able to predict primate social structures and mating systems from morphological and ecological data.	III: 2,3	K, S&R
	By the end of the course, students will be able to define basic concepts in evolutionary theory, including natural selection, sexual selection and reproductive III: 1,3 success.	II: 1,3	¥
	By the end of the course, students will be able to describe the major life history tradeoffs and apply this framework to understanding variation in the human life course.	II: 1-3	¥
ANTH 160: Human Life Course	By the end of the course, students will be able to describe life history pattern in human foraging societies and explain how and why they differ from modern industrialized societies.	III: 1-3	K&S
	By the end of the course, students will be able to discover how humans fit in the natural world, and use comparative data from other primates to investigate how human features have changed from our evolutionary relatives.	III: 1-5	K, S&R
	By the end of the course, students will be able to evaluate scientific hypotheses using empirical evidence.	III: 2,4	S & X
	By the end of the course, students will be able to apply evolutionary/scientific reasoning to understand real-world phenomena, such as modem health problems and the demographic transition.	III: 2,3,5	Х, я я х

	By the end of the course, students will be able to identify the origin and nature of the universe – subjects with relevance to contemporary societal issues.	11: 3,5	K, S & R
	Models and Scientific Inquiry. By the end of the course, students will be able to identify models and theories, for example, heliocentric and geocentric models of the universe and the Big Bang theory. Course level instruction objectives: Students will be able to recognize how the scientific process was involved in the development and acceptance or rejection of such models and theories.		ሊ ቁ ແ
	Executed by the end of the course, students will be able to use basic laws of physics related to astronomy to estimate asserts to various problems. Course level instruction basic for a support of the correct units in which to reasonable to recognize metric units.	III: 2,4	ಇ ಸ
ASTR 101L : Opt. Lab for ASTR 101 (1cr)	Basic Astronomical Phenomena: By the end of the course, students will be able to rearling a reasons for basic everyday concepts like seasons, the rising and the setting of the Moon and its appearance, and our place in the universe. Course level instruction objectives: Students will recognize valid explanations of these phenomena.	III: 3	K, S&R
	Environmental Issues Related to Astronomy. By the end of the course, students will be able to identify environmental issues that arise in the context of astronomy, namely greenhouse gases, the ozone layer and light pollution.	II: 2,3,5	K,S&R
	Origin and Nature of the Universe: By the end of the course, students will be able to identify current theories of the origin and nature of the universe – subjects with relevance to contemporary societal issues.	11: 3,5	K, S&R
	By the end of the course, students will be able to explain the nature and process of science.	III: 1,5	S
	By the end of the course, students will be able to use the logic of scientific discovery to critically evaluate scientific information and to develop a testable hypothesis to explain phenomena of the natural world.	III: 1,5	K, S&R
	By the end of the course, students will be able to analyze data, construct and interpret graphs.	III: 4	Ø
	By the end of the course, students will be able to identify macromolecules of life and explain how their structures relate to their functions in cells.	III: 3	K, S&R
BIOL 110/112L: Biology for Non-Majors	By the end of the course, students will be able to describe how cellular structures and functions are related.	III: 2,3	S
	By the end of the course, students will be able to explain energy transformation pathways in autotrophs and heterotrophs.	III: 3	S

	By the end of the course, students will be able to explain the basic mechanisms of inheritance from the molecular to organismal level.	II : 3	Ø
	By the end of the course, students will be able to define biological evolution by natural selection and explain microevolution and macroevolution.	≡ 3	S & X
	By the end of the course, students will be able to explain the basic principles of ecology at the population, community and ecosystem levels.	III: 3,5	X, 8, 8, 8, 8, 8, 8, 8, 8, 8, 8, 8, 8, 8,
	By the end of the course, students will be able to explain why evolution is the central paradigm of biology.	III: 1,3,4	Ø
	By the end of the course, students will be able to explain the nature and process of science and use it to critically evaluate scientific information and to develop a testable hypothesis to explain phenomena of the natural world.	III: 1,4	K, S & R.
	By the end of the course, students will be able to analyze data, construct and interpret graphs.	III: 4	S & X
	By the end of the course, students will be able to explain the importance of water to life and apply basic chemistry to the biology of cells.	M: 2,4	ж 8
BIOL 123/BIOL 124L: Biology for Non-Majors eukaryotic Health Related Sciences	By the end of the course, students will be able to describe how the features of eukaryotic cellular structures and functions are related, including organelles, membranes, and the cytoskeleton.	III: 1,3,5.	X & X
	By the end of the course, students will be able to use the laws of thermodynamics to explain energy transformation and describe the various metabolic energy-transformation pathways in eukaryotic cells.	III: 1-2,4	K&S
	By the end of the course, students will be able to explain the significance of meiosis, sexual reproduction, and the generation of genetic diversity and its relation to patterns of inheritance.	III: 1-2,4-5	ж ж ж
	By the end of the course, students will be able to explain the goals and mechanisms of nuclear division by mitosis and its role in the cell cycle.	III: 1,2,4,5	X \$ X
	By the end of the course, students will be able to explain the structure and functions of DNA in cells and the mechanisms for replication and regulation of gene expression.	III: 1,2,4,5	K, S&R
	By the end of the course, students will be able to define and explain basic chemical terms, principles and concepts and recognize simple compounds.	III: 3,5	S & X
	By the end of the course, students will be able to interpret information from data presented in charts, graphs, tables and spreadsheets.	III: 2,5	Ø
	By the end of the course, students will be able to balance chemical and nuclear reactions.	III: 2,4,5	¥
CHEM 101: Chemistry in Our Community	By the end of the course, students will be able to conclude whether or not a statement has both a logical and a scientific basis.	III: 1,5	¥
	By the end of the course, students will be able to identify reliable government and scientific websites for accessing data relevant to current local, national and international issues.	11:1 3,5	K,S&R

the , global water K, S & R	is, the SI Convert III: 2,5 K	ure of III: 1,2 K&S	of III: 4 K, S.&.R	to III: 2,4 K, S & R	kinetic III: 2,4 S	ich III: 2,4 K & S dization.	operties Ctron III: 4 K	ar to III: 2 K, S.&.R if result.	issure III: 2 K&S	ws; III: 2,4; II: 1,2 K.8.S	iel of ; derive III: 2.4
By the end of the course, students will be able to understand and explain the basic chemistry behind and major issues of debate concerning air quality, global climate change, use of fossil fuels, nuclear power, alternative energy and water quality.	By the end of the course, students will be able to use dimensional analysis, the SI system of units and appropriate significant figures to express quantities, convert units and perform quantitative calculations in science.	By the end of the course, students will be able to diagram the structure of the atom in terms of its subatomic particles; and justify the existence and nature of the subatomic particles and the scale of the nucleus using appropriate experiments from scientific history.	By the end of the course, students will be able to use the IUPAC system of nomenclature and knowledge of reaction types to describe chemical changes, predict products and represent the process as a balanced equation.	By the end of the course, students will be able to apply the mole concept to amounts on a macroscopic and a microscopic level and use this to perform stoichiometric calculations including for reactions in solution and gases.	By the end of the course, students will be able to apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic properties.	By the end of the course, students will be able to describe the ways in which atoms combine to form molecules (ionic and covalent). Apply knowledge of electronic structure to determine molecular structure, geometry and hybridization.	By the end of the course, students will be able to analyze how periodic properties (valence, electronegativity, etc.) and reactivity of elements result from electron configurations of atoms.	By the end of the course, students will be able to explain the intermolecular attractive forces that determine physical properties; apply this knowledge to qualitatively evaluate these forces; and predict the physical properties that result.	By the end of the course, students will be able to calculate solution concentrations in various units and explain the effects of temperature, pressure and structure on solubility.	By the end of the course, students will be able to explain rates and rate laws; determine the rate, rate law and rate constant of a reaction; and calculate concentration as a function of time and vice versa.	By the end of the course, students will be able to explain the collision model of reaction dynamics, including activation energy, catalysts and temperature; derive
									CHEW 414: Flom of General Chemistry (4ex)		

	By the end of the course, students will be able to recognize oxidation-reduction reactions, and identify oxidizing and reducing agents.	III: 2,4	K
	By the end of the course, students will be able to describe the dynamic nature of chemical equilibrium and its relation to reaction rates, and apply Le Chatelier's Principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures.	III: 2	Ø
	By the end of the course, students will be able to describe the equilibrium constant and use it to determine whether equilibrium has been established; and calculate equilibrium constants from equilibrium concentrations and vice versa.	III: 2,4; II: 2	ቋ ዴ
	By the end of the course, students will be able to describe the different models of acids and base behavior and recognize common acids and bases.	II: 2	K&S
	By the end of the course, students will be able to apply equilibrium principles to aqueous solutions, including acid-base and solubility reactions; and calculate pH and species concentrations in buffered and unbuffered solutions.	III: 2,4; II: 2	S
	By the end of the course, students will be able to recognize the basic radioactive decay modes; compare the penetrating and ionizing power of various types of radiation; fill in a missing species in a balanced nuclear equation; and perform half-life calculations for radioactive isotopes.	III: 2,5	K, S&R
	By the end of the course, students will be able to relate the development of essential chemical theories to the application of the scientific method.	III: 1	K
	By the end of the course, students will be able to use dimensional analysis, the SI system of units and appropriate significant figures to express quantities, convert units and perform quantitative calculations in science.	III: 2,5	K&S
	By the end of the course, students will be able to explain the structure of the atoms, isotopes and ions in terms of its subatomic particles.	III: 1,2	K&S
	By the end of the course, students will be able to use the IUPAC system of nomenclature and knowledge of reaction types to describe chemical changes, predict products and represent the process as a balanced equation.	≡ 4	8 8 Y
	By the end of the course, students will be able to describe physical states and changes, and distinguish these from chemical changes.	III: 4	K&S
	By the end of the course, students will be able to apply the mole concept to amounts on a macroscopic and a microscopic level; and use this to perform stoichiometric calculations including for reactions in solution, gases and thermochemistry.	III: 2,4	K, S & R
CHEM 121: General Chemistry	By the end of the course, students will be able to apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic properties.	III: 2,4	s S

By the end of the course, students will be able to describe the energy conversions that occur in chemical reactions, relating heat of reaction to thermodynamic properties such as enthalpy and internal energy; and calculate and describe how to measure energy changes in reaction.	By the end of the course, students will be able to use different bonding models to describe formation of compounds (ionic and covalent); and apply knowledge of lil: 4 K, S & R electronic structure to determine molecular spatial arrangement and polarity.	By the end of the course, students will be able to analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electron configurations of atoms.	By the end of the course, students will be able to apply principles of general chemistry to specific real world problems in environment, engineering and health- III:4 II:2 K, related fields.	By the end of the course, students will be able to dress properly for laboratory III: 2,5 K	By the end of the course, students will be able to handle chemicals safely and III: 2,5 K	By the end of the course, students will be able to prepare solutions with an acceptable accuracy to a known concentration using volumetric flask.	By the end of the course, students will be able to properly prepare scientific III: 2,4 K& graphs to demonstrate quantitative relationships between variables.	By the end of the course, students will be able to demonstrate mastery in experimental techniques for pressure measurements, calorimetric measurements and spectrophotometric measurements.	By the end of the course, students will be able to write simple hypotheses based III: 1,2 Son selected chemical principles and or observations.	By the end of the course, students will be able to design experimental procedure III: 1,2 S for simple lab questions.	By the end of the course, students will be able to properly use lab notebook to record experimental data and observations with correct significant figures and III: 1,2,4 K & units.	By the end of the course, students will be able to make meaningful analysis of III: 1,4 K experimental data and summarize the results in a proper format.	By the end of the course, students will be able to communicate scientific III: 1,3,5 K & arguments effectively and logically in a written and an oral form.	of the course, students will be able to explain the intermolecular forces that determine physical properties and phase transitions; apply
By the convers thermone thermone and dec	By the endescribe the describe the electronic	By the en (e.g. elections) metallic of atoms.	By the end of chemistry to see related fields.	By the e	By the property	By the e accepta	By the e	By the experimental of the last for Chem 121 (152)		By the e for simp	By the e record e units.	By the end experimen	By the end arguments	By the end of the course, students will be able to explain the intermolecular attractive forces that determine physical properties and phase transitions; a

By the end of the course, students will be able to calculate solution concentrations in various units (molarity, molality, mole fraction, % by mass, and % m/v); and explain the effects of temperature, pressure and structure on solubility.	III: 2	S
By the end of the course, students will be able to describe the colligative properties of solutions and explain them using intermolecular forces; and determine solution concentrations using colligative property values and vice versa.	III: 2,4	KAS
By the end of the course, students will be able to explain reaction rates, rate laws, and half-life; determine the rate, rate law and rate constant of a reaction; Ill and calculate concentration as a function of time and vice versa.	III: 2,4 II: 1,2	S 8 X
By the end of the course, students will be able to explain the collision model of reaction dynamics, including activation energy, catalysts and temperature; derive a rate law from a reaction mechanism; and evaluate the consistency of a mechanism with a given rate law.	III: 2,4	K, S&R
By the end of the course, students will be able to describe the dynamic nature of chemical equilibrium and its relation to reaction rates; apply Le Chatelier's Principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures.	II: 2	K, S.& R
By the end of the course, students will be able to describe the equilibrium constant and use it to determine whether equilibrium has been established; amd list calculate equilibrium constants from equilibrium concentrations and vice versa.	III: 2,4 II: 2	K&S
By the end of the course, students will be able to describe the different models of III acids and base behavior and the molecular basis for acid strength.	11:2	K&S
By the end of the course, students will be able to apply equilibrium principles to aqueous solutions, including acid-base and solubility reactions; and calculate pH III and species concentrations in buffered and unbuffered solutions.	III: 2,4 II:2	K&S
By the end of the course, students will be able to explain titration curves and speciation diagrams; and calculate concentrations of reactants from the former and determine dominant species as a function of pH from the latter.	III: 2,4 II:1,2	K, S&R
By the end of the course, students will be able to explain and calculate the thermodynamic functions enthalpy, entropy and Gibbs free energy for a chemical Ill system; and relate these to equilibrium constants and reaction spontaneity.	III: 2,4	K, S & R
By the end of the course, students will be able to balance redox equations, express them as two half reactions and evaluate the potential, free energy and equilibrium K for the reaction, as well as predict the spontaneous direction.	III: 2,4	K&S

CHEM 122: General Chemistry II

	By the end of the course, students will be able to construct a galvanic or electrolytic cell; determine the standard (and non-standard) cell potential of the former, and relate current to electron transfer rates in the latter.	III: 2,4	K, S & R
	By the end of the course, students will be able to dress properly for laboratory work and wear safety googles for eye protection.	III: 2,5	Υ.
	By the end of the course, students will be able to handle chemicals safely and properly, which include transfer and disposal of chemicals.	III: 2,5	¥
	By the end of the course, students will be able to prepare solutions accurately and correctly.	III: 2,4	×
	By the end of the course, students will be able to apply appropriate chemical principles to solve practical chemistry problems.	III: 2,4	ж 8 8
		III: 2	χ 95 27
CHEM 124L: Req. Lab for Chem 122 (1cr)	By the end of the course, students will be able to write appropriate hypotheses for lab questions.	III: 1,2	v
	By the end of the course, students will be able to design experiments to obtain useful data for integrated lab questions.	III: 1,2	×
	By the end of the course, students will be able to properly use lab notebook to record experimental data and observations with correct significant figures and units.	III: 1,2,4	× «۵ «۵
	By the end of the course, students will be able to make meaningful analysis of experimental data and summarize the results in a proper format.	III: 1,4	S & X
	By the end of the course, students will be able to communicate scientific arguments effectively and logically in a written and an oral form.	III: 1,3,5	v
	By the end of the course, students will be able to apply the mole concept to amounts at a microscopic level and use this to perform stoichiometric III: 2,4 calculations for reactions in solution, gases and thermochemistry.	III: 2,4	K, Se R
	By the end of the course, students will be able to apply the mole concept to amounts at a microscopic level and use this to perform stoichiometric III: 2,4 calculations for reactions in solution, gases and thermochemistry.	III: 2,4	X 8 8 8 8
	By the end of the course, students will be able to calculate solution concentrations in various units.	111: 2,4	×
	By the end of the course, students will be able to apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic properties.	III: 2,4	Ø
	By the end of the course, students will be able to explain the electronic structure of atoms, isotopes and ions in terms of its subatomic particles.	III: 2,3	v
	By the end of the course, students will be able to analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electronic configurations of atoms.	II: 2	ග ස් ප

X & S	Ø	K, S&R	K, S&R	K, S&R	ഗ •ദ ×	о 95 7	ج م م ج	о 8 8	۲, مو س	X & S	K & S
III: 2	III: 2	II: 2	II: 2,4	 :5	III: 2,4	III: 2,4	H:2	II: 2	III: 2,4	III:2	III: 2,4
By the end of the course, students will be able to describe the nature of chemical bonds (ionic and covalent).	By the end of the course, students will be able to apply knowledge of electronic structure to determine molecular structure and polarity.	by the end of the course, students will be able to explain the formation of different phases of the teach of the upper that the fundamental intermolecular interactions; describe physical states and charges and distinguish these from chemical changes.	By the end of the course, students will be able constitute the energy conversions that occur in chemical reactions and state charges, relating heat of reaction to thermodynamic properties such as enthalpy and internal energy, and apply these principles to measure and calculate energy charges in reaction.	By the end of the course, students will be able to apply principles of general chemistry to specific real-world problems in environment, engineering and health- III: 5 related fields.	By the end of the course, students will be able to describe the colligative properties of solutions and explain them using intermolecular forces; and determine solution concentrations using colligative property values and vice versa.	By the end of the course, students will be able to explain rates of reactions, rate laws, and half-life; determine the rate, rate law and rate constant of a reaction; calculate concentration as a function of time and vice versa; and explain the principle of catal As.	By the end of the bounds, students will be able to explain the collision model of reaction dynamics, including activation energy, catalysts and temperature; derive a rate law from a reaction medianism; and evaluate the consistency of a mechanism with a given rate law.	By the end of the course, students will be a near describe the dynamic nature of chemical equilibrium and its relation to reacted rates; and apply Le Chatelier's Principle to predict the effect of concentration, preseure and temperature changes on equilibrium mixtures.	By the end of the course, students will be able to describe the equilibrium constant and use it to determine whether equilibrium has been established; and calculate equilibrium constants from equilibrium concentrations (including pressures) and vice versa.	By the end of the course, students will be able to describe the different models of acids and base behavior and the molecular basis for acid strength.	By the end of the course, students will be able to apply equilibrium principles to aqueous solutions, including acid-base and solubility reactions; and calculate pH and species concentrations in buffered and unbuffered solutions.
CHEMA31: Principles of Chemistry										CHEM 132: Principles of Chemistry	

K&S	್ ಪ ಪ	بر ھو ھ	K, S&R	K, S&R	¥	X & S	K&S	K	X & S	X & X	ж 8 8	X S S	K, S&R
III: 2,4	III: 2,4	III: 2,4	III: 2	III: 2	III: 1,2,4	III: 1,3	III: 1,3	III: 3	III: 1,2,3,4	III: 3	III: 2,3	III: 3,4	III: 3,5
By the end of the course, students will be able to explain titration curves and speciation diagrams; calculate concentrations of reactants from the former; and determine dominant species as a function of pH from the latter.	By the end of the course, students will be able to explain and cakulate the the the the the the the the the t	By the end of the course, students will be she to balance redox equations; express them as two half reactions; and evaluate the potential, free energy and equilibrium K for the reaction; as well as predict the spontaneous direction.	By the end of the course, students will be able to construct a galvanic or electrolytic cell; determine the standard (and non-standard) cell-potential of the former; and relate current to electron transfer rates in the latter.	By the end of the course, students will be able to explain the basic chemical properties of main group and transition metal elements; and develop a broad understanding of several key branches of chemistry.	By the end of the course, the student will be able to evaluate a set of data in order to define a problem, pose a hypothesis and describe how the hypothesis can be tested.	By the end of the course, students will be able to state the age of the Earth and describe how geologists measure absolute rock ages by radioactive decay.	By the end of the course, students will be able to determine the relative order in which a series of geologic events occurred by applying the concepts of relative dating.	By the end of the course, students will be able to describe the compositional (crust, mantle, core) and mechanical (lithosphere, asthenosphere, outer core, and inner core) layers that exist in the Earth.	By the end of the course, students will be able to use the concept of isostasy to explain why continental crust is at a higher elevation than the oceanic crust.	By the end of the course, students will be able to describe the three main rock types (igneous, sedimentary and metamorphic) and how they form in the context of the rock cycle.	By the end of the course, students will be able to explain the evidence for the plate tectonic processes that occur at each of the three types of plate boundaries.	By the end of the course, students will be able to describe the geologic processes involved in formation and concentration of a significant geologic resource (examples include fossil fuels and metals).	By the end of the course, students will be able to describe the processes that are responsible for specific geologic hazards (e.g., earthquakes, volcanic eruptions, mass movement, flooding, etc.).
									EPS 101: Intro to Geology				

propose III: 1,2 K	ay and III: 4 K	Ind use III: 2 K&S	hat III: 3,5 K, S & R	ons of III: 3 K.g. S	ation of III: 3,4 K.8.S	ations N/A K	ite III: 4 K	rocks to III: 2,5 K & S	arth III: 4 K	ate the III: 1,2 K, S&R	ics III: 3 Kg. S	sses of III: 3,5 K&S	at K, S&R
By the end of the course, students will be able to construct a hypothesis, propose a test, and then complete the test using quantitative and spatial data.	By the end of the course, students will be able to make measurements and make calculations using those measurements that lead to graphical display and interpretation of data.	By the end of the course, students will be able to analyze graphical data and use the graphs to make interpretations.	By the end of the course, students will be able complete a written report that effectively communicates an interpretation of quantitative and spatial data to evaluate a societally relevant geologic problem.	By the end of the course, students will be able to provide written descriptions of rocks that correctly uses geological terminology and links these descriptions to an acceptable explanation of rock origins.	By the end of the course, students will be able to provide a written explanation of the geologic history (including ages of events) of a location portrayed in photograph or diagram.	By the end of the course, students will be able to interpret scales and elevations on a topographic contour map.	By the end of the course, students will be able to determine the rate of plate motions by using spatial and graphical data.	By the end of the course, students will be able to use data obtained from rocks to interpret and write about events in Earth history.	By the end of the course, students will be able to explain how the age of Earth and the ages of eventy in Farth history are determined.	By the end of the course, to the swill be able to explain, apply and evaluate the evidence provided by assils for biological continu.	By the end of the course, students will be able to policy accounts for the major features of Earth's surface.	By the end of the course, students will be able to explain the satural processes that cause climate change over time scales of millennia-tens of thousands of years to many tens of millions of years-and put these processes in context with modern climate change influenced by human activities.	By the end of the course, students will be able to explain the processes that control surface and deep ocean circulation patterns and how circulation changes
			EPS 105L: Opt. Lab for EPS 101 (1cr)								EPS 201L: Earth History		

:1 X	II: 2,5	III: 1,3,5	II: 4	III: 3,4 K	II:4 K&S	III: 1,5	III: 3,5 K, S & R	III: 3,5	III: 3,5 K.&.S	II:3 K, S&R	III: 1,2	III: 4 K	
By the end of the course, students will be able to describe examples of questions science can answer and those that cannot be answered by science	By the end of the course, students will be able to construct simple hypotheses and develop possible hypothesis tests related to environmental geoscience.	By the end of the course, students will be able to read material presented in popular literature (e.g., Scientific American or National Geographic) and report on hypotheses presented, hypothesis tests used and results of reported work. Course level instruction objectives: Students will evaluate whether results reported are scientifically based, given their level of experience with the topic.	By the end of the course, students will be able to evaluate rate problems in geoscience (e.g., rate at which tectonic plates separate, relative rate of seismic II wave movement, and rate of water flow in channels or aquifers).	By the end of the course, students will be able to draw plate tectonic cross sections and report locations of related earthquakes and volcanoes.	By the end of the course, students will be able to construct, read and interpret common graphs used in geoscience (e.g., hydrographs, rainfall vs. time, temperature/CO2 change through time, etc.).	By the end of the course, students will be able to discuss hypotheses related to global warming; and describe scientific evidence for global warming.	By the end of the course, students will be able to explain mechanisms of climatic change (e.g., the greenhouse effect).	By the end of the course, students will be able to define basic concepts in water resources (e.g., stream discharge, aquifer recharge/discharge, and water table).	By the end of the course, students will be able to explain the link between energy III resource use and environmental impact in a scientific manner.	By the end of the course, students will be able to evaluate tectonic plate boundary types from a relief map of the Earth; and identify potential geologic lipazards along the different boundaries.	By the end of the course, students will be able to construct a hypothesis, propose a test and then complete the test using quantitative and spatial data.	By the end of the course, students will be able to make measurements and make calculations using those measurements that lead to graphical display and interpretation of data.	By the end of the course, students will be able to make and use observational
			ENVS 101: The Blue Planet										

ENVS 102L: Opt. Lab for ENVS 101 (1cr)	By the end of the course, students will be able to analyze graphical data; and use the graphs to make interpretations.	III: 2	S
	By the end of the course, students will be able to effectively communicate (written and/or oral) an interpretation of quantitative and spatial data to evaluate a societally relevant environmental problem.	III: 3,5	K, S& R
	By the end of the course, students will be able to use the basics to function successfully in a field setting, including use of some basic equipment and techniques, and putting into practice the basic steps of collecting field data.	III: 4	K&S
	By the end of the course, students will be able to interpret scales and elevations on a topographic contour map.	N/A	K
	By the end of the course, students will be able to use observational data in one confext and apply this information in other contexts.	III: 2,5	K & S
	By the end of the course, students will be able to identify the basic atmospheric, geological, hydrological and biological processes that shape Earth's landscapes.	III: 1,2,4	K
	By the end of the course, students will be able to explain physical geographic variation across the Earth's surface over time.	III: 1,2,4	K&S
GEOG 101: Physical Geography	By the end of the course, students will be able to identify and analyze the current and historical physical processes responsible for shaping specific landscapes.	III: 1,2,5	K, S& R
	By end of the course, students will be able to use spatial identification systems and geographic technology to locate specific physical features on Earth's surface.	III: 2,3,4	K&R
	By end of the course, students will be able to identify, describe, and analyze the primary processes that produce spatial variation on Earth's surface.	III: 1,2,3,4	ഗ ഷ
	By the end of the course, students will be able to identify, describe, and predict likely environmental impacts of possible human activities within specific landscapes.	III: 1,2,3,4,5	K, S&R
GEOG 105L: Opt. Lab for GEOG 101 (1cr)	By the end of the course, students will be able to identify, describe, and analyze the current and historical physical processes responsible for shaping specific landscapes.	III: 1,2,5	K&S
	By the end of the course, students will be able to use spatial identification systems and geographic technology to locate specific physical features on Earth's surface.	III: 2,3,4	K, S&R
	By the end of the course, students will be able to describe and demonstrate the differences between position, speed, velocity and acceleration. <u>Course level instruction objectives</u> : This includes interpreting graphs of any of these variables vs time as well as creating such graphs. Students will be able to quantitatively work with those three variables as well as describe them without math for young children. Students will be able to describe several relevant inclass activities for K-8 students.	III: 2,3,4	~

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II: 1,2,3,4	II: 1,2,3,4	II: 1,2,4	II: 1,2,3,4	II: 2,3,4	II: 1,2,3,4
By the end of the course, students will be able to illustrate Newton's three laws, both conceptually and mathematically. Course level instruction objectives: Students will be able to describe several relevant in-class activities for K-8 students regarding each of the three laws, including those that reveal Newton's laws through the experimental method / inquiry.	By the end of the course, students will be able to describe the effects of gravity. Course level instruction objectives: This includes gravitational force and acceleration. Students will be able to demonstrate the effects of gravity both in classroom demonstrations and on computer models. Students will be able to describe several relevant inquiry-based in-class activities for K-8 students.	By the end of the course, students will be able to describe how energy travels in waves using terms such as period, wavelength, amplitude, frequency, etc. Course level instruction objectives. Students will be able to treat such physics problems mathematically, graphically, and conceptually.	By the end of the course, students will be able to demonstrate basic principles of sound waves. <u>Course level instruction objectives:</u> Students will be able to build at least one apparatus demonstrating a feature of sound waves. Students will be able to describe several relevant in-class activities for K-8 students.	By the end of the course, students will be able to demonstrate basic principles of light waves. Course level instruction objectives: Students will be able to build at least one apparatus demonstrating a feature of light waves. Students will be able to describe several relevant in-class activities for K-8 students.	By the end of the course, students will be able to describe the large-scale structures of the universe and the life cycle of stars. Course level instruction objectives: Students will be able to describe how scientists are able to study and gain information about distant objects in the universe. Students will be able to describe several relevant in-class activities for K-8 students.
		NTSC 261L: Physical Science (4cr)			

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	By the end of the course, students will be able to describe the fundamental properties of our solar system, including the major features of each planet. Course level instruction objectives: Students will be able to describe the series of events leading up to the formation of the solar system and be able to illustrate the evidence used by scientists to lead to this theory. Students will be able to construct a properly scaled solar system within the confines of any area such as a playground. Students will be able to describe several relevant in-class activities for K-8 students.	II: 2,3,4	بر ھ ہ
	By the end of the course, students will be able to describe examples of adaptations of plants and animals to their environments, both external and internal, as well as animal senses and responses to their environment and patterns of animal life cycles. Course level instruction objectives: Students will be able to describe several relevant in-class activities for K-8 students. III: 1,2,3	III: 1,2,3	K, S & R
	By the end of the course, students will be able to plan and conduct an investigation into the growth and life cycle of plants; and describe the role of photosynthesis in Earth's ecosystems. Course level instruction objectives: Students will be able to describe several relevant in-class activities for K-8 students.	III: 1,2,3	K, S.&.R.
	By the end of the course, students will be able to describe the function of cells internally and in systems with other cells. Course level instruction objectives; Students must be able to identify and describe the major body systems of vertebrates: circulatory, excretory, digestive, III: 2.3 respiratory, muscular, and nervous. They will be able to describe several relevant in-class activities for K-8 students.	III: 2,3	K & S
NTSC 262L: Life Science (4cr)	By the end of the course, students will be able to model sources of energy for plant and animal life. Course level instruction objectives: This includes tracing the one-way path of energy in ecosystems as well as the cycle of matter in ecosystems (verbally or through diagram). Students will be able to describe several relevant in-class activities for K-8 students.	III: 2,3,4,5	K
	By the end of the course, students will be able to demonstrate the effects of resource availability on organisms and populations in ecosystems and how changes in ecosystems affect populations. Course level instruction objectives: This includes describing and modeling species interaction patterns seen across ecosystems such as the effect of predators on prey populations or mutually dependent species.	III: 1,2,3,4,5	بر ه ۳

lts : 1,2,3,5	III: 1,2,3	III: 1,2,3,4,5 K, S&R	of III: 1,2,3,4,5 K, S.&.R.	De III: 1,2,3,4,5 K, S & R
By the end of the course, students will be able to describe the major ideas of heredity and natural selection. Course level instruction objectives: This includes the ability to design experiments that investigate the effect of local resources on a plant or animal's growth. Students will be able to discuss genetic variation between asexual and sexual reproduction.	By the end of the course, students will be able to describe the various lines of evidence that support the theory of evolution. <u>Course level instruction objectives:</u> Students must demonstrate the ability to communicate these ideas to a K-8 audience.	By the end of the course, students will be able to teach middle school students about the basic principles of weather. Course level instruction objectives: This includes cloud identification, humidity (mixing ratio, dew point, relative humidity), air pressure, wind, atmospheric structure, convective storms, frontal systems, and ENSO. Students must be able to read weather maps and make predictions about the weather. Students will be able to describe several relevant in-class activities for K-8 students.	By the end of the course, students will be able to identify major climatic zones in the world; and describe the atmospheric phenomenon that are responsible for creating these zones, including a particularly detailed explanation of the climate of New Mexico and the American Southwest. Course level instruction objectives: Students will be able to draw and describe the major global circulation patterns in the atmosphere and ocean. Students will be able to describe several relevant in-class activities for K-8 students.	By the end of the course, students will be able to teach others about the evidence for climate change and why scientists theorize that anthropogenic greenhouse gasses are responsible. Course level instruction objectives: Students will be able to describe and diagram out the greenhouse effect and the carbon cycle. Students will be able to list some III: 1,2,3,4,5 of the consequences of climate change, including impacts on ecosystems and human populations around the world. Students will be able to describe several relevant in-class activities for K-8 students.

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¥;	III: 3,4,5	III: 4	III: 2,4,5	III: 2,3,4,5
By the end of the course, students will be able to describe how 40 million people are able live in the American Southwest despite most of it being arid or semi-arid desert. <u>Course level instruction objectives:</u> Given a blank map, students will be able to identify the major water projects that affect water resources of the American Southwest. Students will able to describe the ecological impacts of major water projects and the political controversies surrounding such projects. Students will be able to describe several relevant in-class activities for K-8 students.	By the end of the course, students will be able to describe and draw human population growth in the past few thousand years and compare it to the naturally occurring growth curves observed in nature. Course level instruction objectives: Students will be able to explain how this population growth has affected Earth's environment including air pollution, greenhouse gasses, freshwater use, and mineral extraction. Students will be able to describe several relevant in-class activities for K-8 students.	By the end of the course, students will be able to solve math problems involving powers of 10, including scientific and engineering notation. Course level instruction objectives: Students will be able to work problems dealing with units correctly and converting between decimal, scientific, and engineering notations as needed. Students will be able to describe several relevant in-class activities for K-8 students.	By the end of the course, students will be able to design, build and troubleshoot basic electrical circuits that utilize light bulbs, motors, switches, resistors and other common parts. Course level instruction objectives; Students will be able to design both series and parallel circuits and use a mustimeter to measure characteristics of the circuit such as current and voltage. Students will be able to calculate power and energy based upon the measurements that they take. Students will be able to describe several relevant in-class activities for K-8 students.	By the end of the course, students will be able to describe the different methods in which electricity is generated, along with the pros and cons of each method, including environmental impacts. Course level instruction objectives: Given different lifestyle scenarios, students will be able to calculate energy use and the resulting carbon footprints. Students will be able to describe several relevant in-class activities for K-8 students.
NTSC 263L: Environmental Science (4 Cr)				

	By the end of the course, students will be able to answer positively on at least five questions surveying coverage of topics.	III: 3	×
PHYC 102: Introduction to Physics	By the end of the course, students will be able to recognize basic elements of science and the scientific approach to understanding nature at least at the satisfactory level.	≡ .1	K
	By the end of the course, students will be able to apply physical models in simple situations at least at the satisfactory level.	III: 2	K & S
	By the end of the course, students will be able to read and interpret information from graphs at least at the satisfactory level.	III: 2,4	Y
	By the end of the course, students will be able to answer positively on at least five questions surveying coverage of topics.	⊪ 3	¥
PHYC 102L: Opt. Lab for PHYC 102 (1α)	By the end of the course, students will be able to recognize basic elements of science and the scientific approach to understanding nature at least at the satisfactory level.	II: 1	×
	By the end of the course, students will be able to apply physical models in simple situations at least at the satisfactory level.	III: 2	X & X
	By the end of the course, students will be able to read and interpret information from graphs at least at the satisfactory level.	III: 2,4	X & X
	fic Inquiry: rse, students will be able to articulate that physics and all ed on observations of nature that can be replicated and on objectives; Students will be able to articulate that logical and thoroughly tested against observations and that observations are discarded.	III: 1	K&S
PHYC 105: Physics and Society	Waves and Particles: By the end of the course, students will be able to articulate that there are two great intellectual models of the material universe—particles and waves. Course level instruction objectives: Students will be able to articulate how the particle model has led to deep understanding, not only of the motion of planets, but also of the mechanical, thermal, and optical properties of matter. Students will be able to articulate how the wave model has led to deep understanding of material waves (mechanical vibrations, sound, seismic waves, water waves), electromagnetic waves (radio waves, light, X-rays), and quantum waves.	II: 2	¥
	The Laws of Physics: By the end of the course, students will be able to identify the fundamental laws of physics-laws of mechanics, laws of thermodynamics, laws of electromagnetism, laws of quantum physics and conservation laws. Course level instruction objectives: Students will be able to articulate when these laws are valid and when they are known to fail. Students will recognize the working of these laws in the life of society and in their every-day life. Analysis:	III: 2,5	K & S

	By the end of the course, students will be able to apply the laws of physics and the rules of logic and simple mathematics to understand simple, realistic physical situations.	III: 2,4,5	K, S&R
	Communication. By the end of the course, students will be able to communicate effectively about physics subjects.	III: 3	v
	Unit Conversion: By the end of the course, students will be able to convert from non-metric system units to metric system units and vice versa (for example, from miles to hour to meters per second).	II: 4	¥
	Vectors: By the end of the course, students will be able to complete simple operations with vectors. Course level instruction objectives: These include resolving a vector into components, adding vectors using components, finding the magnitude of a vector given its components and finding the direction of a vector given its components.	III: 2,4,5	¥
PHYC 151: General Physics	Motion with Constant Acceleration: By the end of the course, students will be able to solve problems involving motion with constant acceleration. Course level instruction objectives: Many everyday type events will be modeled as problems of this type. These include both horizontal motion (examples, an aircraft taking off on the runway, an automobile coming to a stop) and vertical motion near Earth's surface where the acceleration of gravity can be considered constant (for example, a ball thrown straight up in the air). Projectile motion problems also fall into this category; these involve objects experiencing vertical and horizontal motion at the same time (for example, a baseball hit at an angle of 30 degrees above the horizontal).	III: 2.4,5	Ø
	Newton's Second Law: By the end of the course, students will be able to solve a variety of problems with Newton's second law. Course level instruction objectives: Problems of various types (possible examples include effects of forces on objects, circular motion, orbits of planets, inclined planes and motion with friction) will be analyzed.	III: 2,4,5	ж 8
	Fiuids: By the end of the course, students will be able to solve problems involving fluid statics and fluid flow. Course level instruction objectives: Applications of fluid statics may, for example, include pressure in a fluid and buoyancy. Use of Bernoulli's equation and the continuity equation are examples of fluid flow.	III: 2,4,5	کر مع مع

a : 2,5 K&S	e III: 4 K&S	a II: 1,4,5 K	s III: 2,4 K&S	ray III:3 K&S	II: 2,4,5 K, S&R	iath III: 2,4,5 K, S.&.R
By the end of the course, students will be able to solve problems involving the concepts of velocity, acceleration, Newton's laws and energy at the math level of III: 2,5 pre-calculus and trigonometry.	Coulomb's Law: By the end of the course, students will be able to solve problems using Coulomb's Law. Course level instruction objectives: Examples would include understanding the inverse square dependence of Coulomb's law, calculating the total electric force on a charge due to 1 other charge, and using superposition to calculate the total force from two other charges or to combine an electric force with another force such as gravity.	Magnetic Fields: By the end of the course, students will be able to identify magnitudes and directions of magnetic fields. Course level instruction objectives: Examples would include finding the magnitude and direction of a magnetic force on a moving charge or a current carrying wire, recognizing how we know that a current carrying wire produces a magnetic field, calculating the magnetic field due to a current carrying wire, and determining if a particular field would affect a compass.	Simple Circuits: By the end of the course, students will be able to make calculations involving simple circuits. Course level instruction objectives: Examples would include recognizing series and parallel resistors, calculating current, resistance, voltage and power, and showing where a voltmeter or ammeter is connected to a circuit to measure voltage or current.	Geometric Optics: By the end of the course, students will be able to recognize and draw correct ray diagrams for geometric optics and perform related calculations. Course level instruction objectives: Examples would include plane mirrors, spherical mirrors, lenses, and the transitions between materials of differing indices of refraction.	Faraday's Law: By the end of the course, students will be able to determine the direction of induced currents and find the magnitude of induced voltages. Course level instruction objectives: Examples would include changing B fields and moving loops. An application example could include the basic concepts pertaining to transformers.	By the end of the course, students will be able to solve problems involving the concepts of electric charge, electric fields and the electric force electric potential and energy, magnetic fields and force, and electromagnetic induction at the math level of thronometry and pre-calculus.
PHYC 151L: Opt. Lab for PHYC 151 (1cr)			PHYC 152: General Physics			PHYC 152L: Opt. Lab for PHYC 152 (1 cr)

	Motion with Constant Acceleration: By the end of the course, students will be able to solve problems involving motion with constant acceleration. Course level instruction objectives. Many practical events will be modeled as problems of this type. These include both horizontal motion (for example, an aircraft taking off on the runway, an automobile coming to a stop) and vertical motion near Earth's surface where the acceleration of gravity can be considered constant (for example, a ball thrown straight up in the air). Projectile motion problems also fall into this category; these involve objects experiencing vertical and horizontal motion at the same time (for example, a baseball hit at an angle of 30 degrees above the horizontal).	III: 2,4,5	X & S
	Newton's Second Law: By the end of the course, students will be able to solve a variety of problems with Newton's second law. Course level instruction objectives: Problems of various types (possible examples include effects of forces on objects, circular motion, orbits of planets, inclined planes and motion with friction) will be analyzed.	II: 2,4,5	Ø
PHYC 160: General Physics	Newton's Universal Law of Gravity. By the end of the course, students will be able to solve problems involving Newton's Universal Law of Gravity. Course level instruction objectives: Possible examples may include planetary orbits, calculation of the acceleration of gravity on a planet, derivation of Kepler's 3rd law and calculation of forces that masses attract each other.	III: 2,4,5	K&S
	Conservation of Energy and Momentum: By the end of the course, students will be able to solve problems involving the Conservation of Energy and Momentum. Course level instruction objectives: Possible examples of problems include elastic and inelastic collisions and the basic concepts of impulse, momentum, kinetic energy, gravitational potential energy and elastic potential energy.	III: 2,4,5	K&S
	Rotational Motion: By the end of the course, students will be able to solve problems involving Rotational Motion. Course level instruction objectives: Many concepts and their application can be included in rotational motion; possible examples include angular momentum, moment of inertia, conservation of angular momentum, angular velocity, angular acceleration and torque.	II: 2,4,5	K&S
PHYC 160L: Opt. Lab for PHYC 160 (1cr)	By the end of the course, students will be able to solve problems involving the concepts of velocity, acceleration, Newton's laws and energy at a math level of elementary calculus.	III: 2,5	K, S&R
	Electric Force and Field:		

calculating forces using Coulomb's Law, using superposition to add forces, using Gauss' Law to solve for electric fields or charge distributions, and interpreting information from sketches of electric fields or charge distributions, and interpreting information from sketches of electric fields or charge distributions, and interpreting information for magnetic fields. By the end of the course, students will be able to identify magnitudes and direction of amagnetic free on a moving charge or a current carrying wire, recognizing how we know that a current carrying wire produces a magnetic field. calculating the magnetic field due to a current carrying wire produces a magnetic field. calculating the magnetic field due to a current carrying wire, and determining if a particular field would affect a compass. Ohrm's Law and Simple Circulas. By the end of the course, students will be able to make calculations involving simple circular. Course level instruction objectives: Examples would include recognizing series and parallel resistors, calculating current, resistance, voltage and power, and showing where a voltmeter or ammeter is connected to a circuit to measure voltage or current. Faraday's and Lenz' Laws. By the end of the course, students will be able to determine the magnitude and direction of induced currents and voltages. Course level instruction objectives: Examples of applications could include generators or transformers. Course level instruction objectives: Examples for the First Law of Thermodynamics would include understanding entropy at a conceptual econservation of energy, specific heat, phase changes, PV diagrams and the modynamic graphs, and the determination of the amount of heat and work added to a system for various processes. Examples for entropy and the Second Law of Thermodynamics would include understanding entropy at a conceptual evel as sticrial to rocess violates the second law of the course, students will be able to solve problems involving whether a particular process violates and e		By the end of the course, students will be able to solve problems involving electric forces and electric fields. Course level instruction objectives: Examples would include problems such as	III: 3.4	v	A STATE OF THE OWNER, WHEN
Magnetic Fields: By the end of the course, students will be able to identify magnitudes and directions of magnetic fields. Course level instruction objectives: Examples would include finding the magnetic field. Course level instruction of a magnetic force on a moving charge or a current carrying wire, recognizing how we know that a current carrying wire produces a magnetic field, calculating the magnetic field due to a current carrying wire, and determining if a particular field would affect a compass. Ohn's Law and Simple Circuits. By the end of the course, students will be able to make calculations involving simple circuits. By the end of the course, students will be able to make calculations involving simple circuits. Course level instruction objectives: Examples would include recognizing series and parallel resistors, calculating current, resistance, voltage and power, and showing where a voltmeter or ammeter is connected to a circuit to measure voltage or current. Faraday's and Lenz' Laws: By the end of the course, students will be able to determine the magnitude and direction of induced currents and voltages. Course level instruction objectives: Examples of applications could include generators or transformers. Course level instruction objectives: Examples of applications could include generators or transformers. Course level instruction objectives: Examples for the First Law of Thermodynamics would include the connection between heat, work and the connection of energy, specific heat, phase changes, PV diagrams and thermodynamics would include understanding entropy at a conceptual level as disorder, calculating changes in entropy for several processes, recognizing the Second Law of Thermodynamics in several processes, recognizing the Second Law of Thermodynamics in several processes, recognizing the Second Law of Thermodynamics and thermodynamics. By the end of the course, students will be able to solve problems involving the adnernty and electric change, electric fields and force, and electr		calculating forces using Coulomb's Law, using superposition to add forces, using Gauss' Law to solve for electric fields or charge distributions, and interpreting information from sketches of electric field lines.			
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		level of elementary calculus.			

Student Learning Outcomes Area IV: Social and Behavioral Sciences

*courses not offered at UNM Gallup have been marked out

ms and e United V: 1,3 K	ethods an ing, IV, 1,4 K, S & R uggles	ace, clas, IV: 1,4 K, S & R	ectives and IV: 1	1V: 2,3 K&S	gical and IV: 4 K & S	svelopment IV: 1,4 K, S & R story.	ilogical IV: 1,4 K, S & R	iltural IV: 1,4 K	and critique iservation, IV: 1,4 K&S wing.	Medge of IV: 2,4 K & S
By the end of the course, students will be able to identify key terms and concepts required for the study of race, class and ethnicity in the United States.	By the end of the course, students will be able to describe the methods (which can include but are not limited to Jim Crow, Federal Indian Politicies, Japanese Internment, Settler colonialism, racial profiling, lynching, and education policy) implemented in the United States that have resulted in modern racial hierarchies, as well as the ongoing struggles against such oppressive policies.	By the end of the course, students will be able to analyze how race, clas, and ethnic orations have been central to the construction of the contemporary United States in their critical thinking, writing, speaking and presentations.	By the end of the course, students will be able to explain the objectives and methods of the different subfields of anthropology.	By the end of the course, students will be able to explain holism, comparativism and relativism.	By the end of the course, students will be able to describe biological and genetic unity of the human species and its evolutionary origins and sequences.	By the end of the course, students will be able to describe the development of food production strategies and social complexity in human history.	By the end of the course, students will be able to apply anthropological methods to the study of human cultural diversity.	By the end of the course, students will be able to identify the thinkers and ideas associated with the central theoretical traditions in sociocultural anthropology, including functionalism, structural functionalism, (post)structuralism, symbolic anthropology and political economy.	By the end of the course, students will be able to define, explain and critique the following approaches: ethnographic fieldwork, participant observation, linguistic elicitation, life history narrative and qualitative interviewing.	By the end of the course, students will be able demonstrate knowledge of the many forms of power and the possible responses to control and domination.
	AMST 185: Race, Class & Ethnicity				ANTH 101: Intro to Anthropology					

	By the end of the course, students will be able to discuss economic, cultural and political interdependencies and commodification.	IV: 2,4	K & S
ANTH 130: Cultures of the World #	By the end of the course, students will be able to demonstrate knowledge of how the values of anthropological concepts and practices depend upon applying them with an awareness of their political associations and the circumstances of the study.	IV: 1,3	ኢ. S. &
	By the end of the course, students will be able to describe socio-cultural anthropology's approach to developing evidence in order to better understand complex human behaviors; and describe how socio-cultural anthropologists study people.	IV: 2,3	ማ ሊ
	By the end of the course, students will be able to identify the strengths and weaknesses of ethnographic fieldwork as an approach.	IV: 4	¥
	By the end of the course, students will be able to explain and document how anthropological ideas have been influenced by the society in which they were developed.	IV: 1,4	۲, A عو م
	By the end of the course, students will be able to differentiate socio-cultural anthropology from other disciplines that study people.	IV: 4	¥
	By the end of the course, students will be able to describe the major global transitions in human prehistory, including the advent of modern human behavior and technology, the origins of domestication of plants and animals, the emergence of sedentary village life and the rise of civilization and urbanism.	IV: 1,2,3	X & S
ANTH 220: World Archeology	By the end of the course, students will be able to identify the various theoretical debates within the field of archaeology regarding the causes and consequences of these major global transitions and evaluate arguments using an evidence based approach.	IV: 4	K, S&R
	By the end of the course, students will be able to list the kinds of material evidence and conceptual tools that archaeologists use to discover and understand the human past.	IV: 1	Υ
	By the end of the course, students will be able to describe policy tradeoffs, especially short and long run.		
	Course level instruction objectives: Describe the policy implications, risks and consequences that must be weighed in the formulation of economic policy; identify differential effects of policy in the short and long run.	IV: 4	X & S
	By the end of the course, students will be able to explain the role of price mechanism to reach equilibrium.	The second secon	

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Course level instruction objectives: Explain the chain of events that occur when equilibrium is disturbed, with particular emphasis on the allocative and rationing roles of price; apply that model to predict the economic impact of real-world events	By the end of the course, students will be able to apply macroeconomic principles to social issues. Course level instruction objectives: Describe how macroeconomic policy choices affect the distribution of income, employment, consumption and other measures of well-being.	By the end of the course, students will be able to analyze determinants of long run productivity and growth. Course level instruction objectives: Identify the causes of prosperity, growth, and economic change over time and explain the mechanisms through which these causes operate in the economy.	NM HED Business Articulation Agreement: Required Common SLOs By the end of the course, students will be able to: -Explain the concepts of opportunity cost, comparative advantage and exchangeDemonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external eventsExplain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbancesExplain the concepts of gross domestic product, inflation and unemployment and how they are measuredDescribe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economyDefine fiscal policy and monetary policies and how these affect the economy.	By the end of the course, students will be able to describe policy tradeoffs, scarcity and opportunity cost. <u>Course level instruction objectives:</u> Describe how voluntary market interactions and trade, in the face of scarcity, benefit both parties to a transaction.	By the end of the course, students will be able to explain the role of price mechanism to reach equilibrium; explain the chain of events that occur when equilibrium is disturbed, with particular emphasis on the allocative and rationing roles of price; and apply that model to predict the economic impact of real-world events.
		ECON 105: Intro to Macroeconomics			

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By the end of the course, students will be able to demonstrate the microeconomic decision-making rule: MB=MC. <u>Course level instruction objectives</u> : demonstrate the economic "rule" that marginal decision-making leads to an efficient outcome for profitmaximizing economic agents, through graphical analysis and/or through narrative.	By the end of the course, students will be able to apply microeconomic principles to address social issues; and use microeconomic models to describe wage inequality, environmental protection and other policy issues.	By the end of the course, students will be able to appraise limitations of the competitive market model: market failure. Course level instruction objectives: State the conditions under which a market will not produce an efficient result, and describe how these "market failures" affect economic outcomes.	NM HED Business Articulation Agreement: Required Common SLOs By the end of the course, students will be able to: -Explain the concepts and calculate price elasticity of demand and supply and income elasticity. Demonstrate an understanding of consumer choice including utility analysis. Demonstrate an understanding of producer choice, including cost analysis and break even point. -Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.	By the end of the course, students will be able to assess a community's environmental, economic, cultural and social conditions.	lly	By the end of the course, students will be able to demonstrate in written reports an understanding of climate change and environmental sustainability.	By the end of the course, students will be able to articulate the impact of technology on society and people.	By the end of the course, students will be able to select and use appropriate resources to examine technology from the perspective of the Social Sciences.
	ECON 106: Intro to Microeconomics By the end of the principles to add principles to add describe wage in				CRP 181: Intro to Environmental Problems			

ENG-900: Technology in Society #	By the end of the course, students will be able to interpret information and write critically.	IV: 4	Ø
	By the end of the course, studer is with pear rectifunities, explain, and share their ideas and arguments with pear rectifunities of concerns with technology.	IV: 1,2	K & S
	By the end of the course, students will be able to examine and evaluate various approaches to real-world problems involving technology.	IV: 2,5	K.34A
	By the end of the course, students will be able to apply core geographic concepts to analyze the spatial patterns demonstrated in a real-world scenario.	IV: 4	ኢ ል አ አ
GEOG 102: Human Geography	v	IV: 1,3	×
	By the end of the course, students will be able to explain the geographic context of a current event or conflict.	IV: 1,4	X, 0, % % 0, % % 0, %
	By the end of the course, students will be able to identify a current event that illustrates a core geographic concept.	IV: 1,2	¥
	By the end of the course, students will be able to examine their attitudes about language, including why they have positive or negative associations with specific accents, dialects, vocabulary, registers, and languages; and distinguish scientific observations about language from social judgments about language.	IV: 1,2,3,4; VI: 3	K&R
LING 101/ANTH 110: intro to the Study of Language	By the end of the course, students will be able to demonstrate knowledge of the structural diversity and structural similarities of the world's 5000+ spoken and signed languages by (1 or more of the following): drawing parallels or distinguishing between phonological segments in different languages; analyzing morphology in typologically distinct languages; analyzing syntax in typologically distinct languages; analyzing sorters in typologically distinct languages; common functions of diverse morpho-syntactic elements.	IV: 1,3,4; VI: 3	X & S
	By the end of the course, students will be able to identify linguistic units drawn from different levels of analysis (phonemes, morphemes, words, utterances & discourse) by applying the analytic tools of linguistics to datasets drawn from different languages.	III: 2; IV: 1,3	X ئ ئ
	By the end of the course, students will be able to describe the social, psychological, geographic and historical influences that lead to language dominance or language endangement, and that influence the spread of languages across multilingual communities.	IV: 1,2,3,4; VI: 3	K, S&R

ME/GEOG 217: Energy, Environment, and Society individ By the socio-especial socio-especial By the socio-especial By the socio-especial By the political By the socio-especial By	by the end of the course, students will be able to demonstrate knowledge of			
	with the stole if Min Sections and Medge of	IV: 2,3,4 IV: 2,3,4	X X X	
By the politics By the	By the end of the course, students will be able to demonstrate knowledge of socio-economic issues related to energy production.	754	. *	
By the	nonstrate knowledge of	IV: 2,3,4	¥	
both fa them to apprec	le to demonstrate acquisition of ples of behavior that will allow motivations and feelings and nteractions with others, as well	IV: 1,2,3,4	بر ھ ھ	100
By the learner factual PSY 105: General Psychology	By the end of the course, students will be able to apply what they have learned regarding the basic issues in Psychology (see SLO #1 above) to factual, practical, theoretical, philosophical and personal issues by participating in lectures using student response devices.	IV: 1,2,3,4	X & S	
By the how ps or by row ps or	By the end of the course, students will be able to summarize and explain how psychologists collect and report on data by participating in experiments or by reviewing and writing research reports on scientific journal articles. Course level instruction objectives: In the reviews, students will describe reported findings that may affect themselves, as well as their communities, culture, and society—or by both participating in experiments and by reviewing journal articles.	IV: 3,4	.አ	
By the central democ	By the end of the course, students will be able to identify and describe the central ideas that permit societies to create and sustain representative democratic as well as authoritarian political systems.	IV: 1,4	K&S	
By the various represe	By the end of the course, students will be able to identify and describe the various ways in which individuals have input into the political processes of a IV: 2,3 representative democracy, as well as in authoritarian regimes.		K&S	
POLS 110: The Political World behavior represe	e e	IV: 1,4	K, S&R	
By the goals o	By the end of the course, students will be able to identify and describe the goals of states when interacting with each other; and apply that knowledge Into real world conflicts.	IV: 3,4	K, S&R	

	By the end of the course, students will be able to apply theories of political behavior to real-world cases, or a case or set of cases using an appropriate IV: 1,4 theory.	V: 1,4	, X 8 8 8 8 8
	By the end of the course, students will be able to identify and explain the separation of powers at the federal level and be able to identify examples of IV:1,2 checks and balances among the three branches of government.	V:1,2	K&S
	By the end of the course, students will be able to identify and explain IV: 1,2 federalism in the United States and its consequences.	V: 1,2	K&S
POLS 200: American Politics	By the end of the course, students will be able to explain the importance of civil liberties and civil rights in the U.S. as well as meaningful differences between these concepts.	IV: 1,4	K, S&R
	By the end of the course, students will be able to identify and explain the determinants and consequences of political participation in the U.S.	IV: 3	K,S&R
	By the end of the course, students will be able to identify and explain the role of groups (e.g. political parties and interest groups) in the American political system in terms of governance and policy-making.	IV: 1,3,4	K, S & R.
	By the end of the course, students will be able to define a state and describe the process of state formation.	IV: 1,2	Y
	By the end of the course, students will be able to discuss the relationship between governments and markets in both developing and advanced economies and how this affects policy and society.	IV: 1,2,3	K, S&R
POLS 220: Comparative Politics	By the end of the course, students will be able to describe the different types of political systems from authoritarian to democratic regimes using real-world examples; and identify the causes of democratization.	IV: 1,2,3	K, S&R
	By the end of the course, students will be able to describe various institutional arrangements of democracy, specifically the differences between parliamentary and presidential system; and describe the relationship between electoral and party systems.	IV: 1,4	K & S
	By the end of the course, students will be able to differentiate the key actors in international relations, including states, intergovernmental organizations, non-governmental organizations, multinational corporations, transnational social movements, religious organizations and terrorist groups; explain the varied roles these actors play in international affairs; and identify the geographic location of states.	IV: 1,2,3	K&S

the formal om domestic such as IV: 1,2 K&S of	ow domestic can affect IV: 1,2,4 K	national IV: 1,4 K	ational ccurity nd conflict national IV: 1,2,3 K, S & R and human	ifructure of social IV: 1 K&S	and explain orms, and IV: 2 K&S	cialization IV: 3 K, S & R nedia).	plain race IV: 1,3 K&R ancestry.	plain the nd national IV: 1,3 K&R
By the end of the course, students will be able to describe how the formal lack of a central authority differentiates international relations from domestic politics; describe the variety of formal and informal structures (such as international governmental organizations and international regimes); and explain how these structures shape and constrain the behavior of international actors despite the condition of anarchy.	By the end of the course, students will be able to differentiate how domestic factors affect international politics and how international factors can affect domestic politics.	By the end of the course, students will be able to interpret international events according to the different types of political interactions, including coordination problems, collective action problems and bargaining problems.	By the end of the course, students will be able to analyze international events in the areas of international security (IS: including the security dilemma, inter- and intra-state conflict, transnational conflict, and conflict resolution), international political economy (IPE: including international trade, currency regimes, economic development, and global inequality), and international law (IL: including diplomatic relations, reparations, and human rights).	By the end of the course, students will be able to define social structure (i.e., social organization); and explain some important elements of social structure, including status, role, class, power, ethnicity, race, gender, and social stratification.	By the end of the course, students will be able to define culture; and explain some important elements of culture, including beliefs, values, norms, and language.	By the end of the course, students will be able to explain the socialization process and how it operates through at least three major agents of socialization (e.g., the family, education, peer groups, and the media).	By the end of the course, students will be able to discuss and explain race as a social construct that is analytically distinct from ethnicity and ancestry.	By the end of the course, students will be able to identify and explain the distinction between master social status, cultural background, and national origin, and how these concepts apply to race and ethnicity.
	POLS 240/PCST 240: International Politics #				SOC 101: Intro to Sociology			SOC 216: The Dynamics of

Prejudice #	By the end of the course, students will be able to discuss and explain gender as a social construction that is analytically distinct from sex assignment at birth and sexual orientation.	IV: 1,3	K&R
	By the end of the course, students will be able to identify and explain differing conceptions of class, including class as a multi-dimensional social IV: 1,3 construction that is co-constructed with race.		K & R
	By the end of the course, students will be able to define social science and articulate how approaches vary across the disciplines.	IV: 2	N 82 X
	By the end of the course, the course is will be able to demonstrate a toolkit of social scientific theories and codepts.	IV: 1,2	X 88 X
UHON 204: Individual & Collective	By the end of the course, students will be affect, and he empirical evidence using social science methods.	IV: 3,4	N 84 X
	By the end of the course, students will be able to apply the theories and methods of the social sciences to identify, describe, and explain human behaviors and to critically evaluate how these behaviors are influenced by and influence social structure and the environment.	IV: 1,4	X. S. R.

Student Learning Outcomes Area V: Humanities

*courses not offered at UNM Gallup have been marked out

	AREA V: Humanities - 6 credit hours required		
Area V Goal 1: To develo cultures	Area V Goal 1: To develop students knowledge, skills and disposition for responsibility regarding the human condition and human cultures	garding the human c	condition and human
NOTE: # Denotes Core course that meet requirement.	ourse that meets the "US and Global Diversity and Inclusion" 3 credit hours undergraduate degree	edit hours undergrac	luate degree
Courses	Student Learning Outcomes	NM HED Core Area: Competency #	UNM Learning Goals: Knowledge, Skills & Responsibility (K,S & R)
	By the end of the course, students will be able to speak and write knowledgeably about African diasporic ideologies, theories and socio V: 1,4 willing constructions.	V: 1,4	, & X
AFST 104: Intro to	By the end of the course, student wif beable to write clearly, coherently, persuasively, and logical experiences.	V: 4,6	S & X
Africana Studies #	By the end of the course, students will be able to speak are write knowledgeably about historical realities that have influenced contemporary ideas regarding (global) blackness.	V: 2,3	K&S
	By the end of the course, students will be able to express in a language other than English and paraphrase simple concepts and basic information relating to daily activities and culture.	V: 6	K, S&R
	By the end of the course, students will be able to articulate verbally and in writing an understanding of the diversity of the communities of the Southwest U.S. region and the social, historical, political and economic factors shape them today.	V: 2,4	K, S & R
	By the end of the course, students will be able to explain how the natural environment and ecology of the region has shaped and been V: 1,4 shaped by human activity over the course of history.		K&S
Southwest Studies #	By the end of the course, students will be able to analyze and compare the historic and contemporary cultural expressions of the Southwest, from the literary and fine arts to the performing arts.	V: 1,4	K&S
	By the end of the course, students will be able to recognize and explain basic terms, concepts and methodologies associated with an interdisciplinary approach to the Southwest as a region.	V: 1,4	K&S
	By the end of the course, students will be able to develop basic research skills for the study of the Southwest.	V: 4,5	¥

	By the end of the course, students will be able to identify key figures and dates pertaining to the study of ancient Greek culture.	V: 1,2,3	¥
	By the end of the course, students will be able to analyze and critically interpret fairy and folk tales.	V:1	K & S
COMP 222: Fairy and	By the end of the course, students will be able to compare art forms, modes of thought and expression, and processes with regard to fairy and folk tales across a range of historical periods and/or structures.	V.2	ж Ж
Folk Tales	By the end of the course, students will be able to recognize and articulate the diversity of human experience in these literary forms across a range of historical periods and/or cultural perspectives.	V:3	K, S & R R
	By the end of the course, students will be able to draw on historical and/or cultural perspectives from fairy and folk tales to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	V:4	X, % % %
	By the end of the course, student will be able to identify and define various representations (both literary and non-literary genres and works). Course level instruction objectives:		
	Include identification of the implicit contract of literary and non- literary genres; ability to identify the salient features of different literary and non-literary works and how these affect the reader or viewer; students should be able to name the text, author or source, identify the period, and identify the text's genre, its generic contract, and how the selected passage fulfills or departs from generic expectations.	V: 1,2,5	×
COMP 224: Lift Questions	By the end of the course, student will be able to distinguish the form of a representation and the relation between form and cultural function. Course level instruction objectives: Involve situation of primary texts covered in the course in historical and cultural context; capacity to explain how a work is a product of its historical period and cultural context and how it benefits from past productions and anticipates others.	V: 1,2,3,4	~

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By the end of the course, student will be able to analyze how various representations draw on knowledge from different fields and/or to situate the rhetoric of a representation within a cultural discourse. Course level instruction objectives: Include articulation of at least two theories of representation and their cultural role or history and use of these to explain the function of particular representations; ability to summarize a "theory" and use it to ask questions about a work or an event in the past or present.	By the end of the course, student will be able to contextualize the effect of a representation or a set of representations historically and relate it to contemporary issues. Course level instruction objectives: Involve description of how ideas related to the representations under v: 2,3,4 study evolve over time and travel across fields; ability to explain how an idea is reworked in different forms or reappears in different contexts; moderate ability to identify continuity of problems related to representation across time as well as differences in cultural approaches to these practices.	By the end of the course, students will be able to recognize and analyze basic themes in literature.	By the end of the course, students will be able to recognize and describe literary conventions in the genres of poetry, fiction and drama.	By the end of the course, students will be able to write brief essays in response to questions about literature.	By the end of the course, students will be able to situate key authors and literary works from the earliest literatures of Sumeria to about 1650 and from about 1650 to the present within their historical and cultural contexts.	By the end of the course, student will be able to compare and contrast works from different cultures and historical periods to those from other cultural traditions and other historical eras examining genre, style, and content or theme.
			ENG 150: Study of Literature			

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By the end of the course, students will be able to identify major environmental and cultural features of the world's regions on a map.	By the end of the course, students will be able to identify and describe cultural and historical links among two or more regions of the world.	By the end of the course, students will be able to analyze the relationship between past and present patterns of cultural and economic activity in a given world region.	By the end of the course, students will be able to identify and explain patterns of cultural, economic, political and environmental change in a given region.	By the end of the course, students will be able to analyze and critique a culturally significant regional or global map that is important to a past or present cultural conflict.	By the end of the course, students will be able to explain how globalization processes have impacted diverse characteristics and patterns in at least three of the world's regions.	By the end of the course, students will be able to predict how continued processes of economic globalization will impact cultural, environmental and political patterns in two or more world regions.	By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence. <u>Course level instruction objectives:</u> Students will be able to analyze primary sources and secondary sources.	Students will be able to understand interpretive differences. By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries for Western Civilization to 1.2; IV: 1,2 Course level instruction objectives: Students will be able to apply relevant historical facts and context.
			GEOG 140: World Regional Geography #					

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By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space for Western Civilization to 1648.	Course level instruction objectives: Students will be able to develop interpretation based on different categories of analysis.	By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past for Western Civilization to 1648.	Course level instruction objectives: Students will be able to frame historical questions. Students will be able to develop an interpretation based on evidence.	Students will be able to employ a broad range of sources. Students will be able to demonstrate an ability to communicate	effectively.	By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted citations in formal papers.	By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence.	Course level instruction objectives: Students will be able to analyze primary sources and secondary sources.	By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries for Western Civilization since 1648.
HIST 101: Western Civilization (to 1648)									

	Course level instruction objectives: Students will be able to apply relevant historical facts and context		
HIST 102: Western	By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space for Western Civilization since 1648.	V: 3; IV: 1,2	, S 8 8 8 8 8 8
Civilization (from 1648) #	Course level instruction objectives: Students will be able to develop interpretation based on different categories of analysis.		
	By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past for Western Civilization since 1648.		
	Course level instruction objectives:		
	Students will be able to frame historical questions.	V: 1.9	0 8 8
	Students will be able to develop an interpretation based on evidence.	<u> </u>	£ 50.
	Students will be able to employ a broad range of sources.		
	Students will be able to demonstrate an ability to communicate effectively.		
	By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted V: 1,2 citations in formal papers.		S&R
	By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence.		
	instruction objectives:	V: 1,2	ഗ ജ
	Students will be able to understand interpretive differences.		

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V: 2; IV: 1,2	V: 3; IV: 1,2	V: 1,2	V: 1,2	V: 1,2
By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries for the United State until 1877. Course level instruction objectives: Students will be able to apply relevant historical facts and context.	By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space for the United State until 1877. Course level instruction objectives: Students will be able to develop interpretation based on different categories of analysis.	By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past for the United State until 1877. Course level instruction objectives: Students will be able to frame historical questions. Students will be able to develop an interpretation based on evidence. Students will be able to employ a broad range of sources. Students will be able to demonstrate an ability to communicate effectively.	By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted citations in formal papers.	By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence. Course level instruction objectives:
	HIST 161: History of the US to 1877			

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Students will be able to analyze primary sources and secondary sources. Students will be able to understand interpretive differences.	By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries for the United State since 1877.	Course level instruction objectives: Students will be able to apply relevant historical facts and context.	By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space for the United State since 1877.	Course level instruction objectives: Students will be able to develop interpretation based on different categories of analysis.	By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past for the United State since 1877.	Course level instruction objectives:	Students will be able to frame historical questions. Students will be able to develop an interpretation based on evidence.	Students will be able to employ a broad range of sources.	Students will be able to demonstrate an ability to communicate effectively.	By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted V: 1,2 citations in formal papers.
			HIST 162: History of the US since 1877							

	By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence. <u>Course level instruction objectives:</u> Students will be able to analyze primary sources and secondary sources. Students will be able to understand interpretive differences.	V: 1,2	K & S
	By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the history of early Latin America. Course level instruction objectives: Students will be able to apply relevant historical facts and context.	· V: 2; IV: 1,2	ማ ጠ
HIST 181: History of Early Latin America #	By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space. Course level instruction objectives: Students will be able to develop interpretation based on different categories of analysis.	V: 3; IV: 1,2	ኢ. S & R
	By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past history of early Latin America. Course level instruction objectives: Students will be able to frame historical questions. Students will be able to develop an interpretation based on evidence. Students will be able to employ a broad range of sources. Students will be able to demonstrate an ability to communicate effectively.	V: 1,2	<u>ଫ</u> & ග ' <u>'</u>
	Ry the end of the course students will he able to demonstrate		

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V: 1,2	V: 1,2	V: 2; IV: 1,2	V: 3; IV: 1,2	V: 1,2				
ethical use of sources; and provide accurate and properly formatted V: 1,2 citations in formal papers.	By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence. Course level instruction objectives: Students will be able to analyze primary sources and secondary sources. Students will be able to understand interpretive differences.	By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the history of modern Latin America. Course level instruction objectives: Students will be able to apply relevant historical facts and context.	By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space history of modern Latin America. Course level instruction objectives: Students will be able to develop interpretation based on different categories of analysis.	By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past history of modern Latin America. Course level instruction objectives: Students will be able to frame historical questions. Students will be able to develop an interpretation based on evidence. Students will be able to employ a broad range of sources.				
	HIST 182: Modern Latin American History # Stucker Cate Coult history # Stucker Cate Cate Cate Cate Cate Cate Cate Cate							

	ed V: 1,2	of V: 1,4 K&S	k. V:1,3,4 K&S	or V: 1,2 K, S&R	<u>¥</u>	N %	T, S&R V: 2,4	ъ « « « «	Х Ж Ж	요 생 보 보
Students will be able to demonstrate an ability to communicate effectively.	By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted citations in formal papers.	By the end of the course, students will be able to identify and demonstrate knowledge of fundamental key concepts, principles of animation and the moving image, and visual storytelling skills through digital narrative.	By the end of the course, students will be able to create digital media projects that involve collaboration and interdisciplinary work.	By the end of the course, students will be able to present and analyze creative works and develop strong communication skills for V: 1,2 articulating and marketing their work.	By the end of the course, students will be able to classify various linguistic facts pertaining to the phonology, grammatical structure and lexicon of foreign languages.	By the end of the course, students will be able to contrasting and compare their native language and culture to other languages/cultures.	By the end of the course, students will be able to translate abstract ideas and concepts in the area of foreign languages and cultures into practices.	By the end of the course, students will be able to analyze the nature and the 'working' of multilingual and multicultural families and societies.	By the end of the course, students will be able to formulate professional goals whose success rests on proficiency in foreign languages and cultural sensitivity.	By the end of the course, students will be able to assess the role of
			IFDM 105: Intro to Film & Digital Media				MLING 101: Language	₩ 8 9 9 9		

f. V:1,4 K, S&R	s of the V: 1,4 K	V: 2,3,5	iews V: 2,3,5 K, S & R	e ffect V: 6 K, S & R	ory, V:6 K, S&R	. V:1	cs, V: 2 K	g to V:3 K&S
By the end of the course, students will be able to will identify, characterize, and evaluate concepts, ideas and issues of written, visual, and orally presented works in the areas of leadership, self-determination, community-building and learning communities in Indigenous contexts.	By the end of the course, students will be able to examine issues of race, ethnicity, class, culture, gender and language in relation to the concentration areas of the NAS department.	NATV 150: Intro to Native By the end of the course, students will be able to evaluate interviews in order to make connections between the issues and themes		By the end of the course, students will be able to examine Native American perspectives and use Native people's experiences to inform their understanding of multiple and complex issues that affect Native people.	By the end of the course, students will be able to articulate their thoughts, questions and perception related to the context of history, politics, law and philosophy.	By the end of the course, students will be able to explain five problems/issues of the history of Philosophy that have shaped contemporary thought.	By the end of the course, students will be able to define the main areas of philosophy: metaphysics, epistemology, ethics, aesthetics, etc.; and follow the development of at least one of these sub-fields in the history of philosophy.	By the end of the course, students will be able to analyze a philosophical argument; identify the thesis that the author is trying to establish; and identify the premises and intermediate statements that allegedly entail the conclusion.
					PHIL 101: Intro to Philosophical Problems			

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V: 4	V: 1	V: 2	V: 3	V: 4	V: 1	V: 2
By the end of the course, students will be able to evaluate a philosophical argument in terms of the rigor of its logic and the plausibility of its premises (i.e., in terms of validity and soundness); and develop and effectively present a counterargument, taking into account other perspectives that find expression in contemporary society/the history of philosophy.	By the end of the course, students will be able to explain five problems/issues of ancient philosophy that continue to have relevance for contemporary philosophy.	By the end of the course, students will be able to define the main areas of princephy: metaphysics, epistemology, ethics, aesthetics, etc.; and follow the development of at least one of these sub-fields in ancient philosophy.	By the end of the course, students will be able canalyze a philosophical argument from an ancient philosophical ergument from an ancient philosophical ergument from the thesis that the author is trying to establish; and identity the premises and intermediate statements that allegedly entail the conclusion.	By the end of the course, students will be able to evaluate an argument of an ancient philosopher in terms of the rigor of its logic and the plausibility of its premises (i.e., in terms of validity and soundness); and develop and effectively present a counterargument, taking into account other perspectives that find expression in contemporary society or ancient philosophy.	By the end of the course, students will be able to explain five problems/issues of (early) modern philosophy that have helped shape contemporary philosophy.	By the end of the course, students will be able to define the main areas of philosophy: metaphysics, epistemology, ethics, aesthetics, etc.; and follow the development of at least one of these sub-fields in early modern philosophy.
			PHIL 201: Greek Thought philosophical the thesis that premises and conclusion.			

PHIL 202: Trem Descartes to Kant	By the end of the course, students will be able to analyze a philosophical argument from a modern philosophical text; identify the thesis that the author is trying to establish; and identify the premises and intermediate statements if at allegedly entail the conclusion.	V: 3	K&S
	By the end of the course, students will be an exacted and argument of an early modern philosopher in terms of the high of its logic and the plausibility of its premises (i.e., in terms of validity and soundness). Students will be able to develop and effectively present a counterargument, taking into account other perspectives that find expression in contemporary society or modern philosophy.	V: 4	K, S&R
	By the end of the course, students will be able to describe the origins $_{ m V}$: 1 and developments of some of the world's major living religions.	۷:1	S & X
RELG 107: Living World	By the end of the course, students will be able to analyze and explain the terminology, theology, rituals and scriptures of different religions.	V: 2	S & X
Keligions #	By the end of the course, students will be able to identify and describe the uniqueness of different religious traditions orally and in writing as a counter to popular disinformation.	V: 3	K, S & R
	to analyze and itions to culture and	V: 4	K, S & R
	By the end of the course, students will be able to describe the origins and developments of Hinduism, Buddhism, Sikhism, Daoism, Confucianism and Shinto.	V: 1	K&S
RELG 263: Eastern	By the end of the course, students will be able to analyze and critically interpret some of the primary texts of these religious traditions.	V: 2	X & S
# Stocking	By the end of the course, students will be able to identify and describe the uniqueness of the wisdom associated with Eastern traditions.	V: 3	X & X
	By the end of the course, students will be able analyze and explain these religions in terms of their relations to culture and practice.		K, S&R
	By the end of the course, students will be able to describe the origins V: 1 and developments of Judaism, Christianity and Islam.	T	X & S

Student Learning Outcomes Area VI: Second Language

*courses not offered at UNM Gallup have been marked out

Area VI Goal 1: To dev	AREA VI: Foreign Languages - 3 credit hours required Area VI Goal 1: To develop students knowledge, skills and disposition for responsibility regarding a language other than English including	ired ding a language other	than English including
an understanding of the NOTE: # Denotes Core	an understanding of the culture, heritage, arts and/or history of societies associated with the target language NOTE: # Denotes Core course that meets the "US and Global Diversity and Inclusion" 3 credit hours undergraduate degree requirement.	arget language hours undergraduate	degree requirement.
Courses	Student Learning Outcomes	NM HED Core Area: Competency #	UNM Learning Goals: Knowledge, Skills & Responsibility (K.S & R)
/	By the end of the course, students will be able to hear, speak, read and write basic French.	V: 6,7,8	N & X
	By the end of the course, students will be able to converse and write on topics related to immediate personal needs, greetings, farewells, introductions, personal data, likes and dislikes, obligations and desires, jobs, true and weather.	V: 6,7,8	X & S
FREN 101: Elementary French I	By the end of the course, students will be able to comprehend both artificial and authentic written and aural texts (short to moderate length on familiar V: 6,7,8 topics.	V: 6,7,8	K & S
	By the end of the course, students will be able to attain an ACTFL proficiency level in speaking, listening, reading attaining it at least Novice-mid.	V: 6,7,8	K&S
	By the end of the course, students will be able to identify patterns of cultural behavior or customs that have been presented in class discussions V: 6,7,8 (theme: people from the target culture).	7: 6,7,8	K, S& R
	By the end of the course, students will be able to express thoughts on a variety of issues related to the francophone world.	8/2/8	K, S&R
	By the end of the course, students will be able to hear, speak, read and write basic French.	V: 6,7,8	X & X
	By the end of the course, students will be able to converse and write on topics related to education, travel, transportation and food.	V: 6,7,8	Kas
	By the end of the course, students will be able to comprehend both artificial and authentic written and aural texts of short to moderate length on familiar topics.	V: 6,7,8	K&S

	K, S & R	X & S	Υ.	K, S, & R	K, S&R	N & X	K&S	X & S	¥	X, 80, 7, 80, 80, 80, 80, 80, 80, 80, 80, 80, 80	K, S&R	K&S
	V: 6,7,9	V: 6,7,9	V: 6,7,9	V: 6,7,9	V: 6,7,9	V: 6,7,8	V: 6,7,8	V: 6,7,8	V: 6,7 8	V: 6,7,8	V: 6,7 8	V: 6,7,8
	By the end of the course, students will be able to converse and write on topics related to clothes and fashion, housing and furniture, health, ecology and the environment, pastimes, the workplace, the media, immigration and the larger hancophone world.	FREN 276: Accelerated By the end of the course, students will be able to corrected and authentic written and aural texts of moderate length op a military topics.	By the end of the course, students will be able to use essential granter concepts.	By the end of the course, students will be able to identify patterns of cultural behavior or customs which have been presented in class discussions (theme: historic events).	By the end of the course, students will be able to express thoughts on a variety of issues related to the francophone world.	By the end of the course, students will be able to hear, speak, read and write basic German at the ACTFL novice-mid level.	By the end of the course, students will be able to converse and write on topics related to immediate personal needs, greetings, farewells, introductions, personal data, likes and dislikes, obligations and desires, daily routines, the home, school and clothing.	By the end of the course, students will be able to comprehend both artificial and authentic written and aural texts of short to moderate length on familiar V: 6,7,8 topics.	By the end of the course, students will be able to use essential grammar concepts.	By the end of the course, students will be able to identify patterns of cultural behavior or customs which have been presented in class discussions (theme: people from the target cultures).	By the end of the course, students will be able to explain basic concepts and facts of everyday German life and social patterns.	By the end of the course, students will be able to hear, speak, read and write basic German between an ACTFL novice- high level.
1		FREN 276: Accelerated intermediate French						GERM 101: Elementary German I				

	By the end of the course, students will be able to converse and write on	.0.10	(;	
	topics related to daily routines, vacations, the workplace, the home, geography and transportation.	۷. ۵,/,۵	0 8 4	
GERM 102: Elementary German II	By the end of the course, students will be able to comprehend both artificial and authentic written and aural texts of short to moderate length on familiar topics.	V: 6,7,8	K&S	
	By the end of the course, students will be able to use essential grammar concepts.	V: 6,7,8	K	
	By the end of the course, students will be able to identify key concepts, persons, and places important to German speakers (theme: geography, leisure activities, vacation plans in the target cultures).	V: 6,7,8	¥	
	By the end of the course, students will be able to explain basic concepts and facts of everyday German life and social patterns.	V: 6,7,8	K, S&R	
	By the end of the course, students will be able to hear, read and write and speak German at an ACTFL intermediate-low level.	V: 6,7,8	S & X	
	By the end of the course, students will be able to converse and write on topics related to food, the home, childhood, vacations, health, and family.	V: 6,7,8	N & X	
GERM 201:	By the end of the course, students will be able to comprehend both artificial and authentic written and aural texts of material topics.	7: 6 7,8	S & X	
Intermediate German I	By the end of the course, students will be able to use essented and mar concepts.	V: 6,7,8	¥	
	By the end of the course, students will be able to identify key concepts, persons, and places important to German speakers (theme: practices and products – i.e. art, music, dance, sport).	V: 6,7,8	¥	
	By the end of the course, students will be able to explain basic concepts and facts of everyday German life and social patterns.	V: 6,7 8	K, S&R	
	By the end of the course, students will be able to speak, hear, read and write German at an ACTFL intermediate-mid level.	V: 6,7,9	K&S	
	By the end of the course, students will be able to converse and write on topics related to family, places, people and leisure time activities, the media and vacations.	V: 6,7,9	K&S	

Greek II	30070247 [623	V: 6,9	K&S
	By the end of the course, students will be able (Crenting of cultural behavior or customs that have been discussed in olds.	V: 6,9	K&R
	By the end of the course, students will be able to express thoughts and opinions on a variety of issues related to the classical Hellenic world.	V: 6,9	W.S.R.
	By the end of the course, students will be able to read and understand unahridged Greek at an intermediate-low to intermediate-mid level.	V: 6,9	×
GREK 201:	By the end of the course, students will be at \$10 securately translate unabridged Greek texts.	V: 6,9	N 92 X
Intermediate Greek I	By the end of the course, students will be able to discuss the cuts. In position and relevance of rhetoric and literature in ancient Greece.	69-7√	K,S&R
	By the end of the course, students will be able to express thoughts and opinions on a variety of issues related to the classical Hellenic world.	V: 6,9	K, S&R
	By the end of the course, students will be able to read and understand authentic Ancient Greek texts of moderate complexity and difficulty at an Intermediate-mid to intermediate-high level.	V: 6,9	¥
GREK 202:	By the end of the course, students when the to contately translate authentic Ancient Greek texts.	V: 6,9	S & X
Intermediate Greek II	By the end of the course, students will be able to learn to use levice and grammars outside the introductory text book to analyze Ancient Greek texts.	694	¥
	By the end of the course, students will be able to analyze the meter, prosody and some rhetorical and thematic tropes of ancient poetry.	V: 6,9	K, S&R
	By the end of the course, students will be able to speaks about self in family structure and in formal clan relationship.	V: 6,7,8	¥
	By the end of the course, students will be able to correctly label kinship terms and body part terms on a chart.	V: 6,7,8	¥
	By the end of the course, students will be able to identify the important roles served by kin.	7: 6,7,8	¥
NVJO 101: Elementary Conversational Navajo	By the end of the course, students will be able to speak about self's role in relationship web.	V: 6,7,8	K&S
Tor Non-Native Speakers	By the end of the course, students will be able to know and speak about the home, livestock and its importance to Navajo life.	V: 6,7,8	K&S

social reans V: 6,7,8 K & S	and V: 6,7,8 K & S	ea and ppics 1: 1,4; V: 6,7,8 K, S & R	on on or oriate V: 6,7,8 K&S sions	ons, V: 6,7,8 K&S	future sonal V: 6.7,8 K&S	s and 1: 4: V: 6,7,8 K, S & R	V: 6,7,8 K&S	eans V: 6,7,8 K & S s and
By the end of the course, students will be able to participate in short social interactions in culturally appropriate ways in everyday situations by means of asking and answering simple questions about people, places, things and other very familiar topics.	By the end of the course, students will be able to fill out simple forms and schedules with basic personal information and write short messages and descriptions about themselves and others using learned phrases and expressions such as likes and dislikes in students' favorite subjects.	By the end of the course, students will be able to identify the main idea and some details in a variety of oral, written texts and media on familiar topics in a variety of formats and genres.	By the end of the course, students will be able to exchange information on familiar topics and handle short social interactions in culturally appropriate ways using confextualized words, phrases, common idiomatic expressions and sentences.	SPAN 182: Elementary timeframes on a variety of familiar topics by asking, answering questions, spanish if	By the end of the course, students will be able to write In present and future timeframes about people, activities, events and familiar topics of personal and general interest.	By the end of the course, students will be able to identify the main idea and many details on a wide selection of familiar topics in oral, written texts and 1: 4; V: 6,7,8 media in a variety of formats and genres.	By the end of the course, students will be able to engage in simple exchanges in culturally appropriate way, of familiar topics using contextualized words, phrases, common contextualized words, phrases, contextualized words, contextuali	By the end of the course, students will be able to participate in short social interactions in culturally appropriate ways in everyday situations by means of asking and answering simple questions about people, places, things and
SPAN 101: Elementary Spanish I				SPAN 103: Elementary	Spanish Conversation			

SWAH 102: Swahili II tt	se, students will be able to participate in nonstrate understanding of past, present and future nswering questions making plans and describing se, students will be able to write in the per and future. ctivities, events and other topics or personal and se, students will be able to identify the main idea and	V: 6, 7, 8, 9 V: 6, 7, 8, 9	또 생 생 성 성 성 성 성 성 く く く く く く く く く く く く
		V: 6, 7, 8, 9 V: 6,7,8 V: 6,7,8	K, S&R K, S&R K, S&R
	By the end of the course, students will be able to describe basic calendar details, body parts, numbers, directions, and colors using Zuni terminology. By the end of the course, students will be able to discuss Zuni cultural significance of emergence and migrations stories, taboos and prophesies.	V: 6,7,8 V: 6,9	K, S&R K, S&R
<u> </u>	be able to engage in in-depth	V: 6,7	K, S&R
B ZUNI 102/NATV 255: Z	By the end of the source, students will be tole to describe aspects of the Zuni traditional calendar using zoni to during the	V: 6,7,8	K, S&R
Zuni Language-Part II B	_	V: 6,7,8	K, S&R
S CC	By the end of the course, students will be able to discuss the significance of aspects of Zuni social organization and tribal government.	V: 6,9	K, S&R

Student Learning Outcomes Area VII: Arts and Design

*courses not offered at UNM Gallup have been marked out

	AREA VII: Fine Arts - 3 credit hours required		
Area VII Goal 1: 10 develop stude historical and contemporary arts	Area VII Goal 1: To develop students knowledge, skills and disposition for responsibility regarding the foundations and principles of historical and contemporary arts	egarding the foundat	ions and principles of
Area VII Goal 2: To devel productions, processes,	Area VII Goal 2: To develop students knowledge, skills and disposition for responsibility regarding creative and artistic: styles, productions, processes, principles, products, ethics, aesthetics and expressions	egarding creative and	d artistic: styles,
Courses	Student Learning Outcomes	NM HED Core Area: Competency #	UNM Learning Goals: Knowledge, Skills & Responsibility (K,S & R)
	By the end of the course, students will be able to identify the fundamentals of the design process through critical design analysis and research.	IV:1; V: 1	
ABCU 424: Inter to	By the end of the course, students will be able to communicate design ideas through two and three dimensional representation.	V:3; IV: 2	X & X
Architecture	By the end of the course, students will be able to identify and analyze elements of the built environment through an awareness of architectural elements, styles and critical design movements.	V: 3	K, S&R
	By the end of the course, students will be able to analyze designs visually; and then relay analysis using a combination of graphic and written notes.	1:1; IV: 1	K, S & R
	By the end of the course, students will be able to articulate the fundamental vocabulary of visual art.	V: 5	¥
	By the end of the course, students will be able to distinguish the elements and principles of design in different styles.	V: 1	¥
	By the end of the course, students will be able to identify and discuss the characteristics of a variety of mediums, materials and processes involved in the production of a work of art.	V: 1,2	K&S
ARTH 101: Intro to Art	By the end of the course, students will be able to identify the purposes of art and the role of the artist.	V: 3,4	K
	By the end of the course, students will be able to identify how art differs through time, across cultures, and societies.	V: 1,4	K&R
	By the end of the course, students will be able to explain the social or cultural impact of an artwork.	V: 1,4	K&R
	By the end of the course, students will be able to provide their own reactions to artwork.	V: 1,4,5	K,S&R

	By the end of the course, students will be able to analyze and critically interpret significant and primary texts and/or works of art as V: 1 pertaining to the art history of ancient through medieval periods.	£.1	X & S
	By the end of the course, students will be able to identify the artist, title, date and medium for a given set of images as pertaining to the V: 1,2 art history of ancient through medieval periods.	7:1,2	×
	By the end of the course, students will be able to explain how a work of art functions as a part of a broader visual culture as pertaining to the art history of ancient through medieval periods.	V: 2,4	ა ა
ARTH 201: History of Art I By the end of t fundamental war history of a	he course, students will be able to articulate the ocabulary and styles of visual art as pertaining to the ncient through medieval periods.	V: 1,5	× ×
	By the end of the course, students will be able to compare art forms, modes of thought and expression, and processes across a range of historical periods and or structures as pertaining to the art history of ancient through medieval periods.	V: 2	X & S
Sense	By the end of the course, students will be able to recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives as pertaining to the art history of ancient through medieval periods.	۷: ع	K, S&R
	By the end of the course, students will be able to analyze and critically interpret significant and primary texts and/or works of art as V: 1 pertaining to the art history of medieval through modern periods.	6.1	K&S
	By the end of the course, students will be able to identify the artist, title, date and medium for a given set of images as pertaining to the art history of medieval through modern periods.	V: 1,2	¥
	By the end of the course, students will be able to explain how a work of art functions as a part of a broader visual culture as pertaining to the art history of medieval through modern periods.	V: 2,4	K&S
ARTH 202: History of Art II	ARTH 202: History of Art II By the end of the course, students will be able to articulate the fundamental vocabulary and styles of visual art as pertaining to the art history of medieval through modern periods.	V: 1,5	K&S

, S & S & R	Х, S,	X & S	K, S&R	K, S&R	ď	K	S & X	S & X	K, S&R	K &S
V: 2	×: ع	V: 1,5	V: 1,2,5		V: 1,2,4	V: 1	V: 2,5	9	V: 1,2,4	V: 1,4
By the end of the course, students will be able to compare art forms, modes of thought and expression, and processes across a range of historical periods and or structures as pertaining to the art history of medieval through modern periods.	By the end of the course, students will be able to recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives as pertaining to the art history of medieval through modern periods.	By the end of the course, students will be able to identify and apply critical analysis while looking at significant dance works in a range of V: 1,5 styles.	By the end of the course, students will be able to identify dance as an aesthetic and social practice enabling them to compare/contrast dances across a range of historical periods and locations.	By the end of the course, students will be able to use dence as an embodied historical and cultural artifact to recognize and articulate the diversity of human experience across historical periods and cultures.	By the end of the course, students will be able to use dance to consider contemporary issues and modes of thought.	By the end of the course, students will be able to articulate fundamental vocabulary, elements and principles of works of art from a variety of fine arts disciplines.	By the end of the seurse, students will be able to analyze and interpret primary texts about the historical and contemporary significance of fine arts in society.	By the end of the course, students will be able to demonstrate how to be an engaged listener through oral or written critique.	By the end of the course, students will be able to evaluate contemporary issues and modes of thought.	By the end of the course, students will be able to identify and demonstrate knowledge of fundamental key concepts, principles of animation and the moving image, and visual storytelling skills through digital narrative.
			DANC 105: Dance Appreci				FA 284: Experiencing the Arts			

IFDM 105: Intro to Film &	By the end of the contract the children of the contract of the			
Digital Media	media projects that involve collaboration and interdisciplinary work.	V: 1,3,4	S & X	
	By the end of the course, students will be able to present and analyze creative works and develop strong communication skills for articulating and marketing their work.	V: 1,2	K, S&R	
	By the end of the course, students will be able to identify and analyze sonic, moving images in films and lectures.	V: 1,5	S & X	7.1072
	by the end of the course, students will be able to articulate the fundamental vecabulary, elements and principles of film.	V: 1	K&S	
MA 210: Intro to Film Study	By the end of the course, students will be falle to jicus the relationship between sound and imagery.	V: 1, 5	K&S	200
	By the end of the course, students will be able to identify and articulate general characteristics of several genres and periods of film history.		K&S	
	By the end of the course, students will be able to research filmic form and function.	V: 2,5	K, S&R	
/	By the end of the course, students will be able to identify by ear the title and composer of works from each period of music history.	V: 1,2	Ж	
	By the end of the course, students will be able to identify general characteristics of several musical genres and periods of music history.	V: 1,2	¥	
MUS 139: Music Appreciation	By the end of the course, stated to be able to identify how politics, religion, economy, philosophy and other arts influence the creation of music.	V: 2,3	K & R	
	By the end of the course, students will be able to articulate the fundamental vocabulary of music.	V:1	S & X	
	By the end of the course, students will be able to demonstrate how to be an engaged listener through oral or written critique.	V: 3,5	K, S&R	
	By the end of the course, students will be able to discuss the purposes of music and the role of the performer and composer in society.	V: 3,5	\/ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \	
	By the end of the course, students will be able to identify by ear the title and performer of significant Rock and Pop songs from different eras and styles of popular music history.	V: 1,2	¥	

V: 1,4 K, S&R	V: 2,3 K&S	1 K&S	V: 2,4 K, 5 & R	5 K&S	V: 1,5	1,5 K&S	V: 2,4 K	V: 2,4 K	S & X	V: 1,2,4 K&S	V: 2,4
the course, students will be able to articulate through eir understanding and ideas regarding historical and s of Rock and Popular music in 20th and 21st century	le the	By the end of the course, students will be able to articulate the V: 1 fundamental vocabulary of music.	By the end of the course, students will be able to recognize music as an embodied historical and cultural artifact that articulates the diversity of human experience across periods and cultures.	By the end of the course, students will be able to identify and articulate the fundamental components of the theatre, and the ways IV: 5 in which theatre differs from other art forms.	By the end of the course, students will be able to identify and explain the roles of various theatre makers including actors, directors, playwrights, dramaturges and designers.	By the end of the course, students will be able to identify and explain V: 1,5 the fundamentals of audience etiquette.	By the end of the course, students will be able to identify significant on-Western forms of performance.	By the end of the course, students will be able to recognize the diversity of artists and aesthetic missions that comprise the contemporary theater.	By the end of the course, students will be able to think and write critically about live theatre events.	By the end of the course, students will be able to analyze and critically interpret significant works of art.	By the end of the course, students will be able to compare arts forms, modes of thought and expression, and processes across a range of historical periods and/or structures.
MUS 142: Rock Music	Appreciation			THEA 105: Intro to Theatre Appreciation Theorem Appreciation							

Course Syllabi

One sample from each discipline area

Area I: Communication

Area II: Mathematics and Statistics

Area III: Physical and Natural Sciences

Area IV: Social and Behavioral Sciences

Area V: Humanities

Area VI: Second Language

Area VII: Arts and Design

Course Syllabi

Area I: Communication

Included in this section:

- ENGL 100
- ENGL 110
- ENGL 120
- ENGL 219
- C&J 221

^{*}course title does not reflect the new UNM Common Course Numbering Crosswalk that went into effect Fall 2019.



Name of Division:	Arts and Sciences – English
Semester:	Spring 2019
Instructor Name:	Dr. Carolyn Kuchera
Office Location:	SSTC #136
Office Hours:	Tues. 12:30 – 3:15, Wed. 3:30 – 4:30, Thur. 12:30 – 1:45
E-mail:	ckuchera@unm.edu
Telephone:	863-7602
Class Days/Times:	Mondays and Wednesdays, 2:00 – 3:15
Location:	Calvin Hall 175
	Syllabus
Title of Course:	Accelerated Composition
Course Number:	ENGL 110.402
Course Description:	Accelerated Composition introduces students to key approaches to writing. The course moves at a quick pace, often with writing assignments every week.
Credit Hours and Contact Hours:	3
Pre-requisites/co-requisites:	ISE-100
Learning Objectives and Outcomes:	1. By the end of the course, students will be able to write using English diction, grammar and mechanics appropriate to context and rhetorical purpose.
	2. By the end of the course, students will be able to integrate others' positions and perspectives into their writing ethically, appropriately and effectively in various mediums and technologies.
	3. By the end of the course, students will be able to formulate a main idea into a thesis and support that thesis in writing with observations and evidence.
Teaching Methods: Lecture and S	mall Groups

Required Text(s) & Supporting Materials:

Johnson-Sheehan, Rick and Charles Paine. Writing Today, 3rd edition. New York: Pearson Education Inc., 2016.

Assessment Methods:

Rubrics outlining assessment criteria will be posted to UNM Learn for the 3 Major Writing Assignments. Brief directions for the Short Writing Assignments are included in this document.

Evaluation/Grading Methods:

Assignment	Points
Major Writing Assignment 1: Memoir	200 pts.
Major Writing Assignment 2: Profile	200 pts.
Major Writing Assignment 3: Proposal	200 pts.
Shorter Writing Assignments (9 @ 20 pts each)	180 pts.
Online Grammar Activities	60 pts.
Peer Reviews (3 @ 20 pts. each)	60 pts.
Participation/Attendance	100 pts.
Total Points Possible	1000 pts.

Grading Rubric

Note: You must get a C or higher to pass English 110.

Course Grade	Total Points

A	930 + pts.
A-	900 - 929 pts.
B+	870 – 899
В	830 – 869
B-	800 – 829
C+	770 – 799
C	730 – 769

Attendance Policy:

You may miss class four [4] times for whatever reason, but if there is a fifth absence your participation score will be negatively affected.

5-6 absences = minus 10 points; 7-8 absences = minus 15 points; 9 or more = minus 20 points

Absences will be excused with a doctor's note or other official documentation. Also, please don't be late. Consistent tardiness will result in a lowered participation grade ($3 \times \text{tardy} = 1 \text{ absence}$). The same applies to leaving class early without prior approval; doing so three times will result in an absence. If you have an issue that's affecting your attendance, please talk to me as soon as possible to make arrangements.

UNM Learn (learn.unm.edu)

All homework must be submitted through UNM Learn in either <u>Microsoft Word or PDF format</u>. Assigned homework is <u>due by midnight</u> before our next class meeting.

Formatting

Start your homework at the top of the page with the title. Do <u>not</u> include any extra information like name, date, instructor, etc. All homework should be double-spaced, 12 point, Times New Roman font.

Length Requirements

Major Writings that do not meet the minimum length requirement of 3 full pages will not be accepted. Significant deductions will be taken on Short Writings that are less than one full page.

Late Work:

The memoir and profile will be accepted after the due date, but you will lose ten points per class period late. The proposal must be submitted on time in order to receive credit.

Students get <u>two</u> chances to turn in Short Writings late. After that, late homework will not be accepted for credit without official documentation. If you know you'll be missing a class, make arrangements to turn in the homework beforehand. <u>Late writings will not receive comments</u>. Expect delays in grades for late work.

Tutoring Services

The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. We are staffed by two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Hours: Monday-Thursday, 8:00a.m.-6:00p.m., and Friday, 8:00a.m.-5:00p.m., 2nd floor of Gurley Hall, GH 2205 and GH 2210. Students are encouraged to set appointments via e-mail at kvbaldona@unm.edu (reading/writing) and johnvils@unm.edu (math/science).

All students will be required to make at least one visit to the Writing Center* before turning in MW#1. Students who receive less than 75% on MW#1 will be required to visit the Writing Center before turning in MW#2. Students who receive less than 75% on MW#2 will be required to visit the Writing Center before turning in MW#3.

*Trio students may use their tutoring services if preferred.

Disabilities Policy

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately.

All conversations will be kept confidential (between student and instructor). Students requesting any accommodations will also need to contact:

Student Services – Career & Accessibility Resource Center (ARC)

By appointment:

Mary Lou Mraz, MSEd, LMSW UNM Student Success Specialist

Phone: (505) 863-7527

Location: Gurley Hall 1127 Email: mloumraz@unm.edu To contact office:

Administrative Assistant Phone: (505) 863-7757

Front Desk

Location: Gurley Hall 1127

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact me to review the letter and discuss these accommodations in relation to your course.

Notice of Non-Discrimination:

The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276, telephone: 505-863-7508. For referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 1127. Telephone: 505-863-7527.

Individual Conference

Before MW#2 is due, one class is cancelled for individual conferences. This conference is optional for students who earned 76% or better on MW#1 and *required* for those who earned less than 75%. Conferences will be held in my office (SSTC 136). Students who are required to, but fail to attend, this conference will be marked absent for the day.

Plagiarism:

"Plagiarism" is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source. Taking material directly from the Internet and passing it off as your own is a type of plagiarism. Students found guilty of plagiarism will receive a zero on the assignment. Repeat offenders will be reported to Student Services.

Dishonesty in Academic Matters:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, test or assignments; claiming credit for work not done or done by others; hindering the academic work of other students, and misrepresenting academic or professional qualifications within or outside the University.

Other grade-related info:

Attendance / Participation Points:

Please note that 100 of 1000 points are earned through class participation and attendance. Absences count against your participation points as outlined above. Participation involves your active contributions to class discussion and group activities as well as:

<u>Grab bag prompt journal</u>-Dedicate a notebook to the Grab Bag Prompt Responses This will be checked at the end of the semester. Failure to complete and keep track of this in-class work will result in a lowered participation score.

"Other" assignments- The schedule occasionally includes items listed under "Other." Typically this involves preparing and/or bringing an item to class. Failure to complete any of these "Other" assignments will result in a 5-point deduction from your participation score.

<u>Pop Quizzes</u> – Unannounced quizzes over the reading may be given at any time. These quizzes will count toward your participation grade. Be prepared by doing all assigned reading carefully and on time.

Classroom Courtesy: Refrain from cellphone use, and do not leave the classroom more than necessary.

End-of-Semester Reflective Essay- To be completed on the Monday of finals week. Worth 20 points.

English 110 (Spring 2019): Schedule

(Subject to minor revisions)

Week 1 (January 14, 16)

M: Introduction and explanation of syllabus / schedule.

In class reading: Narrative of the Life of Frederick Douglass p.59

In-class writing: The story of your name

Assignment:

Reading: Read Chapters 2 & 3 (pg.10 – 30). Be prepared for a reading quiz next time. *Note: after this, reading quizzes will be unannounced, "surprise" quizzes.

Other: Log onto UNM Learn and review the materials, information and tools available on our English 110 course site. Then, to practice submitting homework online through UNM Learn, write a one-paragraph self-introduction explaining who you are and what you hope to learn in English 110; upload the document (saved as either Word or .pdf) to the correct location within Learn.

W: Quiz. Lecture on Topic, Angle, Purpose, Readers, and Context. Practice writing a basic paragraph. Grammar Lesson: Fragments and Run-ons (pg. 744-751)

For the practice paragraph, write about why you decided to go to college.

Group discussion: (1) What is your favorite genre of either writing or movies? Why is this your favorite? (2) Would you rather read a book of fiction or nonfiction? Explain your choice.

Assignment:

Reading: Chapter 5- Memoirs, p. 48-60.

Week 2 (January 21, 23)

M: MLK Holiday- NO CLASS

W: Lecture on Features of the Memoir genre. Grab Bag Prompt #1. Group Work: analyzing a UNM-G student's memoir

Spend 15 minutes responding to the Grab Bag Prompt in your in-class writing journal.

In groups, you will locate the features of the memoir genre in the UNM-G student sample and discuss the memoir's strengths and weaknesses.

Week 3 (January 28, 30)

M: Grab Bag Prompt #2. Strategies for Overcoming Writer's Block. Group Discussion. Individual Work.

In your groups, share a story about a time you procrastinated on a homework assignment. What was the assignment? How close to the deadline did you wait until getting started? What was the outcome? Choose one group member as winner of the "Procrastination Prize."

Individual Work: Choose one of the prewriting strategies we discussed today and practice it, imagining that you are writing a memoir about a memorable learning experience in elementary school.

Assignment:

Reading: Drafting Introductions and Conclusions p.331-339. "Lines in the Sand," memoir by Demetria Martinez, p.570

W: Lecture on drafting introductions and conclusions. Review of Chapter 5: Memoirs. Discussion of "Lines in the Sand" and group work. Individual Work.

In groups, respond to #1 and #2 under "A Closer Look," p.571

Individual Work: Practice writing an introduction and a conclusion. Imagine that you are writing a paper about your favorite TV show, book, movie, or video game.

Assignment:

Short Writing #1: See the instructions under "Ideas for Writing" #2 on p.58 to write your own one-page literacy narrative. 20 points. Due to UNM Learn by midnight on Sunday.

Panding: "Sagge A life in injuries" by Panid Owen (The prediction of the LDP) (In the literature of the LDP) (In the lateral of the lower of the lateral of

Reading: "Scars: A life in injuries" by David Owen (The reading is posted to UNM Learn. Bring a printed copy to class next time)

Week 4 (February 4, 6)

M: Discussion of "Scars". Grab Bag Prompt #3. Six-Word memoirs. Grammar Lesson: The apostrophe (pg. 780-781)

In-class writing: Write a six-word memoir, following the example on p.66

Assignment:

Reading: "Slapstick" p.63

Short Writing #2: Write a one-page story about a scar or injury you received. Use plenty of description to describe the scar/injury and write a clear plot that explains the events leading up to the injury, the moment of the injury, and the aftermath of the injury. How did you respond? How did your loved ones or those present respond? 20 points. Due by midnight on Tuesday.

Online Grammar Quiz #1: See instructions posted to Learn. Complete by midnight Tuesday.

Other: Bring a printed copy of your SW#1 to class next time.

W: Sharing stories of scars. Revising the graded short writing assignment at the paragraph and sentence-level (377-378). Individual writing. Group Work.

Groups: Answer #3 under "A Closer Look," p.64 Write your one-sentence answer on the board. 15 minutes

Individual Writing: Follow the directions under "Ideas for Writing," p.64 20 minutes

Assignment:

Reading: "First Morning," p.563

Week 5 (February 11, 13)

M: Discussion of "First Morning." Individual Work. Group Work. Grammar Lesson: Active Verbs (760)

Individual Work: Follow the directions under "Ideas for Writing" #2 on page 566. 15 minutes

Groups: You will read a sample confession and discuss its content, organization, and style before reporting back to the class. 30-40 minutes.

Assignment:

Reading: "The Noble Experiment," p.572

Short Writing Assignment #3: Write your own one-page confession using what you learned about content, organization, and style from the sample and today's class discussion. **20 points**. Due by midnight on Tuesday.

W: Grab Bag Prompt #4. "Discussion of "The Noble Experiment." Individual Writing. Group Work.

Explanation of the Peer Review Process. Grammar Lesson: Subject-Verb Agreement (761-763)

Individual Writing: Follow directions under "Ideas for Writing" #1 on p.577. 20 minutes.

Groups: Read the short memoir you just wrote to your group members.

Assignment:

Short Writing #4: Look through your journal and choose one Grab Bag Prompt response to turn into a one-page short writing. You may want to revise what you've already written. 20 points. Due Sunday by midnight.

Major Writing #1: a draft of at least two full, typed and double-spaced pages is due for peer on Wednesday.

Online Grammar Quiz #2: See Learn for instructions. Complete by Sunday at midnight.

Other: See a tutor for your MW#1 sometime between today and Monday.

Week 6 (February 16, 18)

M: CLASS CANCELLED for required tutor visits. Please bring a draft of MW#1 to a CAL or Trio tutor. Turn in proof of tutoring next time to avoid an absence on your record.

W: PEER REVIEW

Assignment:

Major Writing #1: due Sunday at midnight to Learn.

Reading: Chapter 6: Profiles (67-78) and "Hot for Creature," p.82

Week 7 (February 23, 25)

M: Grab Bag Prompt #5. Introduction to the Profile genre with a discussion of Chapter 6 and "Hot for Creature." Mini-lecture on headings (75, 358-359). Group Work.

In groups, follow the directions for #3 under "A Closer Look" on p.90. 15 minutes.

Assignment:

Reading: "General Information for Griffith Park" p.591 and "Welcome to the Jungle" p.592

W: Grab Bag Prompt #6. Discussion of "General Information for Griffith Park" and "Welcome to the Jungle." Individual Work. Grammar Lesson: Wordy Sentences (768-769).

Individual Work: Answer 1 and 3 under "Closer Look" on p.593. 20 minutes.

Assignment:

Short Writing #5: Follow the directions on p.594, "Ideas for Writing," #2 to write a profile of a

place. 20 points. Due Sunday by Midnight.

Week 8 (March 4, 6)

M: Examining a UNM-G student sample profile. StoryCorps Interviews with New Mexico residents.

W: More StoryCorps Interviews and another student sample profile

Assignment:

Short Writing #6: Write a one-page profile of an individual based on one of the StoryCorps interviews available online at https://storycorps.org/location/new-mexico. Further directions will be provided in class. Due Sunday at midnight. 20 points Reading: "Lorde: The Music Phenomenon of the Year," p.587.

Week 9 (March 11, 13)

SPRING BREAK- No Classes

Week 10 (March 18, 20)

M: Discussion of "Lorde." Individual Work. Group Work. Explanation of MW#2. Grab Bag Prompt #7 Grammar Lesson: Quotation Marks (777)

Individual Work: answer #1 and #2 under "A Closer Look," p.590. 15 minutes.

Group Work: follow the directions on p.91 #3 under "Talk About This," except use local issues, rather than national ones. 20 minutes.

Assignment:

Online Grammar Quiz #3: See Learn for instructions. Complete by Tuesday at midnight.

W: Lecture on interview and shadowing techniques. Partner Interviews.

For the partner interviews, you will be randomly paired off and will interview your partner, using p.91, "Talk About This #1 as a guide.

Assignment:

Short Writing #7: Using material gathered in today's partner interviews, write a profile of a classmate. Use all of the features of the profile genre as listed on p.68. Do not include your questions, but instead blend their answers (in quotation marks) into your writing. Do not use the first-person (no "I," "me," "my," or "we" unless you are quoting the person). Keep the focus on your classmate. 20 points. Due Sunday by midnight.

*if you miss this class, see me before making up SW#7 on your own.

Other: Choose the subject of the major profile. Bring a photograph of this person to class next time (a photo on your phone—one that you took, or one from Facebook or another website is fine). Write down the angle that you plan to pursue in your profile.

Week 11 (March 25, 27)

M: Creating a written description of your profile subject. Practice Asking the Journalist's Questions (320). Review of "angle" in a profile. Grab Bag Prompt #8. Grammar Lesson: The Semicolon and the Colon (776)

Assignment:

Other: If you haven't already, interview (phone, Skype, or in-person) and/or shadow your subject.

W: Profile examples from professional journalists. In-class writing: Your Retirement Bio

For the in-class writing, follow the instructions on the bottom of p.76. This will be good practice for how to write in the third-person perspective.

Assignment:

Major Writing #2: A draft of MW#2 is due for peer-review next time. At least two full pages, typed and double-spaced

Week 12 (April 1, 3)

M: Peer Review

W: Individual Conferences on MW#2 = NO CLASS

Required for students who (1) earned less than a 75% on MW#1; (2) have not yet turned in MW#1. Optional for all other students. Conferences will be held in my office (SSTC 136), on a first-come, first-served basis.

Assignment:

Major Writing #2: Final version is due by midnight on Sunday (3 full pages).

Week 13 (April 8, 10)

M: Introduction to the Proposal Genre. Grammar Lesson: Problems with modifiers (755-756)

Assignment:

Reading: Chapter 12: Proposals, p.208-226)

Online Quiz #4: See Learn for instructions. Complete by Tuesday at midnight.

W: Grab Bag Prompt #9. Group Work. Grammar Lesson: Shifts (754-755, 759, 766)

Groups: Follow the directions for #1 and #2 under "Talk About This," p.237 20 minutes.

Assignment:

Reading: "Ethical Chic: How Women Can Change the Fashion Industry" p.676

Week 14 (April 15, 17)

M: Grab Bag Prompt #10. Group Work. Intro to MLA format: in-text citations.

Groups: Follow the directions for #3 under "A Closer Look" on p.677.

Assignment-

Reading: "How to Fix Grade Inflation at Harvard," p.227

Citing (Look at MLA Style examples), 456-465

MLA-Style Parenthetical References, 471-475

W: Explanation of MW#3. Worksheet on MLA-style in-text citations. Grammar Lesson: Unnecessary Commas (775).

Individual Work: Answer #1 under "Closer Look," p.229 15 minutes.

Assignment:

Short Writing Assignment #8:. Follow the directions under "Ideas for Writing and Discussion," #1 on p.229. Be sure that your proposal includes all features of the proposal genre: introduction, analysis, detailed plan, costs-benefit analysis, and conclusion. Worth 20 points. Due Sunday by midnight.

Online Grammar Quiz #5: See Learn for directions. Complete Sunday by midnight.

Week 15 (April 22, 24)

M: Research Training – Finding sources. In-Class Reading of a Student Sample Proposal. Individual Work. Group Work.

Individual Work: Answer #1 on p.690

Group Work: Practice finding sources using library database

Assignment-

Short Writing #9: Look through your in-class writing journal and choose one Grab Bag Response to turn into a one-page short writing. You may want to revise what you've already written. 20 points Due Tuesday at midnight.

Other: Identify the problem you will address in your proposal (MW3). Describe the problem in 2-3 sentences. List 2-3 causes of the problem and 2-3 solutions for fixing it. Write an MLA-style Works Cited for the source you'll use in your MW3. Handwritten is okay. Worth 5 participation points. You will present your notes to the class next time.

*The deadline for all allowable late homework is Sunday by Midnight. Grab bag prompt journals are due in class next time.

W: Individual Presentations on Plans for MW3

Week 16 (April 29, May 1)

M: Elevator Pitches (225).

Groups: Develop an elevator pitch. See directions on p.224. You will deliver your pitches next time. The group with the best pitch (based on a class vote) will be awarded ten bonus points per member.

Assignment:

Major Writing #3: A draft of MW3 is due for peer review next time. At least 2 full pages, typed.

W: Group Elevator Pitches / PEER REVIEW

Assignment:

Major Writing #3: Final Version of MW3: A Proposal is due to Learn by Sunday at Midnight. 3 full pages. Worth 200 points.

FINALS WEEK (May 6)

M: In-class reflective essay – LAST DAY OF CLASS



ARTS AND SCIENCES – ENGLISH
Spring 2019
Dr. Carmela Lanza
GSSTC 144
Tues. 11:00 a.m12:30 p.m. Thurs. 10:15 a.m1:45 p.m.
Also by appointment.
Eng48@unm.edu
863-7677
Tues./5:30 p.m6:45 p.m.
SSTC 162 and on UNM Learn: Blackboard
Syllabus
Hybrid Course
Composition III
ENGL 120-408
In this course, students will explore argument in multiple
genres. Research and writing practices emphasize summary,
analysis, evaluation, and integration of secondary sources.
Students will analyze rhetorical situations in terms of audience,
contexts, purpose, mediums, and technologies and apply this
knowledge to their reading, writing, and research. Students will
sharpen their understanding of how writing and other modes of
communication work together for rhetorical purposes. The
emphasis of this course will be on research methods. (NMHED)
Focuses on academic writing, research, and argumentation using
appropriate genres and technologies. Meets New Mexico Lower-
Division General Education Common Core Curriculum Area I:
Communications (NMCCN 1123). (EPW) (UNM Catalog)
3 Credits
ENGL110 or 112 or 113 or ACT English =26-28 or SAT
Evidence-Based Reading and Writing =660-690.
1. Analyze the rhetorical situation for purpose, main ideas,
support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing,
composing, and revising.
3. Use a variety of research methods to gather appropriate,
credible information.
4. Evaluate sources, claims, and evidence for their relevance,
credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support
claims as well as other purposes (to provide background
information, evidence/examples, illustrate an alternative view,
etc.).

In keeping with University of New Mexico policy (UNIVERSITY BUSINESS POLICIES AND PROCEDURES MANUAL: "POLICY 2310: ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES") and defined sections: Section 504 of the Rehabilitation Act of 1973, Section 508: The Rehabilitation Act Amendments of 1998, ADA: The Americans with Disabilities Act of 1990, and the ADAA: The American with Disabilities Act Amendments of 2008 - of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies.

"In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with Dr. Lanza privately.

All conversations will be kept confidential (between student and instructor). Students requesting any accommodations will also need to contact:

STUDENT SERVICES - ACCESSIBILITY RESOURCE CENTER (ARC)

Mary Lou Mraz, MSEd, MPA, LMSW
UNM Student Success Specialist
Phone: (505) 863-7527
Location: Gurley Hall 1127

Email: mloumraz@unm.edu

FOR messages/appointments: UNM Gallup ARC Front Desk 505-863-7757

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact me to review the letter and discuss these accommodations in relation to your course.

Early intervention can make all the difference in helping students achieve academic success. It also shows that the instructor made a good faith effort to inform students of their rights and responsibilities in this area, and that this effort was done in a timely manner.

Notice of Non-Discrimination: The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 2205 B. Telephone: 505-863-7527.

Course Outline:

Teaching Methods: There will be mini-lessons, large group class discussions, small group discussions, small group work, writing and reading activities, and note taking.

Evaluation/Grading Methods:

Morning Pages: 25% of Grade
Writing Assignments: 30% of Grade
Discussion Board (online): 35% of Grade
CAPS Online Tutoring: 10% of Grade

Morning Pages*:

- 1. Graded by VOLUME.
- 2. Three handwritten pages/8 ½ x 11 paper (no smaller)/College-ruled.
- 3. I will not read the Morning Pages, but I will check them two times throughout the semester.
- 4. Morning Pages must be done first thing in the morning. Must be handwritten with a pen.
- 5. Morning Pages will be graded as follows:

1 missing entry. No skimpy entries.

A range

2 missing entries/1-2 skimpy entries

B range

3 missing entries/3-4 skimpy entries

C range

4 or more missing entries/6 or more skimpy entries

D range

Discussion Board (online):

Discussion forums are weekly. They are our "virtual class discussion" sessions and our "writing workshop" sessions. Your participation on the discussion board must be active **throughout the week.** You need to check often and be active.

Each assignment on the discussion board will have its own requirements with clear deadlines. So carefully read the instructions for each forum assignment. All Discussion Board forums have deadlines for submission. Late discussion board forums will not be accepted.

DISCUSSION BOARD RUBRIC:

A Range: Student submits more than the minimum requirement of one post and one reply. Student follows all deadlines for the forum. Student replies to at least THREE posts from other students in the class. All the submissions (posts and replies) are at the minimum TWO paragraphs each, and are on-topic.

B Range: Student submits more than the minimum requirement of one post and one reply. Student follows all deadlines for the forum. Student replies to at least TWO posts from other students in the class. All the submissions (post and replies) are at the minimum TWO paragraphs each, and are on-topic.

C Range: Student submits one post and one reply to another student's post. Student follows all deadlines for the forum. Student replies to at least ONE post from another student in the class. The post and the reply must be at the minimum TWO paragraphs each, and are on-topic.

D-F Range: Student does not submit the minimum requirements for the forum.

ADDITIONAL REQUIREMENTS:

- 1. Very short posts and replies are not acceptable. For example, posting, "I really liked the essay." "Good job!" or "I agree with you" are not adequate for Discussion forum submissions.
- 2. Your Discussion Forum grade depends on you actively participating in the discussion board forum throughout the week. In order to earn a passing grade, you cannot "join the conversation" right before the discussion board forum closes that week.
- 3. Having technical problems will not excuse you from any required Discussion Forum assignment.

Evaluation also includes attendance, participation, having all required materials, and meeting deadlines. In summary, you need to demonstrate college-level skills.

Late Work: Writing Assignments and Morning Pages may be submitted for a late grade. A late assignment will receive one full-grade penalty for each day it is late. Late work will not be accepted a

^{*}Morning Pages adapted from Julia Cameron's book, The Artist's Way.

week past the deadline. Do not make a habit of submitting late work. It will have a negative impact on your course grade.

Required Text & Supporting Materials:

Touchstone Anthology of Contemporary Creative Nonfiction

Editors: Lex Williford and Michael Martone Publisher: Touchstone/Simon & Schuster

ISBN: 10:1-4165-3174-2

The Best Punctuation Book, Period: A Comprehensive Guide for Every Writer, Editor, Student, and

Businessperson

Author: June Casagrande Publisher: Ten Speed Press ISBN: 978-1-60774-493-1

You are expected to have the required textbook starting the first day of class. You may purchase used books or rent books for the semester. If you anticipate a delay with purchasing books (for any reason), you will need to make other arrangements. Check out local public libraries; visit UNM-G CAL or UNM-G Trio, share books with other classmates, etc. It is not acceptable for you to attend class without the required materials.

For this course you are not permitted to read any texts on a cellphone.

OWL PURDUE WEBSITE: An excellent resource for documentation styles (MLA and APA), grammar and usage, etc. It is another writer's handbook for you, and it is accessible online and free to use. https://owl.english.purdue.edu/

YOUTUBE VIDEOS (available on UNM Learn course page) You are required to watch all YouTube videos uploaded for this course. They are considered required "supporting materials."

CAPS ONLINE: UNIVERSITY OF NEW MEXICO:

http://caps.unm.edu/services/online-tutoring/online-writing-lab.php

For this course you are required to submit your draft of Writing One or Writing Two to a CAPS online writing tutor. You will need to send me documentation that you submitted your draft and that you worked with a CAPS UNM writing tutor. No late submission will be accepted for CAPS online tutoring.

Online Writing Lab (OWL) at UNM (from the UNM website):

The Online Writing Lab (OWL) allows you to submit pieces of writing to a CAPS tutor for your undergraduate courses at UNM. You may submit academic papers that are required for a UNM course or degree requirement, as well as pieces of application writing, such as résumés or cover letters.

Note: This is the CAPS Online Writing Lab (OWL), intended for UNDERGRADUATE writing assignments.

You may submit:

- Academic papers that are required for a UNM course or degree requirement
- Application writing such as résumés or cover letters
- Tutors will help with structure, style, format, grammar, and thesis organization.

In addition:

• You must be a registered UNM student to use this service.

Papers must be:

- Double Spaced
- Microsoft Word (.doc), Text (.txt), or Rich-Text (.rtf) format

Note: CAPS will not proofread papers.

Turnaround Time

Under normal circumstances, your undergraduate paper will be reviewed and returned to you within 24 hours, Monday through Friday. That is, if you submit a paper on Friday afternoon, you can expect a response by the end of the day on Monday. Please check the CAPS Calendar for holidays or special occasions that may delay the return of your work. We accept submissions in English, Spanish, Arabic, Chinese, French, German, Italian, Japanese, Latin, Greek, Navajo, Portuguese, and Russian.

Assessment Methods:

Rubrics will be used for each assignment.

Attendance Policy: After THREE absences, you will be dropped from the course. Missing one class in a hybrid course is like missing a week of instruction. Tardiness needs to be avoided. If you miss more than 15 minutes of class, it will count as an absence for that class. Do not make a habit of being late for class.

Classroom Behavior: All students are expected to act in a respectful, responsible and mature manner when interacting with peers, professors and staff. Cell phones must be turned off and out of sight. Violations of confidentiality, cheating, plagiarism or irresponsible actions will be handled in accordance with *The Pathfinder: UNM Student Handbook*.

Dishonesty in Academic Matters:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, test or assignments; claiming credit for work not done or done by others; hindering the academic work of other students, and misrepresenting academic or professional qualifications within or outside the University.

Specific Academic Dishonesty Policy for this Course: Any student who has engaged in academic dishonesty for this course will receive a zero (no points or grade) for that assignment and will not be given the opportunity to make-up that assignment. If you have any questions about this policy, please communicate with me.

Technology Skills:

Students need daily access to a computer, Internet, and a UNM Learn account for this course. Any computer/internet problems cannot be used to excuse any un-submitted assignments.

Technology Support (Online. Phone, In Person):

Online Support:

https://it.unm.edu/support/

Phone Support:

(505) 277-5757 IT Service Desk at UNM main campus.

In Person:

At UNM-Gallup campus, visit CAL or Trio for assistance. At UNM-Albuquerque campus, visit CAPS.

Online Etiquette: All students are expected to communicate in a respectful, responsible, and mature manner when communicating with peers and with me. Take time to plan what you write before you send it off, Vulgar language, inappropriate humor, name-calling, threatening language, etc. will not be tolerated. In summary, what you would not share or say in a classroom, you should not share online in our class. Keep in mind this is an online academic space and not a social media space like Facebook.

Tutoring Services at UNM-Gallup:

CAL: The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. CAL is located in Gurley Hall, 2nd Floor, 2205 and GH 2210.

TRIO / SSS: The mission of TRiO/Student Support Services is to motivate, serve, and support culturally diverse students, to facilitate transition from one level of education to the next, and to encourage social, cultural, and leadership development. TRiO/SSS is located in Gurley Hall 1137

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities:

To allow for ample explanation and exploration of topics, foster complete class discussions, and encourage student interests, class topics will be scheduled on a weekly basis.

If a student misses class for any reason, he/she is responsible for obtaining the assigned work for the following class session. It is the responsibility of each student to make sure he/she is caught up with all assignments and work. Please refer to UNM Learn **throughout the week** for all assignments and due dates. Keep in mind that 50% of assignments/class work will be online.

Homework:

It is the expectation that all homework and assignments will be turned in on assigned due dates; however if for any reason this is not possible, homework and assignments must be turned in as soon as possible. Work turned in late will lose grade points and will cause damage to the course grade. Late work will not be accepted after a week past a deadline. Grades should reflect your best efforts, so turn in work on time.

All homework will be posted on UNM Learn only. Homework will not be written on the board in class. Make a habit of checking UNM Learn for all class work and assignments.

THERE MAY BE SYLLABUS MODIFICATIONS AND/OR CHANGES THROUGHOUT SEMESTER



Name of Division:	ARTS AND SCIENCES
Semester:	Spring 2019
Instructor Name:	Dr. Carmela Lanza
Office Location:	SSTC 144, UNM-Gallup Campus
Office Hours:	Tues. 11:00 a.m12:30 p.m. and Thurs. 10:15 a.m1:45 p.m. Also by
	appointment.
Email:	Eng48@unm.edu
	Communicate private concerns/questions via email. I will respond
	MonSat. I will respond within 24 hours unless there is an emergency.
	(505) 863-7677 (I would recommend emailing for a quicker
Office Phone:	response.)
Classroom Location:	N/A
	Syllabus
Title of Course:	Online
Course Number:	Technical & Professional Writing ENGL 219.470
Course Description:	English 219 introduces students to the different types of documents
Course Description.	found in the workplace. Students focus on how to analyze and
ar a a	understand readers; needs as well as develop a coherent structure,
	clear style, and compelling page layout. Students learn useful writing
	and research strategies they can use as they write correspondence,
	procedures, resumes, presentations, proposals, and multi-page reports.
	Meets New Mexico Lower-Division General Education Common Core
Conditations and Control II	Curriculum Area I: Communications.
Credit Hours and Contact Hours: Pre-requisites/co-requisites:	3 Credits Prerequisite: ENGL 120 or ACT English =>29 or SAT Evidence-
rie-requisites/co-requisites.	Based Reading and Writing =>700.
	January Manager 1990.
Student Learning Outcomes:	Analyze Rhetorical Situation: Students will analyze the subject,
	purpose, audience, and constraints that influence the documents they
	you write to ensure they achieve specific and useful results [NM HED
	Area I Core Competency 3].
	Find and Evaluate Information: Students will gather information
	from professional, academic, and government sources, evaluating the
	information they find for quality, validity, and usefulness [NM HED
	Area I Core Competency 5].
	Compose Information: Students will develop strategies for
	generating content and organizing it into a logical structure that is appropriate for their intended users; they will consider ethical
	influences for the documents they compose; they will work effectively
	with others to create documents [NM HED Area I Core Competencies
	3 and 4].
	Present Information: Students will edit and revise their writing to
	provide unambiguous meaning and coherent structure; they will
	provide unamoiguous meaning and conerent structure; they will

incorporate visual elements to improve the reader's understanding; they will create an overall design that enhances readability and shows professionalism [NM HED Area I Core Competency 4].

Academic Accommodations:

In keeping with University of New Mexico policy (UNIVERSITY BUSINESS POLICIES AND PROCEDURES MANUAL: "POLICY 2310: ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES") and defined sections: Section 504 of the Rehabilitation Act of 1973, Section 508: The Rehabilitation Act Amendments of 1998, ADA: The Americans with Disabilities Act of 1990, and the ADAA: The American with Disabilities Act Amendments of 2008 - of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies. Early intervention can make all the difference in helping students achieve academic success. It also shows that the instructor made a good faith effort to inform students of their rights and responsibilities in this area, and that this effort was done in a timely manner.

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with Dr. Lanza privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact:

STUDENT SERVICES – CAREER &ACCESSIBILITY RESOURCE CENTER (ARC): By Appointment: Mary Lou Mraz, MSEd, LMSW UNM Student Success Specialist Phone: (505) 863-7527 Location: Gurley Hall 1127 Email: mloumraz@unm.edu To contact office: Administrative Assistant Phone: (505) 863-7757 Front Desk Location: Gurley Hall 1127

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact me to review the letter and discuss these accommodations in relation to your course.

Notice of Non-Discrimination: The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 2205 B. Telephone: 505-863-7527.

Course Outline

Teaching Methods: Since this is an online course I will be evaluating your professional writing assignments, your discussion board activity, and your textbook exercises. We are creating an online learning community in our class, and I will be an active member of that community. I will offer thoughtful and meaningful responses to your writing and your questions. The major methods of instruction will involve online discussions, formal writing, critical reading, and the ongoing participation in the writing process.

Evaluation/Grading Methods:

Professional Writing Assignments: 30% of Grade Textbook Exercises: 25% of Grade

Discussion Board Forums: 30% of Grade

Final Professional Writing Project: 15% of Grade

Assessment Methods: Rubrics will be used for all assignments.

Evaluation also includes participation, having all required materials, and meeting deadlines. In summary, you need to demonstrate college-level skills.

Late Work: All Discussion Board forums and assigned textbook exercises have firm deadlines. Late work will not be accepted for those assignments.

Professional Writing assignments may be submitted late but the grade will drop one full letter grade for each day it is late. Example: If you submit a writing assignment one day late and it is a "B" paper, it will earn a "C." Do not make a habit of submitting late work. It will have a negative impact on your course grade. If any writing assignment is late a week or more, it will earn a zero.

Technical problems will not excuse you from any assignment that is due. If you are new to online classes, you need to start immediately watching tutorials and gathering information on how to use UNM Learn, etc.

Required Text & Supporting Materials:

The Essentials of Technical Communication Authors: Elizabeth Tebeaux and Sam Dragga

4th ed.

Publisher: Oxford University Press

ISBN: 10: 0190856149

Discussion Board: Discussion forums are weekly. They are our "virtual class discussion" sessions and our "writing workshop" sessions. Your participation on the discussion board must be active **throughout the week.** You need to check often and be active.

Each assignment on the discussion board will have its own requirements with clear deadlines. So carefully read the instructions for each forum assignment. All Discussion Board forums have deadlines for submission. Late discussion forum submissions will not be accepted.

DISCUSSION BOARD RUBRIC:

A Range: Student submits more than the minimum requirement of one post and one reply. Student follows all deadlines for the forum. Student replies to at least THREE posts from other students in the class. All the submissions (posts and replies) are at the minimum TWO paragraphs each, and are on-topic.

B Range: Student submits more than the minimum requirement of one post and one reply. Student follows all deadlines for the forum. Student replies to at least TWO posts from other students in the class. All the submissions (post and replies) are at the minimum TWO paragraphs each, and are on-topic.

C Range: Student submits one post and one reply to another student's post. Student follows all deadlines for the forum. Student replies to at least ONE post from another student in the class. The post and the reply must be at the minimum TWO paragraphs each, and are on-topic.

D-F Range: Student does not submit the minimum requirements for the forum.

ADDITIONAL REQUIREMENTS:

1. Very short posts and replies are not acceptable. For example, posting, "I really liked the essay." "Good job!" or "I agree with you" are not adequate for Discussion forum submissions.

- 2. Your Discussion Forum grade depends on you actively participating in the discussion board forum throughout the week. In order to earn a passing grade, you cannot "join the conversation" right before the discussion board forum closes that week.
- 3. Having technical problems will not excuse you from any required Discussion Forum assignment.

Dishonesty in Academic Matters (UNM Policy):

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, test or assignments; claiming credit for work not done or done by others; hindering the academic work of other students, and misrepresenting academic or professional qualifications within or outside the University.

Specific Academic Dishonesty Policy for this Course: Any student who has engaged in academic dishonesty for this course will receive a zero (no points or grade) for that assignment and will not be given the opportunity to make-up that assignment. If you have any questions about this policy, please communicate with me.

Technology Skills:

Students need daily access to a computer, Internet, and a UNM Learn account for this course. Any computer/internet problems cannot be used to excuse any un-submitted assignments.

Technology Support (Online. Phone, In Person):

Online Support:

https://it.unm.edu/support/

Phone Support:

(505) 277-5757 IT Service Desk at UNM main campus.

In Person:

At UNM-Gallup campus, visit CAL or Trio for assistance. At UNM-Albuquerque campus, visit CAPS or IT Services.

Online Etiquette: All students are expected to communicate in a respectful, responsible, and mature manner when communicating with peers and with me. Take time to plan what you write before you send it off, Vulgar language, inappropriate humor, name-calling, threatening language, etc. will not be tolerated. In summary, what you would not share or say in a classroom, you should not share online in our class. Keep in mind this is an online academic space and not a social media space like Facebook.

Additional Support:

CAPS ONLINE: UNIVERSITY OF NEW MEXICO:

CAPS Online offers free tutoring for all UNM students. I highly recommend their program because their tutors are well trained, and are usually graduate students in the subject area. You may use CAPS for all your college classes while you attend UNM-Gallup. UNM main campus in Albuquerque also offers CAPS face-to-face tutoring.

http://caps.unm.edu/services/online-tutoring/online-writing-lab.php

OWL PURDUE WEBSITE: An excellent resource for documentation styles (MLA and APA), grammar and usage, etc. It is another writer's handbook for you, and it is accessible online and free to use. https://owl.english.purdue.edu/

CAL: The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. CAL is located in Gurley Hall, 2nd Floor, UNM-Gallup campus.

TRIO/Student Support Services: The mission of TRIO/Student Support Services is to motivate, serve, and support culturally diverse students, to facilitate transition from one level of education to the next, and to encourage social, cultural, and leadership development. TRIO/Student Support Services is located in Gurley Hall 1137, UNM-Gallup campus, Gallup, NM

Weekly Schedule will include all writing assignments, mini-lessons, video instruction, and instructional texts like YouTube videos, online articles, artwork, and tutorials.

It is the responsibility of each student to make sure he/she is caught up with all assignments and work. Please refer to UNM Learn daily for all assignments and due dates, and for any changes to the assignment schedule.

THERE MAY BE SYLLABUS MODIFICATIONS AND/OR CHANGES THROUGHOUT SEMESTER



Name of Division:	Arts and Sciences – English
Semester:	Spring 2019
Instructor Name:	Dr. Aretha Matt
Office Location:	GSSTC 150
Office Hours:	M/W 11:00 a.m. – 12:15 a.m. and T/R 9:30 a.m. – 10:45 a.m. Also
	by appointment.
E-mail:	matta@unm.edu
Telephone:	505-863-7566
Class Days/Times:	T/R 11:00 a.m 12:15 p.m.
Location:	Calvin Hall 177
	Syllabus
Title of Course:	College Reading and Writing
Course Number:	ENGL 100-403 (47969)
Course Description:	Prepares students for first-year college composition by providing
-	practice of the rhetorical and grammatical skills necessary to write
= 2	purposeful, reader-centered essays. Covers effective use of the
	writing process in out-of-class essays and in-timed, in-class
	situations. Incorporates readings for discussion of ideas and for
	information to be used in students' writing. Satisfactory completion
	of ENGL 100 meets prerequisite for ENGL 110.
Credit Hours and Contact Hours:	3 Credits Credit/No Credit
Pre-requisites/co-requisites:	Credit for ENGL 99 or minimum placement score
Learning Objectives and Outcomes:	Writing
	Demonstrate the use of multiple approaches for planning,
	researching, generating ideas, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback in
	order to improve writing.
	Demonstrate the use of diverse rhetorical modes and of
	organizational techniques in paragraph and essay writing.
	Reading
	Analyze and respond critically to college-level texts.
	Respond to others' positions and perspectives in reading.
	Grammar and Usage
	Improve fluency in academic writing at the level of the sentence, paragraph, and document.
	Respond to the needs of an academic audience by choosing appropriate syntax, diction, grammar and mechanics.
	Reflection
	Reflect on their own strengths and weaknesses as writers and
	readers and develop strategies for improvement.

Examine the social nature of writing and reading, and how these acts of communication affect the world locally, nationally, and internationally.

FACULTY SYLLABUS STATEMENT SPRING 2019

In keeping with University of New Mexico policy (UNIVERSITY BUSINESS POLICIES AND PROCEDURES MANUAL: "POLICY 2310: ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES") and defined sections: Section 504 of the Rehabilitation Act of 1973, Section 508: The Rehabilitation Act Amendments of 1998, ADA: The Americans with Disabilities Act of 1990, and the ADAA: The American with Disabilities Act Amendments of 2008 - of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies.

"In keeping with the university's policy of	providing equal access for students with
	ho needs academic accommodations is welcome to
meet with (instructor Name)	privately.
All conversations will be kept confidential	(between student and instructor). Students
requesting any accommodations will also	need to contact:

STUDENT SERVICES - ACCESSIBILITY RESOURCE CENTER (ARC)

Mary Lou Mraz, MSEd, LMSW UNM Student Success Specialist Phone: (505) 863-7527 Location: Gurley Hall 1127

Location: Gurley Hall 1127 Email: mloumraz@unm.edu

FOR messages/appointments: UNM Gallup Gurley Hall 1127 Front Desk 505-863-7757

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact me to review the letter and discuss these accommodations in relation to your course.

Early intervention can make all the difference in helping students achieve academic success. It also shows that the instructor made a good faith effort to inform students of their rights and responsibilities in this area, and that this effort was done in a timely manner.

Notice of Non-Discrimination: The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 1127. Telephone: 505-863-7527.

Disabilities Policy: In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations should meet privately with the course instructor. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Mary Lou Mraz in the Career & Accessibility Resource Center (ARC) at 863-7527 to arrange an appointment. ARC, located in Gurley Hall 2205 B, will conduct an intake and, if appropriate, will provide an approved academic accommodation notification letter for you to bring to your instructor. The instructor will then review the letter with you and discuss these accommodations in relation to the course.

Attendance Policy:

Attendance is mandatory. Composition courses are workshop classes that include in-class writing, peer group work, and conferences. Therefore, students should not be late and should not miss classes. Any class work missed as a result of tardiness or absence is the student's responsibility to make up. Students who miss more than three classes may be dropped within the first eight weeks with a W. After five absences, you will be dropped from the course particularly if there is no submitted work for the class. If you miss more than 30 minutes of class, it will count as an absence for that day. Each absence above the allowed number will result in a one percent deduction from a student's final grade if that student remains in the course. Students may fail during the second half of the semester for excessive absences. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

Dishonesty in Academic Matters (UNM Policy):

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, test or assignments; claiming credit for work not done or done by others; hindering the academic work of other students, and misrepresenting academic or professional qualifications within or outside the University.

Specific Academic Dishonesty Policy for this Course: Any student who has engaged in academic dishonesty for this course will receive a zero (no points or grade) for that assignment and will not be given the opportunity to make-up that assignment. If you have any questions about this policy, please communicate with me.

Classroom Behavior: All students are expected to act in a respectful, responsible, and mature manner when interacting with peers, professionals, and staff. Cell phones must be turned off and out of sight during class time. Violations of confidentiality, cheating, plagiarism, or irresponsible actions will be handled in accordance with the UNM-Gallup Student Handbook.

Revisions: All formal writing assignments will be revised. It is important to understand that writing is a process. If a revision does not have significant changes and/or corrections, it will earn an INCOMPLETE. I carefully evaluate revisions when I am deciding if a student is ready for ENGL 110. You might do all the required work for this class, but if your writing revisions contain significant errors, you are not ready for ENGL 110, and you will receive a NC for this course.

Tutoring Services: The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. They are staffed by two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Hours: Monday-Thursday, 8:00a.m.-6:00p.m., and Friday, 8:00a.m.-5:00p.m., 2nd floor of Gurley Hall, GH 2205 and GH 2210. Students are encouraged to set appointments via e-mail at kvbaldona@unm.edu (reading/writing) and johnvils@unm.edu (math/science).

Tutoring Expectations: This is a developmental English course so all students in this class are in need of tutoring. You are required to work with a tutor THREE times throughout the semester. Each tutoring session must be at the minimum of 30 minutes. Tutoring is not a "punishment" but a supplemental support you need to improve with writing and reading skills. The tutor is not ultimately responsible for

your work and your success in this class—you are ultimately responsible for all your work and your success in this class.

Course Outline:

Teaching Methods: Classes will be taught using a variety of methods, including but not limited to minilessons, large class discussions, small group activities and discussions, in-class writing, and in-class activities.

Assessment Methods: Rubrics will be used for each assignment.

Evaluation/Grading Methods:

THREE mandatory tutor visits:

Grades: There are two possible grades to receive in this class, Credit or No Credit. In order to receive credit for the class you must earn at least a 75% in the class and demonstrate a noticeable improvement in your writing.

Journal: 25%
Narration Essay: 25%
Comparison and Contrast Essay: 25%
Peer Review: 10%

(*tutor visits must be with a UNM-G English tutor at the Writing Center and/or Trio Center)

15%

Every assignment will earn the following:

P Pass

INC Incomplete

F Fail

Evaluation also includes attendance, participation, having all required materials, and meeting deadlines. In summary, you need to demonstrate that you are ready for college-level expectations and demands.

Required Text(s) & Supporting Materials:

- 1) Reflections: Patterns for Reading and Writing by Kathleen T. McWhorter, Bedford/St. Martin's, 2013. 2) Bighorse: The Warrior by Tiana Bighorse, University of Arizona, 1990.
- 3) The Absolutely True Diary of a Part-Time Indian by Sherman Alexie, Little, Brown and Company, 2007.

You are expected to have the required textbooks starting the first day of class. You may purchase used books or rent books for the semester. If you anticipate a delay with purchasing books (for any reason) you will need to make other arrangements. Visit UNM-G Writing Center, UNM-G TRIO, share books with other classmates, etc. It is not acceptable for you to attend class without required materials.

Journal:

You will need a separate notebook for your journal.

- 1. Graded by VOLUME.
- 2. I will not read journal entries but I will glance at the journal mid-point in the semester and at the end of the semester.
- 3. Journal entries will be private writing or response to reading.
- 4. Each journal entry must be 1 page long. (you will not receive credit for short and/or missing entries).

You will need a separate notebook or binder for other class work: In-class notes, grammar activities, in-class writing, pre-writing exercises, drafting essays, evaluating and writing about the reading, etc.

Essays:

My comments will consider the following aspects of writing in the context of a particular assignment: purpose, audience, content, expression, organization, development of ideas, mechanics, and maturity of thought. Students cannot receive credit unless they have submitted drafts and final versions for both major essays. All essays must be typed, double-spaced, and in the Times New Roman font, size 12.

- I will not evaluate or assign credit for an essay without first seeing the required drafts. All drafts should reflect significant changes. When more than one draft is required and some drafts are missing, an incomplete will be assigned.
- A failing grade is assigned to an essay that has been completed but that falls short of acceptable college-level work. A zero is recorded for work not handed in at all. Always submit your work so that it earns some credit.

Late essays will be lowered one letter grade for each day late, including weekends. If you want me to make an exception in your case, you should approach me before the due date. If you have computer or printer problems on the day an essay is due and cannot submit it during the class period, you have until 4:00 p.m. to hand it in at my office with no penalty as long as you attend class that day. If you do not attend class that day, the late penalty will apply.

Electronic submissions are not acceptable unless I've made special arrangements with you, and then only in rare cases. You may not assume that you have met a deadline by sending me work in electronic form without my permission.

OWL PURDUE WEBSITE: An excellent resource for documentation styles (MLA and APA), grammar and usage, etc. It is another writer's handbook for you, and it is accessible online and free to use. https://owl.english.purdue.edu/

YOUTUBE VIDEOS (available on UNM Learn course page) You are required to watch all YouTube videos uploaded for this course. They are considered required "supporting materials."

Daily Schedule

A = The Absolutely True Diary of a Part-Time Indian **B** = Bighorse: The Warrior

R= Reflections: Patterns for Reading and Writing UNML=UNM Learn

T	Syllabus
1/15	
R	B p.xiii-xxiv Preface
1/17	B Introduction
	B Why I Tell My Stories
į.	B My Parents' Background
	B Growing Up
	B Chose to Be a Leader
T	B A Man Jumps Off the Cliff
1/22	B Hiding in Canyon de Chelley
	R p. 183-187 What is Narration?
	R p. 187-193 Reading and Writing Narration Essays
	R p. 709-716 (Browse) A Student Model MLA-Style Paper
	Assign Essay #1 Narration Essay
R	B The Long Walk to Hweeldi
1/24	B Hiding Behind the Mountain
	B Tseghaa

	TO T ! TT TT
	B Living at Hweeldi
<u> </u>	R p. 193-197 Understanding, Analyzing, and Evaluating Narration Essays
T	B The Chiefs Sign the Treaty
1/29	B Coming Back to the Homeland
	B How I Got This Bullet
<u> </u>	R p. 198-201 Readings for Practice, Ideas for Writing
R	B Unrest
1/31	B Captured by the Mexicans
	B Making a Living
	B How I Got the Name Bighorse
T	B The Horse Race
2/05	B More Raiding
	B My Last Journey
R	A Why Chicken Means So Much to Me
2/07	A The Black-Eye-of-the-Month Club
	R p.53-63 Analyzing and Evaluating Texts and Images
T	R p. 149-171 Revising Content and Organization
2/12	Peer Review-bring a 1st draft of your essay
R	R p. 149-171 Revising Content and Organization
2/14	Peer Review-Bring a 2 nd draft of your essay
T	R p. 84-103 Prewriting: How to Find and Focus Ideas
2/19	Peer Review-Bring a 3 rd draft of your essay
R	Essay #1 Narration Essay-Final Draft Due
2/21	Assistant Francisco de Contra de Francisco de Contra de Francisco de Contra de Francisco de Contra de Cont
T	Assign Essay #2 Comparison and Contrast Essay
2/26	R p. 384-386 What is Comparison and Contrast?
R 2/29	A Revenge Is My Middle Name
2/28 T	Brainstorm Ideas and Develop an Outline A Because Geometry Is Not a Country Somewhere Near France
3/05	A Hope Against Hope
3/03	R p. 387-391 Reading and Writing Comparison and Contrast Essays
R	A Go Means Go
3/07	A Rowdy Sings the Blues
3/07	A How to Fight Monsters
	A Grandmother Gives Me Some Advice
	R p. 391-397 A Model Comparison and Contrast Essay
T	Spring Break – No Class
3/12	
R	Spring Break – No Class
3/14	
T	Journals Due
3/19	R p. 398-401 Readings for Practice, Ideas for Writing
	A Tears of a Clown
	A Halloween
	R p. 426-428 Writing Your Own Comparison and Contrast Essay
R	A Slouching Toward Thanksgiving
3/21	A My Sister Sends Me An Email
	R p. 429-433
T	A Thanksgiving

3/26	A Hunger Pains
	R p. 115-133 Drafting an Essay
R	A Rowdy Gives Me Advice About Love
3/28	A Dance, Dance
	R p. 104-114 Developing and Supporting a Thesis
T	A Don't Trust Your Computer
4/02	A My Sister Sends Me a Letter
	R p. 134-148 Writing Effective Paragraphs
R	A Reindeer Games
4/04	A And a Partridge in a Pear Tree
	R p. 402-406 We've Got the Dirt on Guy Brains
T	A Red Versus White
4/09	A Wake
R	A Valentine Heart
4/11	A In Like a Lion
T	A Rowdy and I Have a Long and Serious Discussion About Basketball
4/16	A Because Russian Guys Are Not Always Geniuses
R	A Remembering
4/18	A Talking About Turtles
	Journals Due
T	Peer Review-bring a 1st draft of your essay
4/23	
R	Peer Review-bring a 2 nd draft of your essay
4/25	R p. 673-708 (Browse) Finding and Using Sources
	R p. 149-171 Revising Content and Organization
T	Peer Review-bring a 3 rd draft of your essay
4/30	R p. 149-171 Revising Content and Organization
R	Essay #2 Comparison and Contrast Essay Due
5/02	



Name of Division: Semester:	ARTS AND SCIENCES – COMMUNICATION & JOURNALISM Spring 2019			
Instructor Name:	Dr. Tracy Lassiter			
Office Location:	SSTC 156			
Office Hours:	M/W-3:30-5:00, T-12:30-2:30, or by appointment			
E-mail and Telephone:	tlassiter@unm.edu; (505) 863-7592			
Class Meeting Days/Time/Location	M/W 12:30-1:45, SSTC #172			
	Syllabus			
Title of Course:	Interpersonal Communication			
Course Number:	C&J 221-400			
Course Description:	Analysis of a variety of interpersonal communication concepts with special emphasis on the application of communication skills in different situations.			
Credit Hours and Contact Hours:	3 Credits			
Pre-requisites/co-requisites:	None			
Student Learning Outcomes:	By completing this course, students will:			
	1. Define and describe basic interpersonal communication terms and concepts.			
	2. Identify and analyze interpersonal communication across a variety of			
	personal and professional contexts in both face-to-face and mediated forms.			
	3. Identify and demonstrate a variety of skills that will enhance interpersonal communication.			
	4. Analyze a variety of purposes of and goals in interpersonal communication interactions.			
	5. Recognize diversity and ethical considerations in interpersonal interactions.			

Academic Accommodations:

Refer to The University of New Mexico policy (UNIVERSITY BUSINESS POLICIES AND PROCEDURES MANUAL:

"POLICY 2310: ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES") and defined sections: Section 504 of the Rehabilitation Act of 1973, Section 508: The Rehabilitation Act Amendments of 1998, ADA: The Americans with Disabilities Act of 1990, and the ADAA: The American with Disabilities Act Amendments of 2008 – regarding equal access to individuals with disabilities.

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification letter that will be e-mailed to each of the ARC student's instructors. At that point, the instructor and the student will review the letters and discuss these accommodations in relation to this course. In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately.

All conversations will be kept confidential (between student and instructor). Students requesting any accommodations will also need to contact:

STUDENT SERVICES - CAREER & ACCESSIBILITY RESOURCE CENTER (ARC)

By Appointment:

Mary Lou Mraz, MSEd, LMSW UNM Student Success Specialist

Phone: (505) 863-7527 Location: Gurley Hall 2205 B Email: mloumraz@unm.edu To contact office:

Administrative Assistant Phone: (505) 863-7757 - Front Desk

Disabilities Policy:

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact Accessibility Services at 863-7660. It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations should meet privately with the course instructor. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Mary Lou Mraz in the Career & Accessibility Resource Center (ARC) at 863-7527 to arrange an appointment. ARC, located in Gurley Hall 2205 B, will conduct an intake and, if appropriate, will provide an approved academic accommodation notification letter for you to bring to me. I will then review the letter with you and discuss these accommodations in relation to our course.

Notice of Non-Discrimination:

Notice of Non-Discrimination: The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276, telephone: 505-863-7508. For referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 1127. Telephone: 505-863-7527.

Course Outline

Class format:

Class will include a variety of modes, such as traditional and digital media, speaking and listening activities, and role play. I will use various teaching methods including lecture, class assignments, a midterm and final, journal entries, and a final group presentation.

Assessment Methods: Specific guidelines will be provided for every major assignment. Scores are posted to our class UNM Learn site as soon as assignments are graded.

Grade components (descriptions of each component appear below):

Journal entries: 12 x 10 pts. each = 120 points Midterm/Final: 50 points each = 100 points

Final Presentation: 50 points Relationship Analysis: 50 points

Chapter Assignments: 20 points x = 10 = 200 points

Attendance/Participation: 30 points

Total: 550 points

Do not gauge your grade by your UNM-Learn score. It counts the total points for the assignments you've turned in, not for the total points in the course as a whole. For this reason, roughly every four weeks, I will share with you our total course points to that date so that you can calculate your course grade.

IT IS YOUR RESPONSIBILITY TO CHECK YOUR GRADE STATUS OFTEN to know where you stand, to have a sense of your absences and missing assignments, and to recognize your overall performance. Once assignments are graded, posted in Learn, and returned to you, double-check to ensure that I haven't mistakenly overlooked entering that grade for you. You will have until the date/time of our FINAL to bring me an overlooked, graded assignment for entry. You will NOT be able to ask me to consider these materials after final grades have been calculated and entered.

Required/Optional Text & Materials:

- Verderber, Kathleen S. and Erina L. MacGregor. *Interact: Interpersonal Communication Concepts, Skills and Contexts.* 14th ed. New York: Oxford UP, 2016. **Required.**
- A folder for your journal entries (separate from a class folder you might use for handouts, assignment guidelines, and so on); a small stapler, and a notebook.

In addition to the required materials listed above, **some assignments**, further readings, links to useful websites, and YouTube clips will be uploaded to the UNM-Learn website. Students will be responsible for accessing and reading/viewing these materials before class.

Attendance Policy:

Regular attendance and active participation are required to earn credit for this course. It is extremely important that you understand the following attendance policies:

- Missing five classes will result in automatic failure of the course.
- If you miss three or more consecutive classes without contacting me, I will assume you have decided not to continue and I could drop you from the course.

Late arrivals: Arriving to class on time is a way of showing courtesy and respect to the instructor and your classmates. Doing so also demonstrates that you are ready for the responsibilities of university study and life beyond college.

Classroom Conduct:

All students are expected to act in a respectful, responsible and mature manner when interacting with peers, professors, and staff. I won't tolerate aggressive, threatening, or demeaning remarks toward anyone. There is a difference between discussion/debate and disrespect/hostility. I will remove you from the class and likely drop you from the course if you disrupt your peers' learning and safety.

Final grades are non-negotiable. This is a classroom, not a boardroom. Please see your student handbook at https://pathfinder.unm.edu/studentgrievance-procedure.html, Article 2, for the grievance process and your rights and responsibilities therein.

Plagiarism: Plagiarism is the act of submitting someone else's work as your own, or failing to give credit to another author when you include her/his ideas in your writing. Plagiarism applies to <u>all</u> types of content, including material in books, newspapers, magazines, the Internet, and papers written by other students. At universities, plagiarism is considered a serious offense. Instances of plagiarism will be handled in accordance with the *UNM-Gallup Student Handbook*. Together, we will learn how to avoid plagiarism.

Tutoring Services

The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. It is staffed by two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Hours: Monday-Thursday, 8:00a.m.-6:00p.m., and Friday, 8:00a.m.-5:00p.m. It is located on 2nd floor of Gurley Hall, GH 2205 and GH 2210. Students are encouraged to set appointments via e-mail at kvbaldona@unm.edu (for assistance with reading/writing) and johnvils@unm.edu (for math/science).

Assignment Descriptions:

All writing assignments are to be printed out and either turned in during class or brought to me during office hours. I will not accept e-mailed assignments.

Late Work: Please be advised that I WILL NOT accept late assignments more than <u>one</u> class period past the due date; I will deduct 20% from late assignments that are accepted. This is out of fairness to classmates who meet course deadlines, respect for me and the time I set aside for grading, and concern for your ability to learn to meet requirements in jobs – and in life!

THIS SCHEDULE IS SUBJECT TO CHANGE DEPENDING ON WEATHER-RELATED DELAYS OR CANCELLATIONS AND /OR STUDENT NEED AND PROGRESS.

Week	Date	Topics discussed / homework	Assignment due		
1	1/14	Course overview, ice breaker activity.	Read Chapter 1		
	1/16	In class activity on Chapter 1.			
2	1/21	MLK DAY – NO CLASS			
	1/23	Chapter 1 (cont'd.) in-class activity.	Read Chapter 2		
3	1/28	In-class activity on Chapter 2.	Find outside news article related to class reading.		

	1/30	Discussion of article; excerpt from On Course.	Read Chapter 3.
4	2/4	In-class "Tang" reading activity; more on chapter.	Finalize journal entries.
	2/6 √	Continue discussion of Ch. 3, especially definitions of power. Journal #1 due.	Read Chapter 5
5	2/11	Discussion of semiotics and Ch. 5.	
	2/13	Applying Ch. 5's key concepts to scenarios.	Read Chapter 6
6	2/18	Discussion of Ch. 6	
	2/20	Discussion of chapter 6	Read Chapter 7
7	2/25	Discussion of Chapter 7	. 20
	2/27	Review for midterm; more on listening strategies.	Finalize Journal #2 entries.
8	3/4	Midterm	
	3/6 √	Movie/Video	Read Chapter 8
9	3/11	NO CLASS – SPRING BREAK!	
	3/13	NO CLASS – SPRING BREAK!	
10	3/18	Discussion of Chapter 8	
	3/20	Discussion of Chapter 8 (cont'd.)	Read Chapter 9
11	3/25	Discussion of Chapter 9	
	3/27	Applying supportive strategies.	Read Chapter 10
12	4/1	Discussion of Chapter 10	
	4/3 √	More on conceptions of power. Final project assigned.	Read Chapter 11
13	4/8	Discussion of conflict management	Finalize Journal 3 entries
	4/10	In-class readings; scenarios; Journal #3 due.	Read Chapter 12
14	4/15	Discussion of relationships; in-class writing activity	Keep drafting relationship paper.

	4/17	In-class activity.	Read Chapter 13
15	4/22	In-class campus activity; final writing assignment (relationship paper) due.	
	4/24	Discussion of Ch. 13; class time to work on projects.	
16	4/29	Class presentations	
	5/1 √	Class presentations (cont'd.); final exam review.	
17	5/6	Final exam; submit Journal 4 entries.	

Course Syllabi

Area II: Mathematics and Statistics

Included in this section:

• MATH 121

^{*}course title does not reflect the new UNM Common Course Numbering Crosswalk that went into effect Fall 2019.



Name of Department: Semester:	AS – MATHEMATICS Spring 2019
Instructor Name:	Alok Dhital
Office Location:	CH 224
Office Hours:	TR 1:30 – 3:30 PM
	MW 3:15 – 4:00 PM
E-Mail:	adhital@unm.edu
Telephone:	505 863-7546
Class Meeting Days/Times:	Lecture: MW 2:00 - 3:15 PM
Class Location:	CH 268
	Syllabus
Title of Course:	College Algebra
Course Number:	MATH 121-400
Credit Hours and Contact Hours:	3 credit hours
Pre-requisites/co-requisites:	Students taking Math 121 <u>must</u> have a solid understanding of Intermediate Algebra. Many students take Math 120 or Math 118/119 to develop those algebra skills.
Learning Objectives and Outcomes: Disabilities Policy:	 By the end of the course, students will be able to communicate clearly the steps to solve problems using the correct notation and terminology. By the end of the course, students will be able to solve various kinds of equations, such as polynomial, rational, radical, exponential, logarithmic and systems of linear equations. By the end of the course, students will be able to identify and apply the properties and operations of various functions. By the end of the course, students will be able to construct and analyze graphs of a variety of relations and functions. By the end of the course, students will be able to demonstrate problem solving skills for application problems.

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet privately with the course instructor. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Mary Lou Mraz in the Accessibility Resource Center (ARC) at (505) 863-7527 to arrange an appointment. ARC. located in Gurley Hall 1127, will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact your instructor so that the letter can be reviewed and the accommodations can be discussed in relation to this course.

The Center for Academic Learning (Gurley Hall 2205/2210):

The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. They are staffed by two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Office hours are from 8:00 AM - 6:00PM, Monday through Thursday, and 8:00 AM - 5:00 PM on Fridays. The Center is located at Gurley Hall 2205/2210. Students are encouraged to set appointments via email at kvbaldona@unm.edu (for reading/writing) or johnvils@unm.edu (math/science).

Course Outline

Teaching Methods (Lecture, Labs, Small Groups, On-Line Components): Lecture, Labs and Small Groups

Evaluation/Grading Methods:

Your final grade in this class is based on the following components:

MyMathLab Homework25%MyMathLab Quizzes15%3 MyMathlab Tests45%Final Exam15%

Note: You may not enter the next Math level unless you pass with a 70% or better.

Required Text(s) & Supporting Materials:

Required MyMathLab Student Access Kit:

ISBN: 9780321199911

Calculators: TI-82 or higher version Graphing Calculators are required in this course

Optional Textbook:

College Algebra in Context with Applications for the Managerial, Life, and Social Sciences 5/E Author(s): Harshbarger, Ronald | Yocco, Lisa

Access to a computer with high speed internet is required

Attendance Policy and Policies on Classroom Behavior:

Because daily classroom activities are an integral of the learning process in this class, regular and prompt attendance is expected from all students. The instructor has the right to drop any student who accumulates more than three unexcused absences. Students are expected to plan their lives to allow for regular attendance of this class; this includes making provisions for child-care, transportation needs and demands. We do, of course allow students to be absent from class with valid reasons. Valid reasons follow:

- 1. *Illness.* Bring in a statement from your doctor, or incase you do not seek medical care, a statement from a immediate family member.
- 2. Death in a family.
- 3. If you are unable to obtain child care. Because of and exceptional situation, for example the care provider is ill. If the child-care is a persistent problem, you should consider dropping the course.
- 4. Religious ceremony. Give your instructor a written statement before the ceremony is to take place.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities:

Chapter 1: Sections 1, 2, 3, 4

Chapter 2: Sections 1, 2, 4

Chapter 3: Sections 1, 2, 3

Chapter 4: Sections 1, 2, 3, 4

Chapter 5: Sections 1, 2, 3, 5

Chapter 6: Sections 1, 3, 4, 5

Notice of Non-Discrimination: The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main

campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 2205 B. Telephone: 505-863-7527.

Course Syllabi

Area III: Physical and Natural Sciences

Included in this section:

• EPS 101/105

^{*}course title does not reflect the new UNM Common Course Numbering Crosswalk that went into effect Fall 2019.

Arts and Sciences Division – Spring 2019

Instructor Office Location Antoinette Abeyta

Calvin Hall 270A

Office Hours

Mondays and Wednesdays 11:00 AM to 1:00 PM BSy appointment; for appointment, please email or call

Instructor email

abeytaant@unm.edu

Phone

(505)-863-7539

Class meeting times

Mondays and Wednesdays, 2:00 - 3:15 PM; 3:30 - 4:45 PM

Location

Calvin Hall 274

Introduction to Geology – Studio course, Course Number EPS 101-400 and EPS 105-400

NOTE: THIS SECTION IS A STUIDO COURSE, WHICH LECTURE AND LAB WILL BE TAUGHT CONCURRENTLY. YOU MUST BE ENROLLED IN BOTH EPS 101-400 AND EPS-105L-400.

Course description

A fascinating tour of our active planet. Explore earth materials (rocks and minerals), the continents' motions and related origins of earthquakes, volcanoes, mountain building, oceans, landscapes, natural energy and economic resources, global warming and other topics. Students are encouraged but not required to enroll concurrently in 105L. Meets New Mexico Lower-Division General Education Common Core Curriculum Area III: Science (NMCCN 1114).

Minerals, rocks and topographic and geologic maps. Meets New Mexico Lower-Division General Education Common Core Curriculum Area III: Science (NMCCN 1114).

Credit Hours and Contact Hours

4 credit hours (3 credit hours for lecture, 1 credit hour for lab)

Co-requisites

Required Co-enrollment in EPS 105L-401

Learning Objectives and Outcomes

At the end of the semester students should be able to 1) examine a set of data to define a problem, develop a hypothesis and describe how the hypothesis can be tested; 2) able to describe the geologic processes involved in formation and concentration of a significant geologic resource (examples include fossil fuels and metals); 3) describe the processes that are responsible for specific geologic hazards such as earthquakes, volcanic eruptions, mass movement, and flooding; 4) determine the relative order in which a series of geologic events occurred by applying the concepts of relative dating; 5) describe the compositional (crust, mantle, core) and mechanical (lithosphere, asthenosphere, outer core, inner core) layers that exist in the Earth; 6) explain the evidence for the plate tectonic processes that occur at each of the three types of plate boundaries; 7) use the concept of isostasy to explain why continental crust is at a higher elevation than the oceanic crust; 8) describe the three main rock types (igneous, sedimentary, and metamorphic) and how they form in the context of the rock cycle; and 9) state the age of the Earth and describe how geologists measure absolute rock ages by radioactive decay.

Laboratory:

Students will be able to 1) construct a hypothesis, propose a test, and then complete the test using quantitative and spatial data; 2) make measurements and make calculations using those measurements that lead to graphical display and interpretation of data; 3) analyze graphical data and use the graphs to make interpretations; 4) effectively communicates an interpretation of quantitative and spatial data to evaluate a societally relevant geologic problem; 5) provide written descriptions of rocks that correctly uses geological terminology and links these descriptions to an acceptable explanation of rock origins; 6) provide a written explanation of the geologic history (including ages of events) of a location portrayed in photograph or diagram; and 7) demonstrate understanding of plate motions. University **Policies**

GALLUP

Disabilities Policy:

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with the instructor. All conversations will be kept confidential (between student and instructor). Students requesting any accommodations will also need to contact:

STUDENT SERVICES - CAREER &ACCESSIBILITY RESOURCE CENTER (ARC)

Mary Lou Mraz, MSEd, LMSW

UNM Student Success Specialist

Phone: (505) 863-7527 Location: Gurley Hall 1127

Email: mloumraz@unm.edu

ARC Office

Administrative Assistant II Phone: (505) 863-7757 Location: Gurley Hall 1127

Notice of Non-Discrimination

Notice of Non-Discrimination: The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 1127. Telephone: 505-863-7527.

Title IX reporting

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf -- page 15). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

Student code of conduct:

It is important for all students to be aware of conduct that will lead to disciplinary action by the University. In order to clarify the types of conduct which shall be considered to affect adversely the University's educational function, to disrupt community living on campus, or to interfere with the rights of others to pursue their education, to conduct their University duties and responsibilities or to participate in University activities. For more information, please visit: http://www.gallup.unm.edu/pdf/student-handbook.pdf Academic dishonesty policy:

Every student is expected to abide by the highest standards of honorable conduct in academic matters. Dishonest action in connection with tests, quizzes or assignments, whether in the classroom or not, generally will be cause for dismissal from the University. Nondisclosure or misrepresentation in filling out applications or other University records will make a student liable for disciplinary action, including possible dismissal from the University. A student having any questions concerning this policy should discuss it with their professors.

Academic Dishonesty

"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out

Spring 2019

EPS 101 and EPS 105L – STUDIO CLASS

Section 400-MW

applications or other University records. If academic dishonesty is discovered, a suitable grade punishment will be imposed, including failure in the course.

Class Policies

Teaching Methods

Learning about science and earth science is not simply the acquisition of correct information. Learning requires integrating new information with your own knowledge and experiences, and delivery of information by itself doesn't help you develop your own understanding of the material. What this means is that I cannot simply 'transmit' knowledge to you — you will have to take an active role in the learning process.

You are asked to prepare for class by reading the assigned readings, review supplemented chapter reviews and any other additional material provided for you (Additional material will be posted at learn.unm.edu). By doing this, we can then use class time to go over the parts that you found the most difficult, and developing a deeper understanding of the material. Classroom instruction will consist review lectures, question and answer sessions, group discussions, small projects, and in class teaching activities.

Interactive teaching Method

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit http://tinyurl.com/THStudentGuide for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will also be sent to your school email account (if you don't receive this email, you can register by visiting our course website tophat.com/e/112860). Join code is: 112860

Top Hat will require a paid subscription, and the standard pricing for the cheapest option is \$24 for 4-months of unlimited access. For a full breakdown of all subscription options available please visit www.tophat.com/pricing.

There will be no makeups for any Top Hat participation questions missed. A curve in your favor will be applied at the end of the semester to account for absences, missed questions, connectivity issues.

Studio learning environment

Studio learning is a teaching method that combines lecture with laboratory exercises and group project activities. There is strong emphasis on group and cooperative learning, with an overall goal on developing higher order thinking skills and develop the skills necessary to be successful lifelong learners. As mentioned in the previous section, you are allowed to control your time and be the leader in developing your education. Thus, it is expected that you come to class prepared by doing the reading and assignments assigned.

Course Materials

Textbook: Earth Portrait of a Planet - Stephen Marshal, any editions 3 through 5 (required)

ISBN: 039393750X (5th edition) Top Hat subscription (*required*)

Laboratory readings are available on UNM Learn

It is also recommended that students come prepared with paper, pencil, pen, eraser, top hat device (cell phone/tablet/laptop) and a 4 function calculator (NOT A CELL PHONE!).

Attendance Policy

A critical component of this course derives from your active participation in class. Students are expected to attend all the meetings of the class. Attendance will be taken through Top Hat promptly at the start time of the class. If you come tardy, a sign in sheet will be available. A student with an <u>excess of 4 absences</u> will be dropped from the course with a grade of WP or WF. Absences due to illness, or to authorized University activity such as field trips, athletic trips, etc., are to be reported by the student to his/her instructor(s) and to the Dean of Students Office. The reporting of absences does not relieve the student of responsibility for missed assignments, exams, labs, etc.

Late arrivals to classes are a disruption to your fellow students and faculty. It is essential that you arrive promptly and are prepared to begin at the scheduled start time of class. There will be no makeup or late work accepted for any pop-quizzes, Top Hat questions, lab activities or in class assessments due to tardiness or absence.

Class delays and Cancelations

Unless otherwise specified, class will begin at the scheduled time of 2:00 PM. When there is a scheduled 2 hour delay, class will start at 2:00 PM. In the case of a cancelation, class and lab will not be held. Please check your UNM email address for updates on any cancelations or delays and subsequent changes to the class schedule.

Late Policy

All assignments unless otherwise specified will be due at 2:00 PM on their scheduled due date. No late work is accepted for reading or review assignments, no make ups for missed top hat, laboratory or in class activities. The penalty for all other late assignment is a 10% reduction for each day late and any work 2 weeks late will not be accepted.

Makeup Work and Exams

There will be no makeup work for any preparation quizzes, pop-quizzes, Top Hat questions, laboratory activities, or in class assessments due to the interactive nature of the course. Make up exams must be arranged and completed within one week of the exam for documented excused absences.

Makeup Labs

Due to the nature of this course, lab activities are only set up for a limited time. As a result, there are **no makeup labs**. I strongly advise you not to miss any labs. To account for the no makeup lab policy, there are an alternative lab a student can complete to replace a missed lab grade. Students who miss the lab can complete the questions not specific to the laboratory activities for 50% partial credit.

Lab Safety

All students are expected to abide by any safety procedures detailed by the instructor. Any student acting in an unsafe manor that puts themselves, others or property at risk will be asked to leave. A suitable grade punishment will be imposed, including failure in the course.

Electronics/technology policy

In class, we will be using the Top Hat teaching platform that uses input from electronic devices such as smart phones, cell phones, tablets, laptops, etc. As exciting and useful as these technologies are, students are asked to only use these devices in class for instructional purposes (e.g., Top Hat). Any use of technology for non-instructional purposes are discouraged from class (such as but not limited to texting, gaming, social media, streaming, etc.). If you are found using your technology outside of instructional purposes, a warning will be issued and any subsequent offenses will result in a loss of Top Hat participation points for that day.

Evaluation and Grading

Assessment methods

Chapter review assignment

The start of each section, a reading assignment will be **posted on Learn.unm.edu**. The reading assignment will **close at the start of class that week on Monday (at 2:00 PM)**. The purpose of these reading assignments is to give you an introduction to the material and test your knowledge. The reading assignments will allow for 2 attempts. Due to the flipped classroom format, there will be **no late work accepted for chapter review assignments**.

Chapter review assignment

Following each section, a post-chapter assignment will be **posted on Learn.unm.edu**. The post-chapter assessment will **close the following Friday** (at 11:59 PM) after the material is last covered (typically – see calendar). The post-chapter assessment will allow for **UNLIMITED attempts** so you can define and correct the gaps in your knowledge. The purpose of these chapter review assignments is understanding the material and correcting any errors. Due to the flipped classroom format, there will be **no late work accepted for chapter review assignments**.

In class activities and assignments

In class activities will include reflection papers, written summaries, pop quizzes, concept maps/sketches, and in class worksheets. There is **no makeup work for in class activities** due to absence and/or tardiness.

Laboratory activates

To supplement your learning, you will engage in a series of supplemental laboratory activities throughout the semester. While laboratory activities are completed as groups, make sure the work you turn in is your own and you understand the material. Any material not completed in class is to be completed on your own time.

Top Hat Participation

Questions will be given throughout the lecture to engage you in the learning process. Half the credit is given just for participating, the other half is based off on correctly answering the questions.

Exams and Exam reviews

Four exams will be given over the material covered in class. Exam questions will consist of multiple choice and essay questions. The final exam is cumulative. To prepare for the exam, you will participate in a review assignment activity conducted in class.

Grading Schema

Grades will be determined as follows:

A+	99-100%	B+	89%	C+	79%	D+	69%	F	≤ 59%
Α	98-95%	В	88-85%	С	78-74%	D	68-64%		
A-	94-90%	B-	84-80%	C-	73-70%	D-	63-60%		

Grades will be assessed as follows:

Assessment - Lecture	Points total	Percent
Exams (4x - 200 pts each)	800	31
Exam Review (4x – 25 pts each)	100	3
Reading assignments (11x – 20 pts each, lowest 2 dropped)	180	10
Review assignments (11x – 30 pts each, lowest 2 dropped)	270	34
In class activities (23x – 15 pts each, lowest 5 dropped)	500	16
Assignments (2 assignments, range from 10-40 pts each)	50	2
Tophat	130	4
Total	1800	100
Laboratory Grade will be based on just laboratory activities		
Laboratory activities (12x – 100 pts each, lowest 1 dropped	1100	100
Total	1100	100

How can I keep track of my grade?

All grades will be posted on Blackboard Learn. To access Learn, go to www.learn.unm.edu and sign in using your UNM user name and password. For your privacy, grade inquires will **only** be handled through email, office hours, or by appointment.

Services Available

Tutoring Services

The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. We are staffed by two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Hours: Monday-Thursday, 8:00a.m.-6:00p.m., and Friday, 8:00a.m.-5:00p.m., 2nd floor of Gurley Hall, GH 2205 and GH 2210. Students are encouraged to set appointments via e-mail at kwbaldona@unm.edu (reading/writing) and johnvils@unm.edu (math/science).

Student Health and Counseling

Student Health and Counseling (SHAC) is available to all enrolled UNM students. SHAC counseling is available to help UNM students function successfully in their academic lives. When students are faced with excessive stress or difficult personal problems, psychological and psychiatric support may be helpful or necessary. Private, confidential meetings are done by computer in Gurley Hall 1120 through ZOOM technology. Appointments can be made through unm.edu, search: My health Portal or by calling (505)277-3136

Class Schedule

Note: Reading for the week should be **completed prior to coming to class**M Monday T Tuesday W Wednesday R Thursday F Friday S Saturday U Sunday

Week	Dates			Reading	Subject	Laboratory activity	Assignments due
1	1/14	-	1/16	Syllabus; Lab 1	What is science/geology	Lab 1: General science concepts	Syllabus Contract W 1/16 Pre semester assessment U 1/20
2	1/21	-	1/23	Ch. 2; Lab 2	Origins of the earth; Plate tectonics No class 1/21 - MLK	Lab 2: Examining earth's surface	Week 2 reading M 1/21 Lab 1 W 1/23 Week 1 review F 1/25
3	1/28	-	1/30	Ch. 3 and 4; Lab 2	Plate tectonics No class 1/30 — GSA	Lab 2: Examining earth's surface	Week 3 reading M 1/28 Week 2 review F 2/1
4	2/4	-	2/6	Ch. 10; Lab 3	earthquakes	Lab 3: Earthquakes	Week 4 reading M 2/4 Lab 2 W 2/4 Week 3 review F 2/8
5	2/11	-	2/13	Lab 4	Exam Review and Exam 1	Lab 4: Minerals	Lab 3 W 2/13 Week 4 review F 2/15
6	2/18	-	2/20	Ch. 6 and 9; Lab 5	Igneous rocks	Lab 5: Analyzing igneous rocks	Week 6 reading M/18 Lab 4 W 2/20
7	2/25	-	2/27	Ch. 7 and Interlude B; Lab 6	Sedimentary rocks	Lab 6: Analyzing sedimentary rocks	Week 7 reading M 2/25 Lab 5 W 2/27 Week 6 review F 3/1
8	3/4	-	3/6	Ch. 8; Lab 7	Metamorphic rocks	Lab 7: Analyzing metamorphic rocks	Week 8 reading M 3/4 Lab 6 W 3/6 Week 7 review F 3/8
9	3/11	Ħ.	3/13	en den e	Spring Break	Spring break	
10	3/18	-	3/20		Exam Review and Exam 2	No Laboratory activity	Lab 8 M 3/18 Week 8 review F 3/22
11	3/25	-	3/27	Ch. 12 and 13; Lab 8	Earth history	Lab 8: Radiometric dating	Week 11 reading M 3/25
12	4/1	-	4/3	Ch. 17; Lab 9	Rivers	Lab 9: River engineering	Week 12 Reading M 4/1 Lab 8 W 4/3 Week 11 review F 4/5
13	4/8	-	4/10	Ch. 19; Lab 10	Ground water	Lab 10: Ground water	Week 13 reading M 4/8 Lab 9 W 4/10 Week 12 review F 4/12
14	4/15	-	4/17		Exam Review and Exam 3	No Laboratory activity	Lab 10 W 4/17 Week 13 Review F 4/19
15	4/24	-	4/24	Ch. 14; Lab 11	Fossil fuels	Lab 11: Carbon and the atmosphere	Week 15 reading M 4/22
16	4/29	-	5/1	Ch. 23; Lab 12	Climate change	Lab 12: Understanding past climate	Week 16 reading M 4/29 Lab 11 W 5/1 Week 15 review F 5/3
17	5/6	-	5/8		Exam Review and Exam 4	No Laboratory activity	Lab 12 W 5/8 Week 16 review 5/10

^{*}Lecture subject to change, any changes to the schedule will be announced in class and in email. Be sure to check your UNM email address for any announcements or changes to the schedule.

PLEASE READ THE SYLLABUS CAREFULLY AND KEEP IT WITH YOU WHENEVER YOU COME TO CLASS. ALL THE INFORMATION ON THE SYLLABUS IS IMPORTANT AND INCLUDES EVERYTHING YOU NEED IN ORDER TO DO WELL IN THIS CLASS. YOU WILL ALSO BE ABLE TO DOWNLOAD THE SYLLABUS ON LEARN IF YOU SOMEHOW LOSE THIS COPY.

Syllabus Student Agreement

Printed I	Name	
Understand this is a studio course and I 105L-501 (Geology lecture and Lab). Fai	must be enrolled in both EPS 101-401 and EPS-ilure to do so will impact my grade	
Will act in accordance to the student co		Initial
	y and understand the consequences thereof	Initial
Have read and understand the class pol	•	Initial
·		Initial
	re and will not harm myself, others, or school will result in penalty, up to failing the course.	*
Will attend class and be there prepared	· · · · · · · · · · · · · · · · · · ·	Initial
		Initial
Have read and understand the attendar		Initial
Read and understand late policy of a 10	0% reduction for each day late	
Read and understand the grading policy	and schema.	Initial
	napter reading assignments, chapter review t make up exams must be made within one week	Initial
Understand that there are no makeup t tardiness/absence	ophat or in class assignments due to	Initial
Will check my unm email address regula	arly and communicate with my instructor	Initial
Understand that my grade is a reflection	n of my performance on assignments and tests	Initial
Will take advantage of the services prov	rided by the university if needed.	Initial
		Initial
e read this syllabus, all my questions abo edures stated therein.	out the syllabus have been answered, and I agree to th	e schedule and
me – Printed	Student ID	
nature	Date	

Course Syllabi

Area IV: Social and Behavioral Sciences Included in this section:

- ANTH 101
- LING 101
- PSY 105

^{*}course title does not reflect the new UNM Common Course Numbering Crosswalk that went into effect Fall 2019.



INTRODUCTION TO ANTHROPOLOGY

ANTH 101, Section 400 (CRN #48066) 3 Credit Hours, Spring Semester 2019

Tuesdays & Thursdays, 11:00a.m. – 12:15p.m. Class meets in SSTC, Room 182

Professor: Dr. Shirley Heying Office Hours: Tuesdays, 10:00-11:00a.m. & 2:00-3:30p.m.

Email: saheying@unm.edu
Thursdays, 10:00-11:00a.m. & 2:00-3:30p.m.
Phone: 505-863-7721 (**Email preferred!**)
Or by appointment (email professor for time)

Office: SSTC 134

DISABILITIES POLICY

In keeping with the University of New Mexico's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with Dr. Shirley Heying privately. All conversations will be kept confidential (between student and instructor). Students requesting any accommodations will also need to contact: Student Success Specialist Mary Lou Mraz at Student Services — Career & Accessibility Resource Center (ARC), Phone (505) 863-7527, Email: mloumraz@unm.edu, Office: Gurley Hall 1127. You can also leave a message by calling the administrative assistant at (505) 863-7757 or stop by the Front Desk in Gurley Hall, room 1127. ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification letter for the student to bring to her or his instructors. The instructor will then review the letter with the student and discuss these accommodations in relation to the course. The student is responsible for contacting the instructor and arranging the meeting in which the letter is reviewed, and accommodations are discussed.

NOTICE OF NON-DISCRIMINATION

The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the **Office of Equal Opportunity** whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: **UNM Gallup Title IX Coordinator**; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 1127. Telephone: 505-863-7527.

COURSE DESCRPTION

This is an introductory course that provides students with an extended overview of the discipline of anthropology. Anthropology is concerned with the study of culture and human conditions and lived human experiences in the past, present and future. In this course, students explore each of the four sub-fields of anthropology: biological/physical anthropology (the study of human genetic and cultural evolution and diversity), archaeology (the study of past humans through material culture), linguistic anthropology (the study of human language, communication, and writing systems), and cultural anthropology (the study of the lived human experiences as members of particular cultural groups). The goal in this course is to survey different human-related problems or questions to better understand the scope of modern anthropological thought. Consequently, we discuss issues of human evolution, the study of primates, modern human diversity and genetics. We also analyze the development of human societies, both ancient and modern. In addition, we compare and contrast different cultural forms and encounters between contemporary cultural groups in order to examine how the self (whether a racial, ethnic, gender, national or class identity) is forged in relation to the others (images, narratives and views of cultural difference). Topics in this course are examined via lectures, readings, projects, in-class assignments, and films designed to present a broad perspective on the human cultural experience over time and space.

*Course meets New Mexico Lower-Division General Education Common Core Curriculum Area IV: Social/Behavioral Sciences.

COURSE LEARNING OBJECTIVES

- 1. Differentiate the objectives and methods of the discipline of anthropology and of its individual subfields.
- 2. Explain holism, comparativism and relativism and relate how anthropology is an integrative, holistic discipline differentiated from other social sciences.
- 3. Define biological and genetic unity of the human species and its evolutionary origins and sequences.
- 4. Articulate a greater awareness and understanding of culture as a problem-solving process in the human experience.
- 5. Describe the development of food production strategies and social complexity in human history.
- 6. Offer new and/or varied perspectives on various social and cultural issues and world views that can facilitate increased inter- and intra-cultural understanding, astuteness, and appreciation.
- 7. Gain a sense of how anthropological methods can be applied to the study of human cultural diversity and to help resolve current social and cultural issues in various cultures and societies throughout the world.

COURSE MATERIALS

Required Textbook:

Anthropology: What Does It Mean to be Human? Third Edition (2015), Robert H. Lavenda and Emily A. Schultz (authors)

Copy of Required Textbook on Library Reserves: A copy of the required textbook listed above is available on Reserves at the Zollinger Library on the UNM Gallup campus. You may check out the textbook from the library for up to a 2-hour period if you are unable to purchase your own copy of the required textbook. However, you MUST keep up with the assigned readings—especially given the availability of a copy on reserves—regardless of whether you choose to purchase the required textbook or not. You can also order a copy of the book through Interlibrary Loan services. See Zollinger Library staff for more information on Interlibrary Loan services.

Changes in Course Schedule and Content: The schedule and materials covered in this course are subject to change at any time with instructor discretion. Any changes made in the course schedule or content will be announced in class, as well as via the announcements feature in Blackboard Learn and through email. It is your responsibility to have email that is sent to your UNM email account forwarded to whichever email account you use most frequently during the term. Call IT Services at 863-7678 for help with designating your preferred email for all university-related correspondence. You MUST check your email at least 3 times each week to keep updated on this course content, requirements and any changes.

COURSE EVALUATION

Exams (3)	65 points each	195 points (24% of final grade)
Online Quizzes (13)	5 points each	65 points (8% of your final grade)
Film Questions (4)	20 points each	80 points (10% of final grade)
In-Class Activities (2)	50 points each	100 points (12% of your final grade)
Short Essays (2)	45 points each	90 points (11% of your final grade)
Attendance (29 classes) 10 points each	290 points (35% of final grade)	
		820 Total Points for Course

Exams (3): There will be 3 exams administered in this course. Each exam will cover material presented primarily in the required textbook readings and lectures presented in this course for each of the 4 subfields of anthropology. All of the exams are noncumulative, meaning that each exam only includes the material covered for the section that precedes it. There is no cumulative final exam for this course. There is one last exam that will take place during finals week; however, it will only cover the materials presented starting from after the second exam until the last day of class. Each exam will consist of 65 multiple choice and true/false questions worth 1 point each, and is designed to require no more than 75 minutes to complete. Each exam will begin promptly after attendance is taken at the start of class on the day the exam is scheduled. Make-up Exams are not allowed in this course unless a student has a legitimate, documented excuse! Anyone caught cheating during the exam will be given 0 points for the exam, may be immediately dropped from the course by the professor, and will undergo appropriate academic disciplinary proceedings and sanctions, including failing the course. Together, the 3 exams total 195 points and constitute 24% of your final grade.

Exam Dates: Each of the 3 exams will be administered at the START of class on the following dates,

Exam #1: Tuesday, February 26

Exam #2: Tuesday, April 9

Exam #3: Tuesday, May 7

Online Quizzes (13): There will be weekly quizzes that you must complete online in learn by 10:00p.m. most Fridays during the semester. The quizzes will consist of 5 multiple choice and true/false questions worth one point each. The quizzes are designed to help you prepare for the exams administered in this course and are required to earn a good grade in this course. More detailed instructions on taking the quizzes will be provided after the start of the semester. The 13 quizzes are worth a total of 65 points and constitute 8% of your final grade.

Film Questions (4): There will be 4 films shown in this course that require students to respond in writing to a list of questions administered by the professor immediately before viewing each film. Each set of film questions is worth 20 points and must be completed in class following each film or by the start of the next class period following the day in which the film was shown. If you miss class when a film is shown, it is up to you to find the film and answer the questions by the start of the next class period after the period in which the film was shown or by a time prearranged with the professor. Bottom line: do NOT miss class whenever possible, especially on film days! The film questions are worth a total of 80 points and constitute 10% of your final grade.

In-Class Activities: There will be 2 in-class activities worth **50 points** each that are designed to help you advance and strengthen your academic skills. The activities will focus on each of the four subfields of anthropology and detailed instructions on each activity will be provided on the day the activity is scheduled (see the syllabus for exact dates). The in-class **activities total 100 points** and constitute **12% of your final grade** for this course.

Short Essays: There will be two short essays (a minimum of 1,200 words) focused on pertinent topics covered in this course. Detailed instructions for each essay will be provided several weeks prior to the due dates for each essay. The essays are worth 45 points, **totaling 90 points** and constituting **11% of your final grade**.

Short Essay #1 due online in Learn by Midnight on Friday, March 22

Short Essay #2 due online in Learn by Midnight on Friday, April 19

Attendance: Attendance in this class is IMPERATIVE! This course requires students to fully engage with the course material both during and outside of class time as mature, responsible, and intellectually-engaged adult students. As a result, attendance for each class period is expected and worth a significant portion of your final grade. Attendance will be taken during each class period with each class period attendance worth 10 points. Each student is allowed to miss a MAXIMUM of 2 class periods during the term for a documented excused absence. If a student misses more than 2 excused class periods, she or he may be dropped from the course by the professor or will lose valuable attendance points that will significantly reduce the student's final grade point total, resulting in a much lower final grade for the course. Any student arriving to class more than 10 minutes late or leaving class more than 10 minutes early without a documented excuse will NOT receive the attendance points for the day. Attendance is worth a total of 290 points and constitutes 35% of your final grade.

Extra Credit: You may earn a maximum of 20 extra credit points that count toward your final point total for this course. Extra credit points will be added to your total points earned at the end of the term to determine your final grade. In order to receive extra credit, you must complete an extra credit assignment as described in the Extra Credit Options handout that is available on the course page in Learn. All extra credit assignments must be submitted in Blackboard Learn via the Extra Credit Assignment Submission Link. Each extra credit assignment is worth 10 points and you may only complete 2 extra credit assignments, totaling the maximum of 20 extra credit points. Another option for extra credit is to go to the Center for Academic Learning (CAL) or to your Trio tutor for help with your writing. Each visit to the CAL (see below for more information) or Trio is worth 10 points and you may earn a maximum of 20 extra credit points (or 2 visits). You must get a verification slip from the CAL or Trio tutor for each of your visits and must submit those slips directly to me, your professor. Extra credit assignments and verification slips will be accepted up to 5:00p.m. on the last day of classes on Friday, May 3, 2019. No extra credit will be accepted after the last day of class. Other extra credit options, such as attending university events, may also be made available during the term and will be announced in class.

Tutoring Help: The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. They are staffed by two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. **Hours: Monday-Wednesday, 8:00a.m.-6:00p.m., and Friday, 8:00a.m.-5:00p.m.**, 2nd floor of Gurley Hall, GH 2205 and GH 2210. Students are encouraged to set appointments via e-mail at kvbaldona@unm.edu (reading/writing) and johnvils@unm.edu (math/science).

Grading: You can email or meet with me, your professor, during office hours to find out how you are doing in the course at any time throughout the term. You can also monitor your individual assignment grades for this course in Blackboard Learn by clicking on the My Grades tab. At the end of the term, your total points will be added up and divided by the grand total of 820 points possible, which will present you with a percentage grade for the course. That percentage grade will then be assigned the appropriate letter grade. At the end of the term, you have earned what you have earned in this course. You will not get a higher grade that you did not earn simply because you want a higher grade. I DO NOT NEGOTIATE GRADES EVER! Your final letter grade for this course will be determined using the UNM Gallup grading scale provided below (grades will not be curved):

GRADING SCALE:

Your Total Points out of 820	Percentage Grade (Your points ÷ 820)	Letter Grade
803-820	98-100%	A +
754-802	92-97.8	Α
737-753	90-91.8	Α-
721-736	88-89.8	B+
672-720	82-87.8	В
655-671	80-81.8	= 0 B -
639-654	78-79.8	C+
590-638	72-77.8	С
574-589	70-71.8	C-
557-573	68-69.8	D+
508-556	62-67.8	D
491-507	60-61.8	D-
490 and below	59.8% and below	E

**DO NOT DEPEND ON LEARN FOR YOUR GRADE! The My Grades tab in Learn fails to calculate work you have <u>NOT</u> submitted and thus, Learn shows you the percentage of what you submitted, not of the entire required course material. Therefore, the total percentage that Learn shows you is almost always INCORRECT. If you want to know how you are doing in the course, simply email the professor and request a grade check at any point during the semester.

COURSE POLICY

Withdrawal: A student may choose to withdraw from this course but must do so through their LoboWeb student account. When a student withdraws officially from a UNM Gallup course during the first three weeks of the semester, no grade is assigned for the course. The spring deadline to withdraw from this course without a grade is Friday, February 1, 2019. Course withdrawals after this date are subject to a grade of "W" (Withdrawal). The grade of "W" is not computed into the student's grade point average; however, the course is considered as attempted hours and is listed on the student's transcripts as a "Withdrawal." A student can withdraw from this course with a "W" grade through Friday, April 12, 2019. After that date, a student who wishes to withdraw from this course must first get the Registrar's approval. If a student leaves the university any time during the semester and does not carry out a withdrawal according to university regulations, they become liable for a grade of "F" in the course even though they may have been passing the course at the time the left the course.

Incomplete: A grade of Incomplete (or "I") for a course is given <u>only when circumstances beyond the student's control</u> have prevented completion of the coursework within the official dates of a session. Incomplete grades must be resolved no later than one year (12 months) from the published end date of the semester in which the grade was assigned. An Incomplete may be removed even though a student is not enrolled in residence. Students are responsible for making arrangements with the instructor for removal of an Incomplete. An Incomplete is changed to a grade by completing the work prescribed by the instructor. Incomplete grades not removed in accordance with these policies are automatically converted to a grade of "F" (failure) 12 months from the last day of the semester in which the Incomplete grade was registered. An Incomplete grade is NOT given to a student who simply is not satisfied with her or his work at the end of the semester and who wishes to submit work that was not completed during the semester.

Academic Dishonesty: Each student at UNM Gallup is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work will receive zero points for the assignment, may be dropped from the course immediately and receive an F (failure) grade for the course, and may undergo appropriate academic disciplinary proceedings and sanctions. Academic dishonesty includes, but is not limited to: dishonesty (cheating) on quizzes, test or assignments; claiming credit for work not done or done by others (plagiarism – including copy/pasting work from the internet or other sources that are not the student's, but are presented as if they are the student's own work); hindering the academic work of other students, and misrepresenting academic or professional qualifications within or outside the University.

COURSE CONDUCT

In order to establish and maintain a supportive, collaborative, and engaged learning environment that is conducive to the educational aims, needs, and desires of **ALL** students enrolled in this course, all enrolled students are required to meet the following ground rules regarding student conduct in this course:

- 1. Arrive to class on time! Class begins promptly at 11:00p.m. and ends at 12:15p.m. If you arrive more than 10 minutes late or leave more than 10 minutes early without notifying me ahead of time and without having a legitimate, documented excuse, you will NOT receive attendance points for the day, which could greatly affect your final grade for this course!
- 2. This is a college course and all students are expected to behave as mature adults. If a student's behavior during class is disruptive to other students and/or the professor, the student will be asked to leave the classroom immediately for the entirety of the remaining class period. If a student is asked to leave the classroom more than once during the semester, the **student will be dropped immediately** from the course by the professor and will be assigned a **Withdrawal** (W) grade if the student is passing the course at the time of the drop.
- **3. Turn OFF your cell phones** prior to class and **DO NOT text or use** your cell phone during the entire class period unless you have an emergency. If you use your phone during class for fun, I will ask you to leave class and will not give you attendance points for the day. I may also drop you from the course at my discretion.
- **4. Do NOT get up and leave the classroom in the middle of the class period** unless it is absolutely necessary. It is both disruptive to and disrespectful of your classmates and professor. Please take care of your biological and other needs prior to class. If you need to leave early for a justified reason, please notify me in advance, sit near the door, and leave as quietly as possible.

- 5. LAPTOP COMPUTERS ARE NOT ALLOWED! You may NOT bring a laptop to class unless you have valid documentation for special accommodation from UNM Gallup's Accessibility Resource Center (ARC) indicating the necessity to use a personal laptop in order to facilitate your full participation in this course. You must visit the Accessibility Resource Center (ARC) in order to obtain written permissions and documentation for such arrangements and must meet with me, the professor, to present the appropriate documentation before you may use a laptop during class time. ARC can be reached at (505) 863-7527.
- 6. The topics and materials covered in this course may differ drastically, at times, from your own cultural experiences, ways of living, spirituality, and personal beliefs. Therefore, the material in this course may oppose or challenge your personal beliefs or opinions simply because it differs. You are not expected to agree with the material in any way in order to do well in this course; however, I do expect that you will approach the topics and materials with an open mind and in an intellectual manner. Any sign of you bullying other students and/or the professor via harsh commentary or any other verbal or physical maltreatment during class discussions will result in you being immediately dropped from this course, receiving a F (Failing) grade for the course and undergoing university disciplinary proceedings and sanctions.
- 7. Any student who exhibits any kind of behavior or attitude that I consider threatening in general or threatening specifically towards other students and/or the professor will be dropped from this course IMMEDIATELY and will undergo university sanctions and disciplinary procedures! NO WEAPONS OF ANY KIND (KNIVES, GUNS, HARMFUL SPRAYS OR ANY OTHER HARMFUL MATERIALS OR ITEMS) ARE ALLOWED IN THE CLASSROOM AT ANY TIME! Any student with any of these items found on their person during class time will be sent out of the classroom immediately, will be dropped from the course immediately and will undergo university sanctions and disciplinary procedures.
- 8. Feel free to ask questions or offer comments on any of the materials presented in the course. Your participation is important in making this course successful and for fortifying your educational experience. I encourage an active, ongoing discussion of the materials both inside and outside of class time. If you would like to further discuss topic more beyond class time, feel free to email me or meet with me during office hours.
- 9. AVOID THE AVALANCHE!!! Please DO NOT start putting away your books and packing up your things before I have completely ended the class period. It will take you less than 20 seconds to pack up your things! I will let you know when the class has ended so that you can then pack up your things and leave in a timely manner to make it to your next scheduled engagement. I respect your university time schedule, and I ask that you respect mine as well.
- 10. MANDATORY SYLLABUS QUIZ: You are required to take a mandatory syllabus quiz that is available on our course page in Learn. You must complete the quiz, which acknowledges that you have read the syllabus and understand the course requirements and grading. The quiz must be completed by Friday, January 25, 2019. If you do not complete the quiz by the deadline, you will be dropped from the course.
- 11. I DO NOT GIVE ANY STUDENT ENROLLED IN THIS COURSE OR ANY OTHER INDIVIDUAL PERMISSION TO download videos or any other material from this course for the sole purpose of reposting them OR sharing them anywhere else on the internet. All the material used online in this course is copyrighted material, which means you are given permission to use them ONLY for the purpose of your enrollment in this course and your education. Using any of the course videos, images, or reading materials to post on YouTube or any other internet media (including Twitter, Instagram, email and other formats) is considered copyright infringement and you will be prosecuted to the fullest extent of the law.

COURSE SCHEDULE

WEEK 1: Tuesday (Jan. 15)	Thursday (Ion 47)
INTRODUCTION TO COURSE	Thursday (Jan. 17) CHAPTER 1:
INTRODUCTION TO COOKSE	What is Anthropology?
Introductory Meet & Greet Activity	what is Anthropology:
	Assigned Readings (read before we meet):
Overview of Course Syllabus, Requirements,	1. Textbook: pages 3-14
Course Conduct, Course Schedule, Blackboard	
Learn Course Page, Enrollment Roster, and	
Questions.	
WEEK 2: Tuesday (Jan. 22)	Thursday (Jan. 24)
CHAPTER 1:	CHAPTER 2:
What is Anthropology?	Evolution & Anthropology
Assistand Bondings	Assigned Deadings
Assigned Readings:	Assigned Readings:
1. Textbook: <i>pages 14-29</i>	1. Textbook: <i>pages 31-43</i>
	QUIZ #1 on Chapter 1 is DUE BY 10:00p.m.
9 =	FRIDAY (1/25)
MEEN O. T (1 OO)	
WEEK 3: Tuesday (Jan. 29)	Thursday (Jan. 31)
CHAPTER 2:	CHAPTER 2:
Evolution & Anthropology	Evolution & Anthropology
Assigned Readings:	Assigned Readings:
1. Textbook: pages 43-57	No Assigned Readings for Today
2. Watch Module 1 Lecture on "Anthropology,	No Assigned Readings for Today
Science & Storytelling" Online in Learn before	
this Thursday's class	QUIZ #2 on Module 1 is DUE BY 10:00p.m.
tins marsday s class	FRIDAY (2/1)
WEEK 4: Tuesday (Feb. 5)	Thursday (Feb. 7)
CHAPTER 3:	CHAPTER 3:
Evolutionary Theory	Evolutionary Theory
	and the state of t
Assigned Readings:	Assigned Readings:
1. Textbook: pages 59-72	No Assigned Readings for Today
	FILM DAY 1
	OUIZ #2 on Chanter 2 to DUE DU 40 00
	QUIZ #3 on Chapter 2 is DUE BY 10:00p.m.
	FRIDAY (2/8)
WEEK 5: Tuesday (Feb. 12)	Thursday (Feb. 14)
CHAPTER 3:	CHAPTER 3:
Evolutionary Theory	Evolutionary Theory
,,	,,
Assigned Readings:	Assigned Readings:
1. Textbook: pages 72-84	No Assigned Readings for Today
	IN-CLASS ACTIVITY #1
	QUIZ #4 on Chapter 3 is DUE BY 10:00p.m.
	FRIDAY (2/15)

WEEK 6: Tuesday (Feb. 19)	Thursday (Feb. 21)
CHAPTER 4:	CHAPTER 4:
Primates and Evolutionary History	Primates and Evolutionary History
Assigned Readings:	Assigned Readings:
1. Textbook: <i>pages 97-108</i>	1. Textbook: <i>pages 108-117</i>
	QUIZ #5 on Chapter 4 DUE BY 10:00p.m. FRIDAY (2/22)
WEEK 7: Tuesday (Feb. 26)	Thursday (Feb. 28)
	CHAPTER 5:
EVANA 1	Fossil Records
EXAM 1	Assigned Readings:
(Chapters 1, 2, 3, & 4 and Module 1)	1. Textbook: <i>pages</i> 119-137
WEEK 8: Tuesday (Mar. 5)	Thursday (Mar. 7)
CHAPTER 5:	Thursday (Mar. 7) MODULE 2:
Fossil Records	Dating Methods in Paleoanthropology and
	Archaeology
Assigned Readings:	
1. Textbook: <i>pages 137-161</i>	Assigned Readings:
	1. Textbook: pages 85-95
	2. Watch Module 2 lecture online in Learn prior to Today's class.
TN CLACC ACTIVITY #3	to roudy's class.
IN-CLASS ACTIVITY #2	QUIZ #6 on Chapter 5 is DUE BY 10:00p.m.
	FRIDAY (3/8)
	OHIZ #Z on Modulo 2 is DUE DUSO 00
	QUIZ #7 on Module 2 is DUE BY 10:00p.m. FRIDAY (3/8)
	1 MDA1 (3/0)
WEEK 9: Tuesday (Mar. 12)	Thursday (Mar. 14)
SPRING BREAK	SPRING BREAK
~ No Classes this Week ~	~ No Classes this Week ~
WEEK 40: Tuesday (Mar. 40)	There is a second of the second
WEEK 10: Tuesday (Mar. 19) CHAPTER 6:	Thursday (Mar. 21) CHAPTER 6:
Archaeology & the Human Past	Archaeology & the Human Past
Assigned Readings:	Assigned Readings:
1. Textbook: <i>pages 163-179</i>	1. Textbook: <i>pages 179-191</i>
	Short Francis #1 Day Friday
FILM DAY 2	Short Essay #1 Due Friday
	(Mar. 22) by Midnight!
	QUIZ #8 on Chapter 6 is DUE BY 10:00p.m.
	FRIDAY (3/22)

WEEK 11: Tuesday (Mar. 26)	Thursday (Mar. 28)
CHAPTER 7:	CHAPTER 7:
Human Settlement & Organization	Human Settlement & Organization
Assigned Readings:	Assigned Readings:
1. Textbook: <i>pages 193-213</i>	1. Textbook: <i>pages 213-227</i>
	QUIZ #9 on Chapter 7 is DUE BY 10:00p.m. FRIDAY (3/29)
WEEK 12: Tuesday (Apr. 2)	Thursday (Apr. 4)
CHAPTER 8:	CHAPTER 8:
The Concept of Culture	The Concept of Culture
	Assigned Readings
Assigned Readings:	Assigned Readings: 1. Textbook: pages 229-246
1. Textbook: <i>pages 229-246</i>	1. Textbook. pages 229-240
	QUIZ #10 on Chapter 8 is DUE BY 10:00p.m. THURSDAY (4/5)
WEEK 13: Tuesday (Apr. 9)	Thursday (Apr. 11)
	CHAPTER 9:
EXAM 2	Language, Culture & Communication
(Covers Chapters 5, 6, 7, & 8 and Module 2)	Assigned Readings:
(covers enapters s, s, r, a s and module 2)	1. Textbook: <i>pages 261-272</i>
WEEK 14: Tuesday (Apr. 16)	Thursday (Apr. 18)
CHAPTER 9:	CHAPTER 9:
Language, Culture & Communication	Language, Culture & Communication
Assigned Readings:	Assigned Readings:
1. Textbook: <i>pages 272-287</i>	No Assigned Readings for Today
	Short Essay #2 Due Tonight
FILM DAY 3	(Friday, Apr. 19) by Midnight!
	QUIZ #11 on Chapter 9 is DUE BY 10:00p.m.
8.0	FRIDAY (4/19)
= 0	
WEEK 15: Tuesday (Apr. 23)	Thursday (Apr. 25)
CHAPTER 12:	CHAPTER 14:
Power & Politics	Social Inequality
Assigned Readings:	Assigned Readings:
1. Textbook: <i>pages 349-371</i>	1. Textbook: pages 415-445
2. Watch Chapter 12 lecture online in Learn	2. TORROOM, pages 725 775
before today's class	
	QUIZ #12 on Chapter 14 is DUE BY 10:00p.m. FRIDAY (4/26)

WEEK 16: Tuesday (Apr. 30)	Thursday (May 2)
CHAPTER 15:	CHAPTER 15:
Medical Anthropology	Medical Anthropology
Assigned Readings:	Assigned Readings:
1. Textbook: <i>pages 447-477</i>	No Assigned Readings for Today
	FILM DAY 4
	QUIZ #13 on Chapter 15 is DUE BY 10:00p.m. FRIDAY (5/3)

Exam #3 (covers Chapters 9, 12, 14, & 15) is scheduled for Tuesday, May 7, 2019 in SSTC-182 during our regularly scheduled class time (11:00a.m.)



Name of Division: Semester:	Arts and Sciences Division Spring 2019
Instructor Name: Office Location Office Hours E-mail	Dr. Yi-Wen Huang GSSTC 142 T: 9:00am-9:30am; 10:45am-11:00am; 12:15pm-12:30pm; 1:45pm-3:15pm R: 9:00am-9:30am; 10:45am-11:00am; 12:15pm-12:30pm; 1:45pm-3:15pm yhuang75@unm.edu
Telephone Class Meeting Days/Times Location	505-863-7753 TR 9:30am-10:45am
Location	GSSTC 162 Syllabus
Title of Course:	Introduction to the Study of Language
Course Number	101 sec. 400
Course Description	Broad overview of the nature of language: language structure, biology of language, language learning, language and thought, bilingualism, social and regional variation and educational implications. Intended to fulfill breadth requirements in any college. This class will provide students broad and basic knowledge of linguistics. Overall terminology, theories, concepts, and current research in this field are all introduced to connect language to daily lives and to other fields such as education, sociology, communication, and psychology. The subfields of linguistics such as psycholinguistics, sociolinguistics, and second language acquisition are also emphasized in order to have a better understanding of the relationships of language to other various factors or fields. The course will benefit students to add comprehension to their academic fields and help them develop sensitivity toward language use in everyday life.
Credit Hours and Contact Hours	3
Pre-requisites/co-requisites	
Learning Objectives and Outcomes	By the end of the course, students will be able to examine their attitudes about language, including why they have positive or negative associations with specific accents, dialects, vocabulary, registers, and languages; and distinguish scientific observations about language from social judgments about language.
	(NM HED Core Area: Competency # IV: 1,2,3,4; VI: 3)

(UNM Learning Goals: Knowledge, Skills & Responsibility: K & R)

By the end of the course, students will be able to identify linguistic units drawn from different levels of analysis (phonemes, morphemes, words, utterances & discourse) by applying the analytic tools of linguistics to datasets drawn from different languages.

(NM HED Core Area: Competency # III: 2; IV: 1,3) (UNM Learning Goals: Knowledge, Skills & Responsibility: K & S)

By the end of the course, students will be able to describe the social, psychological, geographic and historical influences that lead to language dominance or language endangerment, and that influence the spread of languages across multilingual communities.

(NM HED Core Area: Competency # IV: 1,2,3,4; VI: 3) (UNM Learning Goals: Knowledge, Skills & Responsibility: K, S & R)

By the end of the course, students will be able to demonstrate knowledge of the structural diversity and structural similarities of the world's 5000+ spoken and signed languages by (1 or more of the following): drawing parallels or distinguishing between phonological segments in different languages; analyzing morphology in typologically distinct languages; analyzing syntax in typologically distinct languages; and/or identifying common functions of diverse morpho-syntactic elements.

(NM HED Core Area: Competency # IV:1,3,4; VI: 3) (UNM Learning Goals: Knowledge, Skills & Responsibility: K & S)

Disabilities Policy:

In keeping with University of New Mexico policy (UNIVERSITY BUSINESS POLICIES AND PROCEDURES MANUAL: "POLICY 2310: ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES") and defined sections: Section 504 of the Rehabilitation Act of 1973, Section 508: The Rehabilitation Act Amendments of 1998, ADA: The Americans with Disabilities Act of 1990, and the ADAA: The American with Disabilities Act Amendments of 2008 - of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies.

disabilities, any student with a disability who needs academic accommodations is welcome to meet with (instructor Name) ______ privately.

All conversations will be kept confidential (between student and instructor). Students requesting any accommodations will also need to contact:

STUDENT SERVICES – ACCESSIBILITY RESOURCE CENTER (ARC)

Mary Lou Mraz, MSEd, LMSW UNM Student Success Specialist Phone: (505) 863-7527

Location: Gurley Hall 1127 Email: mloumraz@unm.edu FOR messages/appointments: UNM Gallup Gurley Hall 1127 Front Desk 505-863-7757

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact me to review the letter and discuss these accommodations in relation to your course.

Early intervention can make all the difference in helping students achieve academic success. It also shows that the instructor made a good faith effort to inform students of their rights and responsibilities in this area, and that this effort was done in a timely manner.

Notice of Non-Discrimination: The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 1127. Telephone: 505-863-7527.

The Center for Academic Learning (Gurley Hall 2205/2210):

The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. They are staffed by two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Office hours are from 8:00 AM – 7:00 PM, Monday through Thursday, and 8:00 AM – 5:00 PM on Fridays. The Center is located at Gurley Hall 2205/2210. Students are encouraged to set appointments via email at kvbaldona@unm.edu (for reading/writing) or johnvils@unm.edu (math/science).

Course Outline

Teaching Methods

Web-enhanced, Lecture, Small Groups or Class Discussion, and Presentations

Evaluation/Grading Methods

- 3 Research Papers (2-3 pages each) 60 points
 - 1. personal experience with language
 - 2. field research
 - 3. observation
- 3 Oral Presentations 10 points
- 6 Quizzes 10 points

Midterm - 10 points

Attendance & Class Participation – 10 points

Total: 100 points

Note:

Homework will be posted online in Learn only. Please make a habit of logging into Learn several times a week.

I only accept assignments at the beginning of class. Your assignment will not be accepted if you are late for class.

You are required to bring your paper drafts to class when they are due. You cannot turn them in late, and you cannot make them up.

All quizzes and exams will be taken online in Learn only. That means you are required to take all the quizzes and exams by the due dates in Learn. Remember you cannot take them after the due date, and you cannot make them up.

Please only send me emails from your UNM account. Also, please include your course title and section e.g., LING 101-400, in the subject of email.

Written components of all assignments must be word processed using size 12 Times New Roman font, double-spaced, submitted in hard copy, and stapled. If your papers do not meet these criteria, they will be returned and docked points

Students are required to purchase or rent the required textbooks. It is students' responsibility to purchase or rent the textbooks. Also, it is students' responsibility to have internet access in order to obtain the assignments or course materials online in Learn.

Students are expected to read all course materials and regularly attend and participate in all the classes/workshops/group discussions.

Grading Scale:

96-100	\mathbf{A}^{+}	85	В	70-74	C-
95	A	80-84	B-	66-69	D+
90-94	A-	76-79	C+	65	D
86 -89	B+	75	C	60-64	D-
				59 or below	F

Required Text(s) & Supporting Materials

- 1. Yule, G. (2014). The study of language (5th ed.). New York: Cambridge University Press. ISBN: 978-1-107-65817-2
- 2. Rickerson, E. M., & Hilton, B. (Eds). (2012). The 5 minute linguist: Bite- sized essays on language and languages (2nd ed.). Oakville, CT: Equinox Publishing Ltd. ISBN: 978-1-908049-49-0
- 3. Supplemental Reading Handouts

Assessment Methods

Tentative Research Paper Rubric:

Content/Thesis/Focus of the Topic/Length- 8

Academic sources or other research methods-4

Grammar- 2

Organization- 2

Conclusion- 4

Total possible of each paper: 20 points

Tentative Reading Reflection Paper Rubric:

Thesis/Content/Focus on the Topic -4

Grammar-2

Organization/ Length -2

Conclusion-2

Total possible of each paper: 10 points

Tentative Oral Presentations Rubric:

Eye Contact/Volume/Speech Rate/Facial Expression/Time Control-0.34

Introduction – 1

Academic sources/ Interviews -1

Content/Clarity -1

Total possible of each presentation: 3.34 points

Attendance Policy and policies on classroom behavior (use of cell phones, academic dishonesty, laptop use, etc.)

Attendance is expected of the student. I will take attendance in the beginning of each class. Being more than 15 minutes late counts as an absence for the day. Leaving the class for more than 15 minutes counts as an absence for the day as well. Five absences are permitted but not encouraged. Therefore, when you miss more than five classes, you may be dropped from the class. Also, if you miss three classes in a row, you may be dropped from the class. I do not distinguish between excused and unexcused absences, so if you are absent due to medical problems, family emergencies, work, or important events, official documentation is not required to justify the absences.

Class participation is an important expectation in this class. Be aware that your attendance/participation is worth 10 points of your final grade: If you do not participate, you will lose points.

We learn better by sharing our ideas, so the students will be asked to discuss, present, or read their work in both small and large groups. Class participation is highly valued.

Electronic devices should be turned off or set on silent during class. Receiving or sending text messages is not allowed. Video recording or photographing the class material on the screen or whiteboard is not permitted. If you use electronic devices during class for non-class activities, I will deduct points from your participation grade.

Student behavior which disrupts the class will not be tolerated. On the first incident, the disruptive student will receive a verbal warning and may be asked to leave the classroom. The second time the student will be asked to leave the classroom immediately and will receive a written warning. If there are any more incidences of disruption, the student will be referred to student affairs for an involuntary withdrawal. Also, if you disrupt the class, I will deduct points from your participation grade.

Academic Integrity:

University Policy: Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, test or assignments; claiming credit for work not done or done by others; hindering the academic work of other students, and misrepresenting academic or professional qualifications within or outside the University.

Class Policy: All students are expected to present the originality of their works. Plagiarism whether or not borrowing from electronic, printed, or unprinted sources, is a serious violation, based on university policy. If a student is questioned with plagiarism, he/ she will be responsible to prove the authenticity of his/ her work by presenting notes and earlier drafts of the assignment to the instructor. As a result, it is students' responsibility to date all the notes or earlier drafts of their works. If the assignment is deemed plagiarized, the student will receive a zero grade for the assignment.

Late Assignments:

It is your responsibility to complete these assignments by the due date in order to receive full credit for the assignment. Late assignments (final versions of paper only) will be accepted for up to one week, but will be ducked points 20%. Once the one-week period is used, the late assignments will not be accepted. If you will have any problem on submitting assignments on time, it is important for you to contact me early on. This policy does not apply to drafts, quizzes, midterm, and final exams.

Oral Presentations Make-up Policy:

If you miss an assigned oral presentation, you will not be able to make it up. However, if you inform me that you won't be available one week before the oral presentation and provide documentation of the absence within two weeks of the due date of the presentation, I will consider allowing you to make it up. Special circumstances, illness, injury, etc., will be taken into consideration, and reasonable accommodations, determined by the instructor, will be made to permit the excused student to complete the course successfully.

If you are more than 15 minutes late for class for an oral presentation without informing me beforehand, you will not be permitted to present without documentation.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities

Week 1

January

T 15 Introduction

H 17 Read Yule Chapter 1 Read Rickerson & Hilton Essays 5,6, & 7

Week 2

T 22 Read Yule Chapter 2

Read Rickerson & Hilton Essay 16

DVD: Bonobo

Research Paper 1 handout

H 24 Read Yule Chapter 3

Read Rickerson & Hilton Essays 29 & 30

Week 3

T 29 Read Yule Chapter 3 cont.

H 31 Read Yule Chapter 4

Read Rickerson & Hilton Essays 24 & 61

Week 4

February

T 5 Read Yule Chapter 5

Read Rickerson & Hilton Essays 3, 40 & 52-53

Research Paper 1 first draft due (Peer review)

H 7 Read Yule Chapter 6

Week 5

T 12 Research Paper 1 due

Oral Presentation

Peer review

H 14 Read Yule Chapter 7

Read Rickerson & Hilton Essays 13, 14, & 19

Oral Presentation cont.

Research Paper 2 handout

Quiz 1

Week 6

T 19 Read Yule Chapter 8

Read Rickerson & Hilton Essay 62

H 21 Read Yule Chapter 9

Week 7

T 26 Read Yule Chapter 10
Read Rickerson & Hilton Essays 47 & 48
Quiz 2

H 28 Read Yule Chapter 11

Research Paper 2 first draft due (Peer review)

Week 8

March

T 5 Preparation for Midterm

H 7 Midterm in Learn

Week 9 March 10-17

Spring Break!

Week 10

T 19 Research Paper 2 due

Oral Presentation Peer review

H 21 Read Yule Chapter 12

Read Rickerson & Hilton Essays 17 & 25 Oral Presentation cont. Research Paper 3 handout

Week 11

T 26 Read Yule Chapter 13 Read Rickerson & Hilton Essays 15 & 23

H 28 Read Yule Chapter 14
Read Rickerson & Hilton Essays 22-23, 31-37 & 45
Quiz 3

Week 12

April

T 2 DVD: Hong Kong Language Mixing

H 4 Read Yule Chapter 15

Read Rickerson & Hilton Essay 26 DVD: American Sign Language **Quiz 4**

Week 13

T 9 Read Yule Chapter 16

Read Rickerson & Hilton Essays 11-12 & 61

Research Paper 3 first draft due (Peer review)

H 11 Read Yule Chapter 17

Read Rickerson & Hilton Essays 8, 51, 55, 58-60 & 63

Week 14

T 16 Read Yule Chapter 18

Read Rickerson & Hilton Essays 10, 21, 38-39 & 41-44

Research Paper 3 due

Peer review

Oral Presentation

H 18 Read Yule Chapter 19

Read Rickerson & Hilton Essays 19-20 & 40

Oral presentation cont.

Quiz 5

Week 15

T 23 Read Yule Chapter 19 cont.

Oral presentation cont.

H 25 Read Yule Chapter 20

Read Rickerson & Hilton Essay 62

Video: American Tongues

Week 16

T 30 Review & Quiz 6

May

H 2 Review, Yule Chapter 20 cont.

Return papers, individual conferences about the final grade

There might be some minor changes in each class period, but the workload will remain the same.

Additional topics, information determined by the course instructors which are not inconsistent with the syllabus



Syllabus—PSY 105: GENERAL PSYCHOLOGY

Sections # 400 / 401 (CRNs 48058 / 48061)

Arts & Sciences—Psychology

Instructor: Dr. J. Alonso Cabriales

Office Location: Student Services and Technology Center (SSTC) 140

E-mail: jacabriales@unm.edu (preferred method of contact)

Telephone: 505 726 6345

Office hours: Mondays and Wednesdays 9:00am-9:30am; 1:45pm-3:00pm

Class time/day/location: If you are in section # 400 class meets Mon and Wed: 9:30am-10:45am at SSTC 182

If you are in section # 401 class meets Mon and Wed: 12:30pm-1:45pm at SSTC 182

Semester: Spring 2019

Course Description

Overview of the major content areas in psychology. Topics to be covered include learning, cognition, perception, motivation, biological systems, social and abnormal psychology, development, personality, and approaches to psychotherapy.

Meets New Mexico Lower Division General Education Common Core Curriculum Area IV: Social Behavioral Sciences (Main Campus Course). 3 Credit Hours; no Pre-requisites/co-requisites.

Disabilities Policy: In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet privately with the course instructor. All conversations will be kept confidential. Students requesting any accommodations will FIRST need to contact Mary Lou Mraz in the Accessibility Resource Center (ARC) at (505) 863-7527 to arrange an appointment. ARC, located in Gurley Hall 1127, will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact your instructor so that the letter can be reviewed and the accommodations can be discussed in relation to this course. Please note that **the student is responsible** for contacting the instructor to review and discuss the accommodations.

Tutoring Services: The Center for Academic Learning (CAL; located at Gurley Hall 2205/2210) offers free academic support for all full-time and part-time UNM-Gallup students. CAL has two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Office hours are 8:00 AM – 6:00 PM, Monday—Thursday, and 8:00 AM – 5:00 PM on Fridays. Students are encouraged to set appointments via email with kvbaldona@unm.edu (for reading/writing) or johnvils@unm.edu (math/science).

Note for Middle College High School Program and McKinley Academy students: By enrolling in this course you have the same rights and responsibilities as any UNM-G student. Per the Family Educational Rights and Privacy Act (FERPA; which applies to all college students) I DO NOT give grades to parents or any other person than the actual student (regardless of the student's age) enrolled in this class (except certain UNM-G officials).

Learning Objectives and Outcomes

The student will have the opportunity to learn about the following processes related to human behavior:

- -The brain parts and functions and how behavior is affected by its operations.
- -Sensation and perception how information from the external environment enters our lives.
- -States of consciousness that vary from our normal waking state: sleep and dreams, hypnosis, meditation, and drugs.
- -Views of how we learn, remember, and retrieve information.
- -Cognitive processes including thinking, problem solving, and intelligence.

- -Physiological and social factors that motivate behavior.
- -Emotional changes that affect health and behavior.
- -The developmental domains from conception through adulthood.
- -Personality theories how we become the persons we are.
- -Psychological and neurological disorders when things go wrong.
- -Various forms of therapy to assist us on problem behaviors.
- -The social world how we are affected in interactions with others.

Required materials:

- A) Myers, D. G. (2014). Exploring Psychology in Modules (9th Ed). Holland, MI: Worth Publishers.
- B) Cabriales, J. A. (2019). Some things about research. Available as an ebook at Amazon.com at the following link: https://www.amazon.com/dp/B07M69F3P5
- **READING INTENSIVE CLASS** Note that this is a reading intensive class; in order to obtain a satisfactory grade, you are expected to do a substantial amount of reading on your own. In addition to textbook readings, I provide Powerpoint (PP) presentations (posted via UNM Learn) based on these (some information included in PP may not be in textbook). The presentations may point you toward the topics I consider most important (i.e., what you should focus on); however, it may be difficult to understand the PP without reading the textbook. My recommendation is to review PPs AND read the textbook. Supplementary readings may be assigned.

UNM Learn and Internet access: Several class materials (e.g., PP presentations) will be available through Learn. Exam reviews will be posted on Learn before each exam. PP presentations will be available on Learn before they are covered in class. Changes to the syllabus and / or course calendar will be posted on Learn. Although I will mention when this happens, you will be responsible for accessing it on Learn. Although this is not an online class, please ensure that you have regular / consistent Internet access during the semester. In addition to the course materials mentioned above, all class quizzes and exams will be administered via Learn. As such, missing a quiz and / or exam deadline due to not having internet access will not be accepted as a valid excuse. Thus, please plan ahead (for example, if you do not have Internet access at home, you may consider taking a quiz at UNM-G).

15 Minute Rule: In order to receive attendance credit you must arrive within the first 15 minutes of class. Arriving after this time will result in not receiving attendance credit for that day. If you have arrived late, please seat toward the back of the room (not in the front).

Electronics

Cell/Smart phone policy. Cell phone use is strictly PROHIBITED during class. Leave your phone OUT OF SIGHT; NOT on top of your desk; turn it off (or set in silent mode), and store / put it away.

Laptops/Tablets. Laptops / tablets may only be used to take class notes or follow PP. Music players (headphones/earphones are NOT ALLOWED) or other devices not listed here are NOT ALLOWED during class.

Exams (48% of final grade; 12% each)

Throughout the semester there will be a total of four exams which will be administered online via UNM Learn. Each exam will consist of 50 multiple-choice questions coming from textbook and class lectures. These online exams will be open book / open notes and you will have 90 minutes to complete each exam (once you click "begin"). Each exam will be available for you to take within a 42 hour window in LEARN. Overall, I do not allow MAKEUP EXAMS. Under extraordinary circumstances, if I allow a makeup exam, the exam should be taken within three business days after it was originally scheduled (after three days, no makeup exam will be given, at all).

Online quizzes (28% of final grade; 7% each)

A total of 5 online quizzes will be administered throughout the semester via UNM Learn. Each quiz will cover one or two modules (except Quiz 1 which will be over ebook) and will consist of 10 multiple choice and true / false items (quizzes will be open book / open notes). You will have 15 minutes to complete each quiz (once you click "begin"). Each quiz will be available for you to take within an 18 hour window in LEARN. ONLY THE 4 HIGHEST QUIZ GRADES will count toward your final grade; the LOWEST QUIZ GRADE WILL BE DROPPED. If you miss one quiz (you will get a zero) that will count as your dropped quiz. As such, NO MAKEUP QUIZZES WILL BE GIVEN, AT ALL. In order to access quizzes within Learn go to PSY 105-400 > Course Information > "Online quizzes" folder. Please plan ahead: If you believe you will not be able to take two or more quizzes, I recommend you consider dropping this course.

Attendance (24% of final grade)

Regular attendance is expected. I will take attendance randomly (meaning I will not tell you when) throughout the semester. Absences do not relieve students of the responsibility for missed online quizzes and / or exams. If absent, YOU ARE RESPONSIBLE to obtain from classmates any notes, information, and / or announcements made in class. The last day to drop the class via LoboWeb (without Registrar's approval) and receive a "W" is April 12, 2019. If you cannot continue taking this class, you will be responsible for dropping it since not doing so may result in earning an "F." However, if you earn 3 absences (or more) or if you miss 2 exams or quizzes (or more), I reserve the right to withdraw you from this course.

Final letter grades will be assigned as follows:

Passing:

$$A + 97-100\%$$
 $A = 94-96\%$ $A - 90-93\%$ $B + 87-89\%$ $B = 84-86\%$ $B - 80-83\%$ $C + 97-79\%$

C = 74-76%Non passing:

$$C = 70-73\%$$
 $D = 67-69\%$ $D = 64-66\%$ $D = 60-63\%$ $F = 59\%$ or lower

	Points	Percent
Exams (4; 120 points each):	480	48%
Quizzes (4; 70 points each):	280	28%
Attendance (240 points):	240	24%
	Total= 1000 pts	100%

How to email me: I encourage you to email me whenever you have questions about class. However, make sure that the answer to your question is not included in this syllabus (thus, please review this syllabus before emailing me). When you email me, please include the class you are in (including the section #). My expectation is to communicate via email in a professional manner. Do not start your emails with: "hey," "you'all," "what's up (what up)."

Student Conduct and Grading

Students are expected to behave politely in the classroom by respecting their fellow classmates and myself. I reserve the right to either drop a student or ask him / her to leave for inappropriate / disruptive behavior in class. Please be **ON TIME** for class and do not leave class early. Dishonest behaviors like cheating and / or plagiarism will **NOT be** tolerated; if these occur action will be taken per UNM-G Student Code of Conduct (http://www.gallup.unm.edu/pdf/2015-2017-catalog.pdf). Note that I do not give grades--I just record them. You earn your own grade in this course. **As such, at the end of the semester you will not get a higher grade than**

earn your own grade in this course. As such, at the end of the semester you will not get a higher grade than what you actually obtained simply because you want or need a higher grade. I DO NOT NEGOTIATE GRADES, at all. Lastly, please note that due to confidentiality reasons (per FERPA) I do not provide / send out / discuss any grades via email or phone.

Tentative Course Calendar:

Date	Content/Assignment	Reading			
1/14/19	Course introduction / History / scope of psychology	Module 1			
1/16	History / scope of psychology	Module 1			
1/23	Research strategies	Module 2			
1/28	Online Quiz 1 (ebook) / Research strategies	Module 2			
1/30	Neural and hormonal systems / The brain	Modules 3 / 4			
2/4	The brain	Module 4			
2/6	Class activity 1				
2/11	Review for Exam 1 / Online Exam 1 (mods. 1-4): Starts 6:00am on 2/11-closes	11:59pm on 2/12			
2/13	Genetics / Evolutionary psychology	Module 5			
2/18	Genetics / Evolutionary psychology	Module 5			
2/20	Basic learning and classical conditioning	Module 18			
2/25	Online Quiz 2 (module 18) / Operant conditioning	Module 19			
2/27	Biology, cognition, and learning	Module 20			
3/4	Class activity 2	6			
3/6	Review for Exam 2/Online Exam 2 (mods. 5, 18, 19, 20): Starts 6:00am on 3/6-closes 11:59pm on 3/7				
	Spring break March 11-15				
3/18	Dual processing, sleep, and dreams	Module 6			
3/20	Online Quiz 3 (module 6) / Studying and building memories	Module 21			
3/25	Forgetting and memory construction	Module 23			
3/27	Intelligence and its assessment	Module 26			
4/1	Online Quiz 4 (module 26) / Influences on intelligence	Module 27			
4/3	Class activity 3				
4/8	Review for Exam 3/Online Exam 3 (mods. 6, 21, 23, 26, 27): Starts 6:00am on 4/8-closes 11:59pm on 4/9				
4/10	Stress and illness	Module 32			
4/15	Health and happiness	Module 33			
4/17	Online Quiz 5 (modules 32 & 33) / Basic concepts and mood disorders	Module 39			
4/22	Schizophrenia	Module 40			
4/24	Other disorders	Module 41			
4/29	Review for Exam 4				
5/1	Online Exam 4 (modules 32, 33, 39, 40, 41): Starts 6:00am on 5/1-closes 11:59	pm on 5/2			

Note about quizzes: Each quiz will be available on Learn between 6:00am and 11:59pm on the days specified in this calendar Note about exams: Each exam will be available on Learn between 6:00am and 11:59pm (of the next day) on days specified in calendar This syllabus / calendar is likely to change at any point during semester; The up to date version will be posted in LEARN

Notice of Non-Discrimination: The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 2205 B. Telephone: 505-863-7527.

Course Syllabi

Area V: Humanities

Included in this section:

- HIST 101
- HIST 161
- PHIL 101
- POLS 200
- RELG 107

^{*}course title does not reflect the new UNM Common Course Numbering Crosswalk that went into effect Fall 2019.



Name of Division: Semester:	Arts and Sciences Division
	Spring 2019
Instructor Name:	Jeff R Hunt, MA
Office Hours:	By Appointment
E-mail	
Telephone	505-863-7543
Class Meeting Days/Times	M/W 7:00 PM - 8:15 PM
Location	SSTC 108 Syllabus
	Synabus
Title of Course:	Western Civilization to 1648
Cour Number	HIST 101 400
Credit Hours and Contact Hours	3 credits, 40 contact hours
Course Description	This course will offer both an introduction to the study of
	history and an introduction to the history of ancient,
₽	medieval, and early modern Western civilization. The aim is
	to provide students with a contextual understanding of how
200	political, social, intellectual, and cultural developments have
	changed over time and have influenced our contemporary
	institutions and ideas.
Pre-requisites/co-requisites	None
Learning Objectives and	By emphasizing writing, classroom discussion, and the close
Outcomes	reading of historical texts and course materials, this class
	seeks to develop creative and critical thinking skills which
	can be applied to further historical study, other academic
	pursuits, and/or a job/career.
	Formally, the "Student Learning Outcomes" assessed in this course are as follows:
	SLO 1: Students will distinguish between primary and secondary sources and
	identify and evaluate evidence. (UNM/HED Area V, Competencies 1 & 2)
	SLO 2: Students will demonstrate in discussion and written work their
	understanding of different peoples and cultures in past environments and of how
	those cultures changed over the course of centuries. (Relates to UNM/HED Area V
	Competency 2 and Area IV, Competencies 1 & 2)
	SLO 3: Students will demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity,
	race, language, gender, as well as political, economic, social, and cultural structures over time and space. (Relates to UNM/HED Area V, Competency 3 and Area IV, Competencies 1 & 2)



SLO 4: Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past. (Relates to UNM/HED Area V, Competences 1 & 2)

SLO 5: Students will demonstrate ethical use of sources and provide accurate and properly formatted citations in formal papers.

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All conversations will be kept confidential between the student and instructor. Students requesting any accommodations will also need to contact:

STUDENT SERVICES - ACCESSIBILITY RESOURCE CENTER (ARC)

Mary Lou Mraz, MSEd, LMSW UNM Student Success Specialist Phone: (505) 863-7527 Location: Gurley Hall 1127 Email: mloumraz@unm.edu FOR messages: UNM Gallup Gurley Hall 1127 Front Desk 505-863-7757

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Teaching Methods: Lectures, Discussion.

Required Texts:

- 1. Anthony Grafton and David Bell. *The West: A New History,* Vol. 1. New York, NY: W.W. Norton, 2018, 2018. ISBN 978-0-393-64085-4
- 2. James Brophy, Joshua Cole, et al. Perspectives from the Past: Primary Sources in Western Civilization, Vol. 1. 6th Edition. New York: NY: W.W. Norton, 2016. ISBN 978-0-393-26539-2

Optional Text:

3. Mary Lynn Rampolla. A Pocket Guide to Writing History, 7th Edition. New York: Bedford St. Martin's, 2012. ISBN 978-0-312-61041-8



Evaluation/Grading Methods:

Weekly Reading Quizzes: [20%] Discussion and Participation: [10%]

Two 500+ Word Essays [15% each = 30%]

Mid-Term: [20%] Final: [20%]

Late work policy: Late work will be accepted but will lose one letter grade for each day it is late (no late work will score higher than a 'B'). **NO late work will be accepted more than one week after the due date. **

- Discussion / Participation: NO LATE WORK will be accepted for discussions, it is your responsibility to have the work completed on time to facilitate discussion and take a leading role for that day.

Assessment Methods

- ➤ Assessment Methods:
- > Twelve Weekly Reading Quizzes will be given.
- > Students will be expected to write two 500-to-1000-word essays. These essays will be due at the beginning of class on March 4th and May3rd. (Students will be given a hand-out at least two weeks before each essay is due outlining expectations and providing essay prompts.)
- The Mid-term Exam will be given on March 6th. (The Exam will include short answer questions, a primary source, and an essay question. A study guide will be provided at least one week in advance.)
- > The Final Exam will be given on May 8th. (The Exam will include only short answer questions, but will cover material from the entire semester. A study guide will be provided at least one week in advance.)

Other Policies

- 1. Attendance is mandatory. If you are unable to attend class, simply send me an email explaining why. If you consistently miss class, I will lower your participation grade. If you miss class, you are still responsible for understanding the content of that class. Anyone who arrives intoxicated will leave.
- 2. Tardiness is frustrating and disruptive. If you consistently show up to class late and/or leave class early, I will lower your participation grade.
- 3. Cell Phones: Please make sure they are turned to "silent mode" before class begins and do not allow them to distract you. Laptops are generally prohibited.
- 4. I do not give make-up examinations unless arrangements have been made with me prior to the scheduled exam.
- 5. Plagiarism is a major violation of the academic honor code and shows not only a lack of respect for the scholarship of others, but also an inability to take this course (and, more generally, academic study) seriously. You must credit your sources. Any acts of intentional plagiarism will result in a failing grade for the assignment and may result in a failing grade for the course.



- 6. The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. UNM-G is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status or employment. Inquiries or complaints may be addressed to UNM's Office of Equal Opportunity at 505-277-5251.
- 7. In both your face-to-face and digital interactions you are expected to treat your peers and instructor with respect. History can be an especially volatile and emotion-ridden subject of discussion, disagreement and constructive criticism are welcomed as a necessary part of the learning process. However, under no circumstances will **inflammatory** or **derogatory** language be tolerated in the classroom. Disagree with dignity.

Weekly Schedule of Topics and Readings

A Note on Readings: The numbers listed next to the Grafton/Bell [GB] textbook and the Perspectives from the Past primary source reader [PP] stand for the pages you are expected to read. You should be prepared to discuss the assigned readings on the class days noted below:

Week #, dates	Topics	Readings
1 M 01.14	Syllabus / Origins	GB : lxi-5; PP : xvi-5
1 W 01.16	Birth of Civilizations- Sumer and Babylon	GB : 6-18 ; PP : 6-10, 18-23
2 M 01.21	NO SCHOOL - MLK Jr. Day	
2 W 01.23	Ancient Egypt - Hatshepsut to Ramses	GB : 19-31 ; PP : 43-46
3 M 01.28	Archaic Greece - Trojan War	GB : 32-43 ; PP : 71-75
3 W 01.30	Archaic Greece - Persian War	GB : 44-53 ; PP : 56-58, 76-82
4 M 02.04	Classical Age - Peloponnesian War	GB : 54-75 ; PP : 103-119
4 W 02.06	Alexander the Great	GB : 76-107 ; PP : 140-141
5 M 02.11	Carthage, Celts, and Etruscans	GB : 10-112 ; PP : 181-182
5 W 02.13	Rise of Rome	GB : 112-118 ; PP : 171-173
6 M 02.18	Roman Expansion	GB : 119-131 ; PP : 158-161
6 W 02.20	Crisis of the Republic	GB : 132-145 ; PP : 162-167



	T	
7 M 02.25	Roman Empire	GB : 146-179 ; PP : 189-197
7 W 02.27	Heirs of Rome	GB : 182-209 ; PP : 203-209
8 M 03.04	The Rise of Islam	GB : 210-231 ; PP : 235-238
8 W 03.06	Mid Term Exam	
9 M 03.11	SPRING BREAK	
9 W 03.13	SPRING BREAK	
10 M 03.18	Charlemagne	GB : 232-246 ; PP : 248-252
10 W 03.20	Vikings	GB : 247-261 ; PP : TBD
11 M 03.25	Crusades	GB: 262-273 ; PP: 272-283
11 W 03.27	Making of Europe	GB : 274-285 ; PP : 288-295, 303-306
12 M 04.01	Middle Ages	GB : 286-308 ; PP : 308-315
12 W 04.03	Hundred Years War	GB : 309-323 ; PP : 370-374
13 M 04.08	The Black Death	GB : TBD ; PP : 342-346
13 W 04.10	War of the Roses	GB : 324-334 ; PP : TBD
14 M 04.15	Europe Expands	GB : 335-355 ; PP : 392-395
14 W 04.17	Italian Renaissance	GB : 356-369 ; PP : 404-411
15 M 04.22	Northern Renaissance	GB : ; PP : 420-425
15 W 04.24	Martin Luther	GB : 370-389 ; PP : 380-383, 426-432
16 M 04.29	Henry VIII	GB : 390-399 ; PP : TBD
16 W 05.01	Wars of Religion	GB : 400-407 ; PP : 462-465
17 M 05.06	Why End at 1648? / REVIEW	GB : 408-439 PP : 474-476
17 W 05.08	FINAL	
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^{**}Please Note, schedule is subject to change at Instructor's discretion**



Name of Division:	ARTS AND SCIENCES – HISTORY		
Semester:	Spring 2019		
Instructor Name: Office Location Office Hours E-mail Website Telephone Class Meeting Days/Times Location	Bruce Gjeltema, Ph.D. SSTC # 148 M & W: 11:12:30; T&R: 3:30-4:45 bgjelt@unm.edu brucegjeltema.com 505.863.7648 Mondays & Wednesdays 3:30-4:45 SSTC 108		
	Syllabus		
Title of Course:	US History to 1877		
Course Number	HIST 161-400		
Course Description	Survey of the economic, political, intellectual and social development of the United States, including the place of the US in world affairs through 1877. Meets New Mexico Lower-Division General Education Common Core Curriculum Area V: Humanities and Fine Arts (NMCCN 1113).		
Credit Hours and Contact Hours	3 Credits; 40 Contact Hours		
Pre-requisites/co-requisites	None		
Student Learning Objectives and Outcomes	The goal of this course is not for you to memorize a bunch of meaningless facts. Rather, at the end of the semester you should be able to "comprehend" the historical roots of the American nation and how early American history laid down the basis for the United States' more recent history and current situation. In addition, if you complete all the assignments, you should be able to "analyze" and "evaluate" historical material on your own. And you will develop more fully your ability to do critical thinking through reading, listening, and writing. Specifically, 1) Students will distinguish between primary and secondary sources and identify and evaluate evidence 2) Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of centuries 3) Students will demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space 4) Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past 5) Students will demonstrate ethical use of sources and provide accurate and properly formatted citations in formal papers		

Disabilities Policy:

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STUDENT SERVICES - CAREER & ACCESSIBILITY RESOURCE CENTER (ARC)

By Appointment:

Mary Lou Mraz, MSEd, LMSW UNM Student Success Specialist Phone: (505) 863-7527 Location: Gurley Hall 1127 Email: mloumraz@unm.edu

To contact office:

Administrative Assistant
Phone: (505) 863-7757
Front Desk
Location: Gurley Hall 1127

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact me to review the letter and discuss these accommodations in relation to your course.

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s, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success alist, Gurley Hall Room 2205 B. Telephone: 505-863-7527.

Academic Support:

Tutoring services

The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. We are staffed by two educational specialist and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Hours: Monday – Thursday, 8 AM to 6 PM, and Friday, 8 AM to 5 PM, second floor of Gurley Hall, GH 22015 and GH 2210. Students are encouraged to set appointments via email at kvbaldona@unm.edu (reading/writing) and Johnvils@unm.edu (math/science).

Course Outline

Teaching Methods: Instruction will include lecture, discussion and debate

Evaluation/Grading Methods: Your Grades will be calculated according to the following rubric:

- -Three Non-cumulative Tests [20% each = 60% total]
- -Reading Ouizzes [20 %]

-Think Piece Essays [20 %]

Each Assignment will be graded on a traditional scale = 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D) No A-pluses or extra-credit projects available

Required Text: Schaller, et al., American Horizons: US History in a Global Context. Concise Edition. Volume I: To 1877. Available in the Bookstore.

Assessment Methods:

TESTS: Three non-cumulative tests are scheduled on **Feb 15**, **Mar 29**, **and May 8**. Tests will cover all lectures and discussions, and include short answer and essay questions. Students who miss a test without arrangements will have the score of their following test doubled. Failure to earn a passing grade on at least one test will result in a failing grade in the course, regardless of a student's grade average on the rest of their work.

Reading Quizzes: Five objective quizzes will be given on Feb 1, Mar 1, Mar 27, Apr 10 and May 1. Questions will cover readings only and will include identification and multiple choice questions. The four highest scores will be averaged for this grade component. Quizzes will be given at the beginning of class and cannot be made up at a later date.

Think Piece Essays: Four Think Piece Essays will be turned in on the following days: Feb 6, Mar 6, Apr 3 and May 3. Each Think Piece should be between 350-500 words (1 2/2 to 2 pages long), and needs to be typed, double-spaced and free from grammatical, typographical, and spelling errors. The three highest scores will be averaged for this grade component. Topics will be made available beforehand in class. In their preparation for each Think Piece, students must visit the writing tutors in the Center for Academic Learning.

Attendance and Participation: Regular Attendance and participation are expected, including being prepared to discuss readings that are due on class days. Timely responses to online messages on the course website are also expected.

Attendance Policy and Other Classroom Expectations:

History 161 is a lecture and discussion course. Full benefit cannot be realized unless proper attention is given to the reading selections. Students are expected to come to class having completed the readings assigned for the class topics. Student contribution in discussion is expected. Students are required to communicate with the professor about all unavoidable absences. <u>Unreported or undocumented absences will result in up to a 10% drop in your final grade.</u> It is the student's responsibility to initiate drops or complete withdrawals utilizing http://registrar.unm.edu/ or LoboWeb http://my.unm.edu. Final grades will be available on your LoboWeb account. Cell phone, headphone, and ear bud use is prohibited. Laptop_activity is strictly limited to note-taking.

Course Schedul	e:				
M	T	\mathbf{W}	R	\mathbf{F}	
	Jan 16		Jan 18		
	Jan 23		Jan 25		
= =	Jan 30		Feb 1		
	Feb 6		Feb 8		
	Feb 13		Feb 15		
	Feb 20		Feb 22		
	Feb 27		Mar 1		
	Mar 6		Mar 8		
	Mar 13		Mar 15		
	Mar 20		Mar 22		

	Mar 27 Apr 3 Apr 10 Apr 17 Apr 17 Apr 24 Apr 26 May 1 May 8	
January 16	North America Encounters the Atlantic World	
January 18		AH 45-83
January 23	Colonists in the Margins, 1565-1640	
January 25		AH 85-127
January 30	Forging Tighter Bonds, 1640s to 1690s	
February 1		Quiz #1 (85-127) AH 129-171
February 6	Accelerating the Pace of Change, 1690-1730	Think Piece #1 Due
February 8		AH 173-190
February 13	Invaders and Refugees, 1730-1750	
February 15	TEST ONE	AH 191-217
February 20	Enlightenment and Imperial Wars,1730-1763	
February 22		AH 219-251
February 27	Empire and Resistance, 1763-1776	

March 1		Quiz #2 (219-251) AH 253-287
March 6	A Revolutionary Nation	Think Piece #2 Due
March 8		AH 289-323
March 13	SPRING BREAK	
March 15	SPRING BREAK	
March 20	A New Nation Facing a Revolutionary World, 1789	9-1815
March 22	e: 76.	= 6
		АН 325-359
March 27	American People on the Move	Quiz #3 (325-359)
March 29	TEST TWO	AH 361-395
April 3	Market Revolutions and the Rise of Democracy, 17	89-1832 Think Piece #3 Due
April 5		AH 397-439
April 10	New Boundaries, New Roles	Quiz #4 (397-439
April 12		
April 17	Religion and Reform, 1820-1850	
April 19	RESEACH	AH 479-517
April 24	A House Dividing, 1844-1860	

April 26		AH 519-561
May 1	War of Slaveholder Rebellion, 1860-1865	Quiz #5 (519-561)
May 3		Think Piece #4 Due AH 562-580
May 8	TEST THREE	



Name of Division:	Arts & Sciences Division - Philosophy	
Semester:	Spring 2019	
Instructor Name	Dr. Kristian S. Simcox	
Office Location	SSTC 146	
Office Hours	M: 2:00-3:30; T/R: 11:00-12:15; and by appointment.	
E-mail	ksimcox@unm.edu	
Telephone	(505) 863 7719	
Class Meeting Days/Times	M/W 12:30-1:45	
Location	Calvin Hall 171	
	Syllabus	
Title of Course	Introduction to Philosophy	
Course Number	PHIL 101.400	
Course Description	"Wonder is the only beginning of philosophy," wrote Plato, one of history's great thinkers. But what do we wonder about? Philosophy seeks an answer to questions concerning the nature of knowledge, morality, beauty, and many other matters. This course will introduce students to many of Western philosophy's basic questions and encourage them to explore these questions through reading, writing, and discussion. Though we might not discover definite answers, by the end of the course, we will be closer to realizing why philosophy is the love of wisdom and not simply the study of it.	
Credit Hours and Contact Hours	3	
Pre-requisites/co-requisites	N/A	
Learning Objectives and Outcomes	 By the end of the course, students should be able to: explain five problems/issues of the history of Philosophy that have shaped contemporary thought. define the main areas of philosophy: metaphysics, epistemology, ethics, aesthetics, etc.; follow the development of at least one of these sub-fields in the history of philosophy. analyze a philosophical argument (identify the thesis that the author is trying to establish and identify the premises and intermediate statements that allegedly entail the conclusion). evaluate a philosophical argument in terms of the rigor of its logic and the plausibility of its premises (i.e., in terms of validity and soundness), as well as develop and effectively present a counterargument, taking into account other perspectives that find expression in contemporary society/the history of philosophy. 	

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet privately with the course instructor. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Mary Lou Mraz in the Accessibility Resource Center (ARC) at (505) 863-7527 to arrange an appointment. ARC, located in Gurley Hall 1127, will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact your instructor so that the letter can be reviewed and the accommodations can be discussed in relation to this course.

Notice of Non-Discrimination:

The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 1127. Telephone: 505-863-7527.

Title IX Statement:

As a UNM faculty member, I am required to inform the Title IX Coordinator at the Office of Equal Opportunity of any report of gender discrimination, which includes sexual harassment, sexual misconduct, and/or sexual violence. You can read the full campus policy regarding sexual misconduct at https://policy.unm.edu/university-policies/2000/2740.html. If you have experienced sexual violence or sexual misconduct, please ask a faculty or staff member for help or contact the LoboRESPECT Advocacy Center at https://loborespect.unm.edu/

The Center for Academic Learning (Gurley Hall 2205/2210):

The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. They are staffed by two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Office hours are from 8:00 AM - 6:00 PM, Monday through Thursday, and 8:00 AM - 5:00 PM on Fridays. The Center is located at Gurley Hall 2205/2210. Students are encouraged to set appointments via email at kvbaldona@unm.edu (for reading/writing) or johnvils@unm.edu (math/science).

Course Outline

Teaching Methods: Lecture and Discussion	
Evaluation/Grading Methods	Total Points/Final Grade
Attendance and Participation: 100 points	935-1000: A
Journal Responses: 100 points	900-934: A-
Quizzes: 200 points	875-899: B+
In-Class Activities: 200 points	835-874: B
Short Writing Assignments: 200 points	800-834: B-
Midterm Exam: 100 points	775-799: C+
Final Exam: 100 points	735-774: C
	700-734: C-
	675-699: D+
	635-674: D
	600-634: D-
	000-599: F

Required Text: *Philosophy: The Quest for Truth*, Pojman and Vaughn (Oxford University Press) Other required readings will be made available by instructor on UNM Learn

Overview of Assessments:

<u>Journal Responses:</u> Journaling is an effective way to engage, comprehend, and evaluate the complex philosophical readings we will cover in this class. It also provides an opportunity to practice philosophizing. You will complete 10 journal responses throughout the semester. These are worth 10 points each, for a total of 100 points possible. You will post these responses on UNM Learn (details below).

These journal entries will be read only by the professor; they will not be posted for others to see. You may post an entry once a week for up to 10 weeks. Do not post more than one entry for a given week. Your entries will be in response to a reading for that week, and must be posted prior to the class meeting for which the reading is assigned. Late entries will not be accepted. Be sure not to procrastinate, as there are no make-up opportunities for journal responses. You should have at least 5 completed before the midterm.

Quizzes: There are 4 quizzes throughout the semester, worth 50 points each. These will be made up of true/false, multiple-choice, and fill-in-the-blank questions. These will be completed through UNM Learn.

<u>In-Class Activities</u>: Throughout the semester, there will be in-class discussion questions and activities, which will be completed in small groups. These will be for credit.

<u>Short Writing Assignments:</u> There will be short writing assignments on topics pertaining to the material from several units throughout the semester. The guidelines for these assignments will be distributed and discussed as the reading schedule below indicates.

Midterm Exam: The midterm exam will cover all material assigned from the beginning of the semester up to the date of the midterm.

<u>Final Exam:</u> The final exam will cover all material assigned after the midterm up to the date of the final exam. The format will be the same as the midterm.

Classroom policies:

Students enrolled for credit or audit are expected to attend all class sessions. Any student with excessive absences (15 percent of total class hours) may be dropped from the course.

All students are expected to be in class on time; attendance will be taken within the first five minutes of the class period. Students who arrive late are responsible for verifying that they are counted as late and not absent. (Three late arrivals and/or early departures count as one absence.)

Please keep a record of your scores, and keep all graded work until your grade has been reported.

Check your UNM email daily (if not more). I may use your UNM email address to communicate important information with you.

Cell phone use is also not permitted (this includes reading and sending texts). Please turn your cell phone off before class. Cell phone usage in class will result in participation grade reductions. Along with the matter of respect, there is considerable evidence that students who multi-task do significantly worse (statistically speaking) than those who don't. Another recent study shows that 'heavy' multi-taskers are actually (1) worse at switching between tasks and (2) more prone to distraction than those who don't multi-task. In short, we all think we're pretty good at multi-tasking but we really aren't.

Please do not speak in class when another student or the professor is speaking. If you want to give your view on a subject under discussion, please do not share it with your neighbor during the classroom discussion, but instead raise your hand and give your opinion to the class.

It is acceptable for you to disagree with anything in this course that is said by me or by another student, but it must be done in a respectful manner. The idea of a philosophy class is to allow students a comfortable atmosphere in which to express their own ideas and opinions about topics discussed.

Do not leave class early or close up bags and put on coats in the final moments of class. The instructor will end the class.

Violations of classroom policies will result in participation grade penalties.

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related

absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/.

Academic Freedom

Students have a right to their own beliefs. Students have a right to express those beliefs in an appropriate manner. While beliefs may differ considerably, students have an obligation to be respectful to other class members and the professor. Students will not be graded based upon any beliefs they express, but only and always on the quality of the work performed by the student within the course.

Academic honesty

I expect that all work you do for this class is your own and that any outside sources you might use will be cited appropriately. Plagiarism (using the work of another without citation*) is not only illegal but also morally wrong. From the legal perspective, it is the theft of intellectual property of another individual and often a violation of copyright laws. Morally, it is a lie both to yourself and to the instructor. Further, using the work of another and pretending it is your own robs you of the very opportunity you are here to pursue: your education. Any student caught plagiarizing in this course faces an immediate penalty of a zero for the assignment, and incidents of cheating may be reported to the office of Student Affairs. In short, submit your own work, and if you are tempted to cheat, please see me instead. It is the responsibility of the student to understand what plagiarism is and to learn how to use the thoughts and words of others in his or her work with proper methods of citation.

*Plagiarism includes using the words of another person (as in a direct quotation) without properly acknowledging the source, as well as paraphrasing the words of another person (as in an indirect quotation) without properly acknowledging the source. There is a helpful guide to avoiding plagiarism available through the Zollinger Library website: http://unmgallup.libguides.com/c.php?g=591886

UNM Learn

Several important (and in some cases, necessary) components for this course will be available through UNM Learn. You can access this site at: learn.unm.edu

There are some required readings that will be available only in the "Readings" section of UNM Learn.

A copy of this syllabus is posted in the "Syllabus" section.

You can access your scores on assignments, quizzes, and exams in the "Grade Center" section.

Journal responses and paper assignments must be submitted through UNM Learn.

You will also find a discussion forum on our UNM Learn page. This is not an assignment and is not for credit. It does provide an opportunity for you to continue to work through and clarify ideas in conversation with your classmates, raise and respond to questions about assignments, etc. I do not plan to be actively involved in the discussion forum, except to ensure that discussions remain appropriate and tied to the course material.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities

Reading Numbers Refer to Those in the Textbook. Assigned readings not included in the textbook will be available on UNM Learn. Readings listed for a given day are TO HAVE BEEN READ prior to that day's class meeting. Schedule is subject to change.

Unit 1: What Is Philosophy?

Week 1:

1/14: Introduction

1/16: "What Is Philosophy?" (pp. 1-25)

Week 2:

1/21: Martin Luther King, Jr., Holiday 1/23: Reading 1: Plato, "Socratic Wisdom"

Week 3:

1/28: Reading 2: Plato, "Allegory of the Cave"

1/30: Reading 4: Russell, "The Value of Philosophy" Quiz #1 Opens (UNM Learn)

Unit 2: Epistemology: Theory of Knowledge

Week 4:

2/4: Reading 23: Descartes, "Cartesian Doubt and the Search for Foundational Knowledge" Short Writing Assignment #1 Available (UNM Learn) Quiz #1 Closes

2/6: Readings 26 & 34: Hume, "The Origin of Our Ideas" and "Skeptical Doubts Concerning the Operations of the Understanding"

Week 5:

2/11: Burkhart, "What Coyote and Thales Can Teach Us" (UNM Learn) **Short Writing Assignment #1 Due** 2/13: Reading 32: Cole, "Philosophy and Feminist Criticism"

Unit 3: Metaphysics

Week 6:

2/18: No Class Meeting

2/20: Reading 36: Descartes, "Substance Dualism"; Reading 47: Hume, "We Have No Substantial Self with Which We Are Identical" *Quiz #2 Opens*

Week 7:

2/25: Reading 37: Ryle, "Exorcising Descartes' 'Ghost in the Machine'" Short Writing Assignment #2 Available (UNM Learn) Quiz #2 Closes

2/27: Readings 48 & 49: Holbach, "We Are Completely Determined"; James, "The Dilemma of Determinism"

Week 8:

3/4: Midterm Review Short Writing Assignment #2 Due

3/6: Midterm Exam

Week 9:

3/11: Spring Break 3/13: Spring Break

Unit 4: Morality and the Good Life

Week 10:

3/18: Reading 55: Plato, "Why Should I Be Moral?"

3/20: Readings 53 & 54: Benedict, "Morality Is Relative"; Rachels, "Morality Is Not Relative"

Week 11:

3/25: Readings 58 & 59: Kant, "The Moral Law"; Mill, "Utilitarianism"

3/27: Le Guin, "The Ones Who Walk Away from Omelas" (UNM Learn) Short Writing Assignment #3 Available (UNM Learn)

Week 12:

4/1: Reading 61: Aristotle, "The Ethics of Virtue"

4/3: Cordova, "Ethics: The We and the I" (UNM Learn) Short Writing Assignment #3 Due

Week 13:

4/8: Reading 65: Sartre, "Existentialist Ethics" Quiz #3 Opens (UNM Learn)

4/10: Notah Verney, "On Authenticity" (UNM Learn) Quiz #3 Closes

Unit 5: Social and Political Philosophy

Week 14:

4/15: Readings 69 & 70: Hobbes, "The Absolutist Answer"; Locke, "The Democratic Answer"

4/17: Appiah, "Racisms" (UNM Learn); Reading 74: King, "Nonviolence and Racial Justice" Short Writing Assignment #4 Available (UNM Learn)

Unit 6: What Is the Meaning of Life?

Week 15:

4/22: Readings 77 & 78: Epicurus, "Moderate Hedonism"; Epictetus, "Stoicism"

4/24: Reading 79: Camus, "Life Is Absurd" Short Writing Assignment #4 Due

Week 16:

4/29: Heidegger, "Memorial Address" (UNM Learn) Quiz #4 Opens

5/1: Final Exam Review Quiz #4 Closes

Week 17:

5/6: Final Exam

Important: In the event that college closure or system-wide outages occur during our final exam period, students will be awarded grades based on points earned to date, scaled to the available points possible.



Name of Division:
Semester:

Arts and Sciences Division – Political Science
Spring 2019

Instructor Name: Bruce Gjeltema, Ph.D. E-mail <u>bgjelt@unm.edu</u>
Office Location: SSTC 148 Telephone 505.863.7648

Office Hours: Class Meeting: Monday & Wednesday 2:00-3:15
Monday & Wednesday: 11:00-12:30 Location: SSTC 108

Tuesday & Thursday: 2:00-3:15

Syllabus

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Title of Course:	American Politics
Course Number	POLS 200-401
Course Description	This course will provide a survey of American politics ranging from the underlying theory of democracy to the political behavior of the American electorate. We will discuss the structure and function of American political institutions, and close with contemporary policy issues including immigration. It prepares students to think analytically about the interplay of concepts, people, institutions, and theoretical explanations in American politics. This course will cover how American citizens interact with governmental institutions to form public policy, the principles on which the US Government rests, and the
	dynamics of American institutions such as: Congress, the presidency, the judiciary, bureaucracy, political parties and interest groups. We will also examine the roll the media play in shaping public opinion as well as the value of political knowledge and civic engagement.
Credit Hours and Contact Hours	3 credits, 40 contact hours
Pre-requisites/co-requisites	None; Meets New Mexico Lower-Division General Education Common Core
Learning Objectives and Outcomes	 Students will demonstrate the ability to think critically regarding political trends and developments Students will demonstrate the ability to communicate effectively Students will demonstrate strong analytic writing skills Students will demonstrate knowledge and understanding of fundamental concepts and theories in political science Students will be able to apply political science theories and/or concepts to real-world cases or be able to apply a case or set of cases using an appropriate theory Students will be able to evaluate theories, either in light of empirical evidence or on theoretical grounds Students will demonstrate knowledge and understanding of their rights and obligations as a citizen

Disabilities Policy:

In keeping with University of New Mexico policy (UNIVERSITY BUSINESS POLICIES AND PROCEDURES MANUAL: "POLICY 2310: ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES") and defined sections: Section 504 of the Rehabilitation Act of 1973, Section 508: The Rehabilitation Act Amendments of 1998, ADA: The Americans with Disabilities Act of 1990, and the ADAA: The American with Disabilities Act Amendments of 2008 - of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies.

"In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with Dr. Gjeltema privately.

All conversations will be kept confidential (between student and instructor). Students requesting any accommodations will also need to contact:

STUDENT SERVICES - ACCESSIBILITY RESOURCE CENTER (ARC)

Mary Lou Mraz, MSEd, LMSW UNM Student Success Specialist Phone: (505) 863-7527 Location: Gurley Hall 1127

Email: mloumraz@unm.edu

FOR messages/appointments: UNM Gallup Gurley Hall 1127 Front Desk 505-863-7757

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact me to review the letter and discuss these accommodations in relation to your course.

Early intervention can make all the difference in helping students achieve academic success. It also shows that the instructor made a good faith effort to inform students of their rights and responsibilities in this area, and that this effort was done in a timely manner.

Course Outline

Teaching Methods: Instruction will include lecture, discussion and debate

Evaluation/Grading Methods: The average of each student's test scores will count for 60% of their grade; the average of the best quiz scores will total 20%; the political biography paper score and the political topics paper score will each count for 10% of the final grade. Grades will be accessed based on a traditional 60%-100% scale (no A-pluses or extra credit). The Instructor reserves the right, however, to round up scores where an improvement in a category is made.

Required Text: Paula McClain and Steven Tauber, American Government in Black and White, 3rd Edition, (New York: Oxford University Press, 2018). Available in the UNM-G Bookstore.

Supplementary Material: The course homepage: brucegjeltema.com

Assessment Methods:

Tests: Three non-cumulative tests are scheduled: Feb 20, April 3, and May 8. Tests will cover all lectures and discussions, and include short answer and essay items. Students who miss a test for whatever reason will have the score of their following test doubled. Failure to earn a passing grade on at least one test will result in a failing grade in the course, regardless of a student's grade average on other work.

Quizzes:

Five objective quizzes will be given throughout the course. Questions will cover readings only and will include identification and multiple choice items. The highest four scores will figure into the average with the **lowest** score being dropped. Quizzes cannot be made up at a later date.

Political Biography Paper:

A Political Biography paper will be handed in at the beginning of class on March 6. The person selected can be a local, state, or national figure, office serving, or non-office serving. The paper will be two pages in length, typed, double-spaced, and free from grammatical, spelling and typographical errors. The paper will describe the person's career and will include an analysis of their accomplishments or contributions. Plageristic materials will result in a zero for the assignment. Students must make use of the Writing Center or TRIO tutors during the assignment. Failure to submit a political biography paper will result in a failing grade for the course, regardless of a student's grade average on other work.

Political Topics Paper:

A limited synthesis research paper will be handed in at the beginning of class on April 29. The paper will address a topic about American Politics covered in this course. It will be five to six pages in length, will be typed, double-spaced, and free from grammatical, spelling, and typographical errors. The paper will discuss multiple perspectives on the topic and include the student's personal analysis. Correct citations and bibliography will also be required. Plageristic materials will result in a zero for the assignment. Students must make use of the Writing Center or TRIO tutors during the assignment. Failure to submit a research paper will result in a failing grade for the course, regardless of a student's grade average on other work.

Course Participation:

Political Science 200 is a lecture and discussion course. Full benefit cannot be realized unless proper attention is given to the reading selections. The course web site provides required reading selections as well as other key course information. Students are expected to come to class having completed the readings assigned for the class topics. Student contribution in discussion is expected. Students are required to communicate with the professor about all unavoidable absences. <u>Unreported or undocumented absences may result in up to a 10% drop in your final grade</u>. It is the student's responsibility to initiate drops or complete withdrawals utilizing http://registrar.unm.edu/ or LoboWeb http://registrar.unm.edu/ or LoboWeb http://my.unm.edu. Final grades will be available on your LoboWeb account.

Course Conduct:

- 1) Arrive to class on time. Class begins promptly at 2:00 and ends at 3:15. If you arrive more than 10 minutes late or leave more than 10 minutes early without notifying me ahead of time and without permission, you will be considered absent.
- 2) Turn off your cell phones prior to class and do not text or use your cell phone during the entire class period unless you have an emergency. Tablets and laptops can only be used for notetaking purposes.
- 3) Be respectful of other students, especially when we are dealing with topics or materials that may oppose or challenge your personal beliefs or opinions simply because it differs. Any sign of harsh commentary, verbal or physical mistreatment of others during class discussions will result in your being asked to leave and being dropped from this course.
- 4) Feel free to ask questions or offer comments on any of the materials presented in this course. Your participation is important in making this course successful and for fortifying your educational experience.

Quick Look Schedule:

Monday	Wednesday
January 14	January 16
January 21	January 23
January 28	January 30
February 4	February 6
February 11	February 1
February 18	February 2
February 25	February 2
March 4	March 6
March 11	March 13
March 18	March 20
March 25	March 27
April 1	April 3
April 8	April 10
April 15	April 17
April 22	April 24

April 29 May 6

May 1 May 8

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities:

<u>WEEK</u>	<u>DATE</u>	<u>TOPIC</u>
One	Jan 14, 16	Course Overview and Introduction Nature, Functions, and Types of Government American Government in Black and White, Chapter 1
Two	Jan <mark>21</mark> , 23	Martin Luther King, Jr. Holiday Principles of Constitutional Democracies American Government in Black and White, Chapter 2
Three	Jan 28, 30	Foundations of American Government The First American National Governmental Experiment American Government in Black and White, Chapter 3
Four	Feb 4, 6	Overview of the Constitution Federalism American Government in Black and White, Chapter 4 & 5
Five	Feb 11, 13	Civil Liberties
Six	Feb 18, 20	Civil Rights TEST ONE American Government in Black and White, Chapter 6
Seven	Feb 25, 27	Congress Quiz #2: Chapter 6 (171-201) American Government in Black and White, Chapter 7
Eight	Mar 4, 6	The Presidency American Government in Black and White, Chapter 8
Nine	Mar II 13	SPRING BREAK
Ten	Mar 18, 20	The Bureaucracy American Government in Black and White, Chapter 9
Eleven	Mar 25, 27	The Judiciary Quiz #3: Chapter 9 (269-292)
Twelve	April 1, 3	Constitutional Interpretation TEST TWO American Government in Black and White, Chapter 14
Thirteen	April 8, 10	Political Parties American Government In Black and White, Chapter 13
Fourteen	April 15, 17	Interest Groups Quiz #4: Chapter 13 (405-435) American Government in Black and White, Chapter 11

Fifteen	April 22, 24	The Media in a Democracy American Government in Black and Whi	ite, Chapter 15
Sixteen	April 29, May 1	Voting and Elections	Quiz #5: Chapter 15 (465-516)
Seventeen	May 6, 🖁	Managing Change in Government TES	T THERED



Name of Division:	Arts & Sciences Division - Religion	
Semester:	Spring 2019	
Instructor Name	Dr. Kristian S. Simcox	
Office Location	SSTC 146	
Office Hours	M: 2:00-3:30; T/R: 11:00-12:15; and by appointment.	
E-mail	ksimcox@unm.edu	
Telephone	(505) 863 7719	
Class Meeting Days/Times	M/W 11:00-12:15	
Location	Calvin Hall 171	
	Syllabus	
Title of Course	Living World Religions	
Course Number	RELG 107.400	
Course Description	This course introduces the academic study of religion, in which the major world religions are examined objectively and factually and from within the neutral point of view given by scholarly methods. We will look briefly at basic concepts by which human religious experience can be understood and categorized. We will study the living world religions, with the aim of understanding the different points of view of these religions. We will discuss some philosophical, theological, and political issues raised by human religious experience.	
Credit Hours and Contact Hours	3	
Pre-requisites/co-requisites	N/A	
Learning Objectives and Outcomes	 By the end of the course, students will be able to: Describe the origins and developments of some of the world's major living religions. Analyze and explain the terminology, theology, rituals and scriptures of different religions. Identify and describe the uniqueness of different religious traditions orally and in writing as a counter to popular disinformation. Analyze and explain different religions in terms of their relations to culture and practice. 	

Disabilities Policy:

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet privately with the course instructor. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Mary Lou Mraz in the Accessibility Resource Center (ARC) at (505) 863-7527 to arrange an appointment. ARC, located in Gurley Hall 1127, will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact your instructor so that the letter can be reviewed and the accommodations can be discussed in relation to this course.

Notice of Non-Discrimination:

The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not

discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 1127. Telephone: 505-863-7527.

Title IX Statement:

As a UNM faculty member, I am required to inform the Title IX Coordinator at the Office of Equal Opportunity of any report of gender discrimination, which includes sexual harassment, sexual misconduct, and/or sexual violence. You can read the full campus policy regarding sexual misconduct at https://policy.unm.edu/university-policies/2000/2740.html. If you have experienced sexual violence or sexual misconduct, please ask a faculty or staff member for help or contact the LoboRESPECT Advocacy Center at https://loborespect.unm.edu/

The Center for Academic Learning (Gurley Hall 2205/2210):

The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. They are staffed by two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Office hours are from 8:00 AM - 6:00 PM, Monday through Thursday, and 8:00 AM - 5:00 PM on Fridays. The Center is located at Gurley Hall 2205/2210. Students are encouraged to set appointments via email at kvbaldona@unm.edu (for reading/writing) or johnvils@unm.edu (math/science).

Course Outline

Teaching Methods: Lecture and Discussion

Evaluation/Grading Methods	Total Points/Final Grade
Attendance and Participation: 100	935-1000: A
points	900-934: A-
Journals: 100 points	875-899: B+
Quizzes: 200 points	835-874: B
Discussion Assignments: 150	800-834: B-
points	775-799: C+
Paper Assignments: 250 points	735-774: C
Midterm: 100 points	700-734: C-
Final Exam: 100 points	675-699: D+
•	635-674: D
	600-634: D-
	000-599: F

Required Text: *Invitation to World Religions* (Oxford University Press) Additional required readings may be provided by the instructor.

Overview of Assessments:

Journal Responses: Journaling is an effective way to engage, comprehend, and evaluate the material we will cover in this class. You will complete 10 journal responses throughout the semester. These are worth 10 points each, for a total of 100 points possible. You will post these responses on UNM Learn (details below). The journal entries will be graded credit/no credit. If you submit an entry that discusses the appropriate topic, you will earn the full 10 points for the entry.

These journal entries will be read only by the professor; they will not be posted for others to see. You may post an entry once a week for up to 10 weeks.

Quizzes: There are 4 quizzes throughout the semester, worth 50 points each. These will be made up of true/false, multiple-choice, and fill-in-the-blank questions. These will be completed through UNM Learn.

<u>Group Discussions</u>: Throughout the semester, there will be in-class discussion questions, which will be completed in small groups. These will be for credit and may be unannounced in advance.

<u>Paper Assignments:</u> There are two paper assignment for this class. The guidelines for these assignments will be distributed and discussed as the reading schedule below indicates.

Midterm Exam: The midterm exam will cover all material assigned from the beginning of the semester up to the date of the midterm.

<u>Final Exam</u>: The final exam may cover all material assigned for the semester, but will focus on material assigned after the midterm.

Classroom policies:

Students enrolled for credit or audit are expected to attend all class sessions. Any student with excessive absences (15 percent of total class hours) may be dropped from the course.

All students are expected to be in class on time; attendance will be taken within the first five minutes of the class period. Students who arrive late are responsible for verifying that they are counted as late and not absent. (Three late arrivals and/or early departures count as one absence.)

Please keep a record of your scores, and keep all graded work until your grade has been reported. Keep a hardcopy and/or electronic copy of papers that you turn in.

Check your UNM email daily (if not more). I may use your UNM email address to communicate important information with you.

Cell phone use is also not permitted (this includes reading and sending texts). Please turn your cell phone off before class. Cell phone usage in class will result in participation grade reductions. Along with the matter of respect, there is considerable evidence that students who multi-task do significantly worse (statistically speaking) than those who don't. Another recent study shows that 'heavy' multi-taskers are actually (1) worse at switching between tasks and (2) more prone to distraction than those who don't multi-task. In short, we all think we're pretty good at multi-tasking but we really aren't.

Please do not speak in class when another student or the professor is speaking. If you want to give your view on a subject under discussion, please do not share it with your neighbor during the classroom discussion, but instead raise your hand and give your opinion to the class.

It is acceptable for you to disagree with anything in this course that is said by me or by another student, but it must be done in a respectful manner. The aim of this class is to allow students a comfortable atmosphere in which to express their own ideas and opinions about topics discussed.

Do not leave class early or close up bags and put on coats in the final moments of class. The instructor will end the class.

Violations of classroom policies will result in participation grade penalties.

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/.

Academic Freedom

Students have a right to their own beliefs. Students have a right to express those beliefs in an appropriate manner. While beliefs may differ considerably, students have an obligation to be respectful to other class members and the professor. Students will not be graded based upon any beliefs they express, but only and always on the quality of the work performed by the student within the course.

Academic honesty

I expect that all work you do for this class is your own and that any outside sources you might use will be cited appropriately. Plagiarism (using the work of another without citation*) is not only illegal but also morally wrong. From the legal perspective, it is the theft of intellectual property of another individual and often a violation of copyright laws. Morally, it is a lie both to yourself and to the instructor. Further, using the work of another and pretending it is your own robs you of the very opportunity you are here to pursue: your education. Any student caught plagiarizing in this course faces an immediate penalty of a zero for the assignment, and incidents of cheating may be reported to the office of Student Affairs. In short, submit your own work, and if you are tempted to cheat, please see me instead. It is the responsibility of the student to understand what plagiarism is and to learn how to use the thoughts and words of others in his or her work with proper methods of citation.

*Plagiarism includes using the words of another person (as in a direct quotation) without properly acknowledging the source, as well as paraphrasing the words of another person (as in an indirect quotation) without properly acknowledging the source. There is a helpful guide to avoiding plagiarism available through the Zollinger Library website: http://unmgallup.libguides.com/c.php?g=591886

UNM Learn

Several important (and in some cases, necessary) components for this course will be available through UNM Learn. You can access this site at: learn.unm.edu (Use your UNM NetID and password to log in.)

There are some required readings that will be available only in the "Readings" section of UNM Learn.

A copy of this syllabus is posted in the "Syllabus" section.

You can access your scores on assignments, quizzes, and exams in the "Grade Center" section.

Journal responses and paper assignments must be submitted through UNM Learn.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities Readings listed for a given day are TO HAVE BEEN READ prior to that day's class meeting. (Schedule is subject to change)

Week 1:

1/14: Introduction

1/16: Chapter 1: An Invitation to the Study of World Religions

Week 2:

1/21: Martin Luther King, Jr., Holiday (No Class Meeting)

1/23: Chapter 2: Indigenous Religions of North America

Week 3:

1/28: Indigenous Religions of North America (continued)

1/30: Chapter 3: Indigenous Religions of Africa

Week 4:

2/4: Indigenous Religions of Africa (continued); Chapter 4: Hinduism Quiz 1 Opens (UNM Learn)

2/6: Hinduism (continued) First Paper Assignment Distributed (UNM Learn) Quiz 1 Closes

Week 5:

2/11: Chapter 5: Buddhism 2/13: Buddhism (continued)

Week 6:

2/18: No Class Meeting

2/20: Chapter 6: Jainism First Paper Assignment Topic Due

Week 7:

2/25: Chapter 7: Sikhism

2/27: Sikhism (continued) Quiz 2 Opens (UNM Learn)

Week 8:

3/4: Midterm Review First Paper Assignment Final Draft Due; Quiz 2 Closes

3/6: Midterm Exam

Week 9:

3/11: Spring Break 3/13: Spring Break

Week 10:

3/18: Chapter 8: Chinese Religions 3/20: Chinese Religions (continued)

Week 11:

3/25: Chapter 9: Shinto Second Paper Assignment Distributed (UNM Learn)

3/27: Shinto (continued) Quiz 3 Opens

Week 12:

4/1: Chapter 11: Judaism Quiz 3 Closes

4/3: Judaism (continued)

Week 13:

4/8: Chapter 12: Christianity

4/10: Christianity (continued) Second Paper Topic Due

Week 14:

4/15: Chapter 13: Islam 4/17: Islam (continued)

Week 15:

4/22: Chapter 14: New Religious Movements Quiz 4 Opens Second Paper Final Draft Due

4/24: New Religions Movements (continued) Quiz 4 closes

Week 16:

4/29: New Religions Movements (continued)

5/1: Final Exam Review

Week 17:

5/6: Final Exam

Important: In the event that college closure or system-wide outages occur during our final exam period, students will be awarded grades based on points earned to date, scaled to the available points possible.

Course Syllabi

Area VI: Second Language

Included in this section:

- CHIN 101
- NVJO 101

^{*}course title does not reflect the new UNM Common Course Numbering Crosswalk that went into effect Fall 2019.



Name of Division: Semester:	Arts and Sciences Division Spring 2019
Instructor Name:	Dr. Yi-Wen Huang
Office Location	GSSTC 142
Office Hours	아니다 아니는
Office Hours	T: 9:00am-9:30am; 10:45am-11:00am; 12:15pm-12:30pm; 1:45pm-3:15pm
	R: 9:00am-9:30am; 10:45am-11:00am; 12:15pm-12:30pm;
	1:45pm-3:15pm
E-mail	yhuang75@unm.edu
Telephone	505-863-7753
Class Meeting Days/Times	Online
Location	Online
Doution	Syllabus
Title of Course:	First Year Chinese I
Course Number	CHIN 101 sec. 470
Course Description	This course presupposes students who take the class do not have any prior knowledge in the language. Lessons provide a fundamental introduction to Mandarin Chinese including pinyin, pronunciation, grammar, tones, and <i>Chinese</i> characters (simplified). Moreover, basic conversations, Chinese cultural tips, poetry, idioms, and proverbs are introduced in each lesson.
Credit Hours and Contact Hours	3
Pre-requisites/co-requisites	
Learning Objectives and Outcomes	Students should be able to master pronunciation and tones, recognize and write Pinyin romanization, read and write around 728 characters, and develop the ability to participate in basic and simple conversations on everyday topics. The relationship between Chinese language and culture, including poetry and idioms, will be stressed throughout.

In keeping with University of New Mexico policy (UNIVERSITY BUSINESS POLICIES AND PROCEDURES MANUAL: "POLICY 2310: ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES") and defined sections: Section 504 of the Rehabilitation Act of 1973, Section 508: The Rehabilitation Act Amendments of 1998, ADA: The Americans with Disabilities Act of 1990, and the ADAA: The American with Disabilities Act Amendments of 2008 - of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies.

disabilities, any student with a disability who needs academic accommodations is welcome to
meet with (instructor Name) privately.
All conversations will be kept confidential (between student and instructor). Students requesting any accommodations will also need to contact:
STUDENT SERVICES – ACCESSIBILITY RESOURCE CENTER (ARC)
Mary Lou Mraz, MSEd, LMSW FOR messages/appointments:
UNM Student Success Specialist Phone: (505) 863-7527 UNM Gallup Gurley Hall 1127
Location: Gurley Hall 1127 Front Desk
Email: mloumraz@unm.edu 505-863-7757
ADC will conduct on inteller and if ammonists will moved an arrange of the last
ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact me to
review the letter and discuss these accommodations in relation to your course.
Early intervention can make all the difference in helping students achieve academic success. It also shows that the instructor made a good faith effort to inform students of their rights and responsibilities in this area, and that this effort was done in a timely manner.
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8:00 AM – 7:00 PM, Monday through Thursday, and 8:00 AM – 5:00 PM on Fridays. The Center is located at Gurley Hall 2205/2210. Students are encouraged to set appointments via email at
kvbaldona@unm.edu (for reading/writing) or johnvils@unm.edu (math/science).
Course Outline
Teaching Methods
Online
Evaluation/Grading Methods
3 classroom discussion forums (participation)— 40 points
4 assignments — 60 points
Total 100 points
Note:

Since this is an online class, late assignments including papers, portfolios, discussion forum posts, exams including mid-terms and final exams, quizzes, or oral presentations will not be permitted. You are responsible to submit all required work by the due date on-line through Learn.

All the assignments/quizzes/exams/discussion forums due dates are in Mountain Time.

Students are required to purchase or rent the required textbooks. It is students' responsibility to purchase or rent the <u>textbooks</u>. Moreover, it's students' responsibility to have access to desktop or laptop computer. Students also are responsible for access to Microsoft Word or other word processing apps. Students are also responsible for access to a smart phone or other recording device to record the assignments. Students should also prepare a notebook and blue ballpoint pens.

Also, it is students' responsibility to have <u>internet access</u> in order to obtain the assignments or course materials online in Learn.

Please only send me emails from your UNM account. Also, please include your course title and section e.g., CHIN 101-470, in the subject of email.

Assignments:

See instructions: Add Media As Mashup: Using Mashups to add media to an Assignment http://online.unm.edu/help/learn/students/media/student-media-mashup.html

Discussions:

Students are required to post responses to the discussion questions all in the initial post and respond to 2 of your classmates. In your responses to peers, correct spelling and punctuation are required. Font setting must be Times New Roman at 12 point. All postings must be in complete sentences.

See instructions: Add Media As Mashup- Using Mashups to add media to a Discussion Post: http://online.unm.edu/help/learn/students/media/student-media-mashup.html

- For the class discussion forum: Please post all of your initial posts in one submission due by Wednesday at 11:59pm. This allows adequate time for your peers to respond. All responses to peers are due by Saturday by 11:59pm. Important: You will not earn any points if you do not both post your initial submission and respond to 2 peers' submissions.
- Please read carefully the due dates for all assignments/discussion forum posts/ quizzes/exams in the syllabus or in Learn because you cannot submit them late! It is your responsibility to submit all assignments/work and take all quizzes/exams on time!

Grading Scale:

96-100	A+	85	В	70-74	C-
95	A	80-84	B-	66-69	D+
90-94	A-	76-79	C+	65	D
86 -89	B+	75	C	60-64	D-
				59 or below	F

Required Text(s) & Supporting Materials

Chinese for Beginners: Mastering Conversational Chinese (Audio CD Included) Paperback – September 10, 2012 by Yi Ren (Author), Xiayuan Liang (Author). North Clarendon, VT: Tuttle Publishing. ISBN:

Assessment Methods

Tentative Assignment Rubric: Oral: clarity, tone----8 points

Writing: clarity, stroke order --- 7 points

Total possible of each assignment: 15 points

Tentative Discussion Posts Rubric:

Oral: clarity, tone ---5 Writing: clarity --- 5

Feedback to two peers: 2+2

Total possible points for each discussion: 14 points

Attendance Policy and policies on classroom behavior (use of cell phones, academic dishonesty, laptop use, etc.)

Attendance is expected of the student. Three absences are permitted but not encouraged. Therefore, when you miss more than three classes, you may be dropped from the class. Also, if you miss three classes in a row, you may be dropped from the class. I do not distinguish between excused and unexcused absences, so if you are absent due to medical problems, family emergencies, work, or important events, official documentation is not required to justify the absences.

In an online class, online classroom attendance is mandatory and expected with professional and respectful communications/responses.

Class participation is an important expectation in the on-line class. Students are expected to log into Learn several times a week. Students are expected to offer comments, questions, and replies to the discussion questions that are posted throughout the course. Also, students are required to initially post responses before they can view classmates' responses and are also required to respond to the responses/postings of their peers.

Be aware that your participation/discussion is worth 40 points of your final grade: If you do not participate, you will lose points.

We learn better by sharing our ideas, so the students will be asked to discuss, present, or read their work in both small and large groups. Class participation is highly valued. In the on-line classroom, all students must communicate/discuss in a professional and respectful manner. Students are expected to participate in the weekly discussions and turn in all assignments and take the quizzes/exams by the due dates.

Due to the online nature of the class, weather closures/delays do not affect any assignment, discussion, quiz/exam due dates. These dates will not change due to increment weather.

In an online setting, the instructor is the facilitator of learning, but it is the students' sole responsibility to ensure that all the required readings have been completed with adequate knowledge and understanding.

Electronic devices should be turned off or set on silent during live class. Receiving or sending text messages is not allowed. Video recording or photographing the class material on the screen or whiteboard is not permitted. If you use electronic devices during class for non-class activities, I will deduct points from your participation grade.

For an online class, students are responsible for internet access in order to read all the course materials and submit all work on time through Learn.

Student behavior which disrupts the class will not be tolerated. On the first incident, the disruptive student will receive a verbal warning and may be asked to leave the classroom. The second time the student will be asked to leave the classroom immediately and will receive a written warning. If there are any more incidences of disruption, the student will be referred to student affairs for an involuntary withdrawal. Also, if you disrupt the class, I will deduct points from your participation grade.

Academic Integrity:

University Policy: Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, test or assignments; claiming credit for work not done or done by others; hindering the academic work of other students, and misrepresenting academic or professional qualifications within or outside the University.

Class Policy: All students are expected to present the originality of their works. Plagiarism whether or not borrowing from electronic, printed, or unprinted sources, is a serious violation, based on university policy. If a student is questioned with plagiarism, he/ she will be responsible to prove the authenticity of his/ her work by presenting notes and earlier drafts of the assignment to the instructor. As a result, it is students' responsibility to date all the notes or earlier drafts of their works. If the assignment is deemed plagiarized, the student will receive a zero grade for the assignment.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities

Week 1 January 14-20

Introduction

Please purchase the textbook as soon as possible, browse the course in Learn, and read the syllabus.

Read and listen to the audio of Units 1, 2, and 3

Read and listen to the audio of Chapter 1

Watch the video of handwriting the vocabulary and follow the stroke order

Practice! Practice! Practice!

Week 2 January 21-27

January 21 - Martin Luther King Jr. Day-University Closed

Read and listen to the audio of Chapter 2

Watch the video of handwriting the vocabulary and follow the stroke order

Week 3 January 28-February 3

Class Discussion Forum 1 – Due by Wed Jan 30 (initial post), due by Sat Feb 2 (responses to 2 peers)

Read and listen to the audio of Chapter 3

Watch the video of handwriting the vocabulary and follow the stroke order

Week 4 February 4-10

Assignment 1 due -by Thursday Feb 7

Read and listen to the audio of Chapter 4

Watch the video of handwriting the vocabulary and follow the stroke order

Week 5 February 11-17

Read and listen to the audio of Chapter 5

Watch the video of handwriting the vocabulary and follow the stroke order

Week 6 February 18-24

Read and listen to the audio of Chapter 6

Watch the video of handwriting the vocabulary and follow the stroke order

Week 7 February 25-March 3

Assignment 2 due -by Thursday Feb 28

Read and listen to the audio of Chapter 7

Watch the video of handwriting the vocabulary and follow the stroke order

Week 8 March 4-10

Read and listen to the audio of Chapter 8

Watch the video of handwriting the vocabulary and follow the stroke order

Week 9 March 11-17

Spring Break!

Read and listen to the audio of Chapter 9

Watch the video of handwriting the vocabulary and follow the stroke order

Week 10 March 18-24

Class Discussion Forum 2 – Due by Wed Mar 20 (initial post), due by Sat Mar 23 (responses to 2 peers)

Read and listen to the audio of Chapter 10

Watch the video of handwriting the vocabulary and follow the stroke order

Week 11 March 25-31

Assignment 3 due -by Thursday Mar 28

Read and listen to the audio of Chapter 11

Watch the video of handwriting the vocabulary and follow the stroke order

Week 12 April 1-7

Read and listen to the audio of Chapter 12

Watch the video of handwriting the vocabulary and follow the stroke order

Week 13 April 8-14

Read and listen to the audio of Chapter 13

Watch the video of handwriting the vocabulary and follow the stroke order

Week 14 April 15-21

Class Discussion Forum 3 – Due by Wed Apr 17 (initial post), due by Sat Apr 20 (responses to 2 peers)

Read and listen to the audio of Chapter 14

Watch the video of handwriting the vocabulary and follow the stroke order

Week 15 April 22-28

Assignment 4 due -by Thursday Apr 25

Read and listen to the audio of Chapter 15

Watch the video of handwriting the vocabulary and follow the stroke order

Week 16 April 29-May 4

Read and listen to the audio of Chapter 16

Watch the video of handwriting the vocabulary and follow the stroke order

Review

There might be some minor changes in each class period, but the workload will remain the same.

Additional topics, information determined by the course instructors which are not inconsistent with the syllabus



Navajo 101/401

Name of Division:	Arts and Sciences
Semester:	Spring 2019
Instructor Name Office Location Office Hours E-mail Telephone/Voice Mail Class Meeting Days/Times Location Web-Enhanced	Joe H. Kee, Jr. GSSTC Room 130 By appointment ikee01@unm.edu (505) 863-7594 Tuesday and Thursday, 9:30 to 10:45 a.m. Calvin Hall Room 266 https://learn.unm.edu/ yllabus (Spring 2019)
Title of Course:	Elementary Navajo for Non-Native Speakers
Course Number	NVJO 101, Section 401, 48096
Course Description	The purpose of this beginning class is to develop listening, speaking, reading and writing skills to communicate at an elementary level. The course will use a communicative approach for students to learn about the fundamentals of vocabulary building, verb conjugation, grammar, oral conversation, reading comprehension, and Navajo culture.
Credit Hours	3 Credits
Pre-requisites/co-requisites	None required
Learning Objectives and Outcomes	 Gain a basic understanding of the Navajo sound system, including the alphabet, vowels, consonants, diphthongs, high/low tones, nasal, and glottal stop. Obtain and utilize Navajo words and phrases through demonstration of the written and spoken language. Demonstrate the ability to use, combine, and integrate basic grammatical structures into meaningful sentences, including subjects, objects, and verbs. Hold conversations concerning everyday situations with an elementary degree of fluency. Understand and utilize both formal and informal Navajo language, such as ceremonial, classroom, home, and professional settings. Develop an understanding and appreciation of Navajo, including values, traditions, works of art, and individual perspectives on evolving cultures. Utilize critical thinking skills to make thoughtful cross-cultural comparisons and connections among beliefs, social interactions, and cultural practices.

Notice of Non-Discrimination:

The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 2205 B. Telephone: 505-863-7527.

Nááná ła' bíla' ashdla'ii doo bik'iji' ni'doonish da: Na'nízhoozhí wódah bidziilgo ólta' bił haz'á, The University of New Mexico-Gallup bee wójíhígíí éi t'áa'ałtso binaanish íił'ííshíí dóó ólta' yiyoołwołígíí, t'áá ałheełt'éego yaa nitsékees, dóó Wááshindoon dóó Yootó Bił Hahoodzoh bibee haz'áanii bik'ehgo saad dah naazhjaa'ígíí dóó da'ínííshígíí yaa ákonízin dóó yik'eh hół'í. The University of New Mexico-Gallup éi bíla' ashdla'ii t'áa'ałtso ałheełt'éego yaa nitsékeesígíí yidiilkaal dóó yikéé' sizí, jó éi díí bíla' ashdla'ii bi'í'óol'iil yee hadít'éhígíí dóó ánoolninígíí dóó yigááłdéé' dóó binááhaiyígíí dóó háí shíí yił iiná ííł'ínígíí dóó diné dóó asdzání bits'íís dóó binitsékees yee hadít'éhígíí dóó bits'íís baah dahaz'ánígíí, asdzání wooltsáago da, dóó bi'oodlą' yikéé' sizínígíí dóó éi náádoodai' siláołtsooi nilínígíí éi díí bee haz'áanii bik'éstxi' áádóó Boy Scouts danilínígíí dóó noosélí tsíłkéí dóó ch'ikéí danilínígíí da'níł'aan t'áadoo lé'é yee dahdeíkáhígíí ałdó' aheełt'éego baa nitsáhákees. Baa na'idídéeshkił dóó hazhó'ó shił bééhodooziił nínízingo éi doodai' háida naaltsoos bee nideestsos nínízingo da éi Office of Equal Opportunity 504/ADA dóó Title IX binanit'a'í nilínígíí bee bił hodíílnih.

FACULTY SYLLABUS STATEMENT SPRING 2019

In keeping with University of New Mexico policy (UNIVERSITY BUSINESS POLICIES AND PROCEDURES MANUAL: "POLICY 2310: ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES") and defined sections: Section 504 of the Rehabilitation Act of 1973, Section 508: The Rehabilitation Act Amendments of 1998, ADA: The Americans with Disabilities Act of 1990, and the ADAA: The American with Disabilities Act Amendments of 2008 - of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies. Please include the Notice of Non Discrimination at the bottom, as it is a required addition to this document.

"In keeping with the university	y's policy of providing equal access for students with
disabilities, any student with a	disability who needs academic accommodations is welcome to
meet with (instructor Name) _	privately.

All conversations will be kept confidential (between student and instructor). Students requesting any accommodations will also need to contact:

STUDENT SERVICES - CAREER & ACCESSIBILITY RESOURCE CENTER (ARC)

By Appointment:

Mary Lou Mraz, MSEd, LMSW UNM Student Success Specialist Phone: (505) 863-7527

Location: Gurley Hall 2205 B Email: mloumraz@unm.edu To contact office:

Administrative Assistant Phone: (505) 863-7757 Front Desk

Location: Gurley Hall 2205

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact me to review the letter and discuss these accommodations in relation to your course.

Early intervention can make all the difference in helping students achieve academic success. It also shows that the instructor made a good faith effort to inform students of their rights and responsibilities in this area, and that this effort was done in a timely manner.

Dishonesty in Academic Matters:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, test or assignments; claiming credit for work not done or done by others; hindering the academic work of other students, and misrepresenting academic or professional qualifications within or outside the University.

Teaching Methods

- 1. Lectures each class meeting to include textbook chapter material and other relevant sources.
- 2. Small group learning to emphasize one-on-one interaction and dialogue.
- 3. Large group interaction to promote comfort in use of the Navajo language in various social setting.
- 4. Demonstrations that align with a communicative approach to teaching and one that utilizes the total physical response method of learning (TPR).
- 5. Listening comprehension of prerecorded lessons.
- 6. Sharing of stories to illustrate the importance of Navajo oral tradition and history.

Evaluation/Grading Methods and Scale

Chapter Tests (3 @ 100 pts) 300 pts.

Chapter Homework (7 @ 20 pts) 140 pts.

Classroom/Lab Assignment Participation & Attendance 100 pts.

Reading/Writing/Speaking Skills (3 @ 20 pts) 60 pts.

Textbook Chapter Research & Presentation 100 pts.

Final/Oral Examination 100 pts.

A 716-800 points 90-100% [89.5-92.4% A-; 92.5-97.4% A; 97.5-100% A+]

B 636-715 points 80-89% [79.5-82.4% B-; 82.5-87.4% B; 87.5-89.4% B+]

C 556-635 points 70-79% [69.5-72.4% C-; 72.5-77.4% C; 77.5-79.4% C+]

D 476-555 points 60-69%

[595-62.4% D--; 62.5-67.4% D; 67.5-69.4% D+]

Required Text(s) & Supporting Materials

Parsons Yazzie, Evangeline, Ed.D. and Speas, Margaret, Ph.D. <u>Diné Bizaad Bínáhoo'aah Rediscovering the Navajo Language</u>. ISBN 978-1-893354-73-9, Salina Bookshelf, Inc., Flagstaff, Arizona, 2007.

Additional Recommended Material (not required):

M. Yellowhair & E.C. Parnell. The New Oxford Picture Dictionary, Oxford, 1989.

Wall & Morgan. Navajo-English Dictionary, Hippocrene Dictionary, 7th printing, 2004.

Assessment Methods

- 1. Classroom Interaction and Worksheet Exercises in the Navajo language.
- 2. Attending all class sessions and participation in class assignments will be expected.
- 3. Be prepared for and do well on chapter tests and reading and writing assignments.
- 4. Project: Textbook Chapter Research & Presentation
- 5. Interaction in Navajo with other students.
- 6. Final Examination

Attendance Policy and Policies on Classroom Behavior

- 1. It will be impossible to do well without regular class attendance. Since emergencies may come up throughout the semester, students will be permitted to miss three classes without penalty. Each additional absence will result in approximately a 2 percent reduction in the student's overall grade. Students who arrive late for lectures or labs will also be penalized. Three (3) consecutive absences will result in student being dropped from the course.
- 2. Students are responsible for signing the attendance sheet. Promptness is a professional courtesy.
- 3. Cell phones will not be allowed during class lecture and lab times.
- 4. Mocking of and showing impoliteness toward fellow learners and instructor will not be tolerated.

Classroom & Language Lab Policies and Rules

- 1. Abuse or misuse of the Language Lab will not be tolerated. "Abuse or misuse of the Language Lab" is defined as "anything detrimental to the condition of the equipment and/or the learning environment of the Language Lab". If you are found abusing the equipment or altering the software you will lose your lab privileges immediately for the remainder of the semester as well as forfeit any points/credit that are given for classroom lab time as outlined in the class syllabus.
- 2. When engaging in computer work, students must work on the material assigned by the instructor.
- 3. DO NOT do e-mail correspondence or web browsing during lab work time.
- 4. Students who miss a test may be permitted to make it up on the following day during the instructor's office hours. This can occur only once.
- 5. Late submission of assignments may be accepted for partial credit within a two-week timeframe.
- 6. NO FOOD OR DRINKS are allowed at the workstations.

Web Enhancement

This course is web-enhanced. The syllabus, other course documents, and some assignments may be posted online. To access the online portion of the course, go to https://learn.unm.edu/ and click once on the link for this course. Logging into UNM Learn does not replace actual classroom presence in regards to class attendance unless otherwise noted.

UNM email (LoboMail)

Every student is assigned an email account. Students should check their LoboMail regularly and/or have the email from that account forwarded to their private email account (Gmail, YahooMail, etc.). Notices of weather delays and cancellations, information about student progress, and other notices are posted to your LoboMail.

Computer Lab Equipment

This course requires usage of head/earphones for computer and online audio purposes. Head/earphones will be required to every class meeting. In-class assignments and writings (keyboarding) will also require that work be saved to a device, i.e., USB Flash Drive. This will allow work to be saved and retrieved utilizing the Navajo language font. The Times New Roman Navajo font can be downloaded online through several websites for personal usage outside of classroom/lab. Instructor may also download the Navajo font to personal computers.

Weather

Administrative Policies and Procedures Manual - Policy 3435: Inclement Weather Delays and Closures For the purposes of this policy, a "delay" means that:

- classes and labs normally scheduled to begin and end <u>before</u> the time specified in the delay announcement will not be held;
- classes and labs normally scheduled to be <u>in progress</u> at the time specified in the delay announcement will begin at the delayed start time and end at their normally scheduled time; and
- classes and labs normally scheduled to begin <u>at or after</u> the time specified in the delay announcement will meet as usual.

Week 1 Jan. 15: NO CLASS MEETING Jan. 17: Introduction to class and of students Web-browsing exercise and Navajo language font keyboarding Chapter 1 The Navajo Alphabet and the Navajo Sound System pp. 2-4 Week 2 Jan. 22: Continue with Chapter 1 Introduction to Diné Bizaad pp. 5-6 Continue with Chapter 1 The Navajo Sound System pp. 7-15 Jan. 24: Week 3 Jan. 29: Homework #1: Review of Chapter 1 Jan. 31: Chapter 2 The Navajo Sound System and Navajo Literacy pp. 16-22 Week 4 Feb. 5: Speed Reading and Writing Continue with Chapter 2 pp. 16-22; 23-24 Feb. 7: Homework #2: Reading Comprehension and Syllables, p. 22 Test #1: Chapter 1 and 2 Material Week 5 Feb. 12: Chapter 3 Saad, "Áhát'í" Dawolyéhígíi Navajo Verbs pp. 26-30 Feb. 14: Week 6 Feb. 19: Continue with Chap. 3 Verb Conjugation/Pronoun Prefix Models pp. 31-34 Notecards and Practice with Navajo Verbs Feb. 21: Homework #3: Notecard Reading Week 7 Feb. 26: Speed Reading and Writing Chapter 3 Chapter 4 Ha'oodzíí' Ál'ínígi Simple Navajo Sentence Construction pp. 36-42 Feb. 28: Week 8 Mar. 5: Chapter 4 pp. 36-42; Homework #4: Subject and Object Vocabulary List Chapter 3 and 4 reveiw Mar. 7: March 12 & 14 **SPRING BREAK: No Class Meeting** Week 9 Mar. 19: Chapter 5 Bił Kééhasht'ínígíí My Immediate Family pp. 46-49; Postpositions Textbook Chapter Project Assignment Mar. 21: Test #2: Chapter 3 and 4 Material (take-home) Week 10 Mar. 26: Continue with Chapter 5 pp. 50-59 Chapter 5 Verbs and Vocabulary Sentence Building & Translation Mar. 28: Homework #5: Handout Week 11 Apr. 2: Chapter 6 Shik'éi My Extended Family pp. 60-65 Continue with Chapter 6 p. 66-67 Apr. 4: Speed Reading/Writing and Comprehension Week 12 Apr. 9: Chapter 6 Verbs and Vocabulary Sentence Building & Translation Apr. 11:

Week 13 Apr. 16: Test #3: Chapter 5 and 6 Material
Apr. 18: True Whispers: The Story of the Navajo Code Talkers

Week 14 Apr. 23: Chapter 7 K'é Clan Relationships pp. 69-73

Homework #6: True Whispers Response Paper

Apr. 25: K'é and Kinship Exercise

Homework #7: Navajo Introduction

Week 15 Apr. 30:

Begin Diné Bizaad Bínáhoo'aah Textbook "Chapter" Presentations

May 2:

Continue with Diné Bizaad Bínáhoo'aah Textbook "Chapter" Presentations

Final Exam Review

Week 16 May 7:

Final Examination: Tuesday, 9:30 - 10:45 a.m.

Additional topics or information determined by the course instructor which is not inconsistent with the syllabus may be added at any time. Material in this syllabus is subject (and very likely) to change as required by circumstances within or outside the classroom.

Course Syllabi

Area VII: Arts and Design

Included in this section:

• ARTH 101

^{*}course title does not reflect the new UNM Common Course Numbering Crosswalk that went into effect Fall 2019.



Name of Division:	Arts & Sciences
Semester:	Spring 2019
Instructor Name:	Kristi Wilson
Office Location	GH 1239 B
Office Hours	Mon/Wed 10:45-11:45am & 4:30-5:30pm Tues 1:30-2:30pm
E-mail	krwilson@unm.edu
Telephone	(505) 863-7619
Class Meeting Days/Times	Tuesday 11:00am - 1:30pm
Location	GH 1234
Syllabus	
Title of Course:	Introduction to Art
Course Number	ARTH 101 400
Course Description	A beginning course in the fundamental concepts of the visua arts; the language of form and the media of artistic expression. Readings and slide lectures supplemented by museum exhibition attendance.
Credit Hours and Contact Hours	3 credit hours and 2 ½ contact hours a week
Pre-requisites/co-requisites	none
Learning Objectives and Outcomes	 By the end of the course, students will be able to articulate the fundamental vocabulary of visual art. By the end of the course, students will be able to distinguish the elements and principles of art and design. By the end of the course, students will be able to identify and discuss the characteristics of a variety of mediums, materials, and processes involved in the production of a work of art. By the end of the course, students will be able to identify the purposes of art and the role of the artist. By the end of the course, students will be able to identify how art differs through time, across cultures and societies.
	 By the end of the course, students will be able to explain the social or cultural impact of an artwork. By the end of the course, students will be able to

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The Center for Academic Learning (Gurley Hall 2205/2210):

The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and part-time UNM-Gallup students. They are staffed by two Education Specialists and peer reading, writing, math, and science coaches, who provide one-on-one tutoring and/or study groups. Office hours are from 8:00 AM – 6:00 PM, Monday through Thursday, and 8:00 AM – 5:00 PM on Fridays. The Center is located at Gurley Hall 2205/2210. Students are encouraged to set appointments via email at kvbaldona@unm.edu (for reading/writing) or johnvils@unm.edu (math/science).

Course Outline

Teaching Methods: Methods of instruction may include: lecture, demonstrations, activities, discussions, and field trips.

Evaluation/Grading Methods:

Vocabulary Lists / Discussion Questions

30% (based on assigned reading)

Mid-Semester Exam

30% (based on assigned reading, lectures, and activities)

Final Exam

30% (based on assigned reading, lectures, and activities) 10% (based on proof of visit and completion of handout)

Museum Visit Extra Credit

(4 possible points available throughout the semester)

Required Text & Supporting Materials:

A World of Art, 8th Edition, Henry M. Sayre (May be purchased at the UNM-Gallup Bookstore)

You may access your grades through UNM learn at https://learn.unm.edu

Just sign in with your username and password and click the ARTH-101-400 (Spring 2019) link.

Assessment Methods:

- **Vocabulary Lists** and **Discussion Questions** will be completed throughout the semester. Students will be allowed to use their books for these. This may be group work, individual work, or homework.
- -The **Mid-Semester Exam** will be given on **March 5**th. The exam may include image identification, multiple choice, and short essay. A review session will be conducted one week in advance of the exam.
- -The **Final Exam** will be given **May 7th**. The exam may include image identification, multiple choice, and short essay. A review session will be conducted one week in advance of the exam.

Policies:

- 1. Attendance is mandatory. Please be to class on time!
- 2. Food and Drinks are not allowed in the classroom during the Mid-Term or the Final. However, if you need a light snack or coffee during a regular lecture please be respectful and leave your area cleaner than you found it.

- 3. We will have I (10 minute) scheduled **break** during each session of class. The instructor will notify the class when this is. Please keep your seats during class. It is very distracting to have people wandering in and out of the classroom during lectures.
- **4.** Four opportunities will be offered for **extra credit** during the semester. Each student who has attended:

<u>Lyndon Tsosie Artist Lecture</u> held <u>Wednesday, February 6th at 6:30pm in Calvin Hall Auditorium</u> <u>Lyndon Tsosie Artist Demo</u> held <u>Wednesday, February 6th at 9:30am-12:30pm in Gurley Hall Commons</u> <u>12:30pm-1:30pm in Gurley Hall Commons</u>

Randi O'Brien Artist Lecture held Monday, March 4th at 6:30pm in Calvin Hall Auditorium will receive (3 points total) to their final letter grade. Each student who has <u>perfect attendance</u> will receive (1 point) to their final letter grade.

- 5. There will be a sign-in sheet posted by the door during each class. When class begins, the sign-in sheet will be replaced with a late sign-in sheet for those who are tardy. If you miss a class you are responsible for getting caught up so you don't fall behind. If you have to miss a class let the instructor know as soon as possible. If you leave class early you will be marked as an early departure. Any combination of three late arrivals or three early departures is the equivalent of one absence. If a student misses 2 classes their final grade will be lowered one full letter grade. If a student misses 3 or more classes they may be dropped from the course or receive an F.
- 6. Cell phones are disruptive. They must be turned off during this class.
- 7. Laptops are generally prohibited due to light pollution and distractions. If you have a compelling reason for needing the use of one, please let me know.
- 8. Note that missing an exam is a serious matter and that it will not be possible to take a make-up exam without written documentation (such as a doctor's note).
- 9. Late work will receive a one full letter grade drop each week it is late. Once I have returned graded work to the class I will not accept late work for that assignment. You will have plenty of time to complete these assignments outside of class or during scheduled in class group work. Do not use the instructors lecture time to complete a vocabulary list / discussion question handout. It will only distract you from focusing on the material prepared for that day.
- 10. Disrespectful or disruptive behavior will be met with 1 verbal warning and/or 1 written warning. A second incident may result in either; disciplinary probation, suspension, or expulsion, according to UNMG Student Code of Conduct.
- II. As per university policy, **cheating on tests** or **plagiarism** will result in an automatic "F" for the semester.

Course C	alendar	
JAN 15	Syllabus CH I- Discovering a World of Art	Ti -
JAN 22	CH I- Discovering a World of Art CH 2- Developing Visual Literacy	
FEB 5	CH 3- Line	

	CH 4- Shape and Space
FEB 12	CH 5- Light and Color CH 6- Texture, Time, and Motion Vocabulary and Discussion Question #1
FEB 19	CH 7- The Principles of Design CH 8- Drawing
FEB 26	CH 9- Painting CH 10- Printmaking Vocabulary and Discussion Question #2 Mid-Semester Exam Review
MARCH 5	MID-SEMESTER EXAM
MARCH 12	Spring Break
MARCH 19	CH 11- Photography and Time Based Media CH 12- Sculpture
MARCH 26	CH 13- The Craft Media Vocabulary and Discussion Question #3
APRIL 2	CH 14- Architecture CH 15- The Design Profession
APRIL 9	CH 16- The Ancient World CH 17- The Age of Faith
APRIL 16	CH 18- The Renaissance through the Baroque Vocabulary and Discussion Question #4
APRIL 23	CH 19- Eighteenth and Nineteenth Centuries
APRIL 30	CH 20- From 1900 to the Present Final Exam Review
MAY 7	FINAL EXAM
The ins	tructor reserves the right to alter this syllabus at any time and in any way she sees fit.

End of Document 3 Teaching and Learning Continuous Improvement.

Document 4
Students



Fine Arts, Humanities and Social Sciences Division



AA Liberal Arts

Transfers to UNM main campus (count, % of all transfers, UNMG total transfers)

Academic Period	Sum of Program Transfers	Sum of UNM-G AA-LART % of All Transfers	Sum of Total UNM-Gallup Transfers
2013-2014	10	10.10%	66 %
2014-2015	13	13.83%	94
2015-2016	20	23.53%	85
2016-2017	25	18.94%	132
2017-2018	18	20.00%	06 %
2018-2019	28	22.76%	123

Methodology:

and NOT UNM main campus the previous academic year (as primary/home insitutions). Students did not have to graduate from UNM-Gallup to be Students were considered transfers if they attended UNM main campus and NOT UNM-G during the noted academic year AND attended UNM-G included in these counts nor did they have to enroll in similiar programs at UNM main campus once transferred to be included. See example below.

	3	EXAMPLE: Student AB Enrollment Record	
Academic Year (AY) UNM Gallup	UNM Gallup	UNM main	Counted as a Transfer during AY
2013-2014	Enrolled	NOT Enrolled	No
2014-2015	NOT Enrolled	Enrolled	SəA



AA Liberal Arts

Persistence / Retention

Fall to Spring (1 semester)

	Sum of EOS	Sum of EOS Sum of EOS Average of	Average of	
	Fall	Spring	Program Return	Average of UNM-Gallup Degree-Seeking
Academic Period	Headcount	Returned	Rate	Return Rate
Fall 2013 to Spring 2014	198	120	60.61%	62.89%
Fall 2014 to Spring 2015	176	123	%68.69	67.09%
Fall 2015 to Spring 2016	199	130	65.33%	67.75%
Fall 2016 to Spring 2017	231	159	68.83%	%68.89%
Fall 2017 to Spring 2018	193	125	64.77%	62.43%
Fall 2018 to Spring 2019	161	107	66.46%	64.75%

	Sum of	Sum of EOS			
	EOAP	Fall	Sum of Program	Average of UNM-Gallup Degree-Seeking	
Academic Period	Headcount Returned	Returned	Return Rate	Return Rate	Average of IPEDS Comparison Institution
Fall 2013 to Fall 2014	194	83	42.78%	37.71%	46.00%
Fall 2014 to Fall 2015	173	74	42.77%	40.60%	47.50%
Fall 2015 to Fall 2016	193	89	35.23%	40.03%	51.00%
Fall 2016 to Fall 2017	221	92	41.63%	40.93%	50.00%
Fall 2017 to Fall 2018	174	29	38.51%	37.99%	
Eall 2018 to Eall 2019					

Fall to Fall (1 year)

AA Liberal Arts Retrieved: 9/20/2019

		Fall to 2nd	Fall to 2nd Spring (3 semesters)	sters)
	Sum of	Sum of EOS	Average of	
	EOAP	Fall	Program Return	Average of UNM-Gallup Degree-Seeking
Academic Period	Headcount	Returned	Rate	Return Rate
Fall 2013 to Spring 2015	190	56	29.47%	27.06%
Fall 2014 to Spring 2016	167	48	28.74%	29.27%
Fall 2015 to Spring 2017	191	57	29.84%	29.56%
Fall 2016 to Spring 2018	213	62	29.11%	27.87%
Fall 2017 to Spring 2019	167	44	26.35%	25.92%

Document 4: Students

The AALA Program, as with any other program within the UNM-G campus has appropriate structures in place to recruit, retain, and graduate students.

The transfer rates within the AA Liberal Arts program from UNM-Gallup Branch Campus to the Main Campus in Albuquerque shows a strong steady trend. Over the course of the past six academic school years there has been a total of 623 total transfers from all programs at the UNM-G. Of that, 114 have been from the AALA Program resulting in a 18% transfer rate overall. The data for the past academic year 2018-2019 is similar with 123 transfers from all programs and 28 transferring from the AALA specifically to show a 23% transfer rate. The data is steady as the attached chart provided by the UNM-G Institutional Researcher reflects.

Student Support Services

[Obtained from UNM-Gallup website]

The Student Services Technology Center (SSTC) building is dedicated to the streamlining of student services as a one stop. The student admissions office is located in the SSTC building and is located just as a student enters the main building entrance. Students may retrieve the application online for download. Some rules made available from admissions website to students are:

- If you are applying for admission to a degree (AA/AS/AAS) program, you must also submit: \$15.00 cash, check or money order (this is non-refundable).
- An official copy of your high school transcript or report of GED® scores. The transcript or score report must be sent to UNM-Gallup directly from the institution of origin and bear the signature of the registrar or test center administrator.
- Official copies of transcripts from each post-secondary school you have attended. These, also, must be sent to UNM-Gallup directly from the institution of origin.

There is also information for admission students with special admission options such as: Requirements for non-accredited home/high school students, Center for Career & Technical Educational Credit (CCTE), Dual Credit and Concurrent Enrollment.

Academic Advisement Mission

To develop a partnership with students to build their knowledge of degree requirements and campus resources to ensure their successful completion of a Certificate and/or Associate program that supports their progression into a career and/or transfer to continue their education.

In Student Affairs, academic advisors are available on a drop-in basis or by appointment to assist students in determining educational goals and dealing with personal concerns that may affect academic progress. Advisors help students select classes, plan course schedules, decide on degree programs, interpret transfer evaluations, meet graduation requirements, and resolve problems relating to policies and procedures.

Because of limited time during the registration period, it is suggested that students see an advisor prior to registration or make appointments in advance through LoboAchieve to avoid long waiting times.

Throughout the semester, advisement will provide a variety of workshops that will be helpful for students to understand their academic journey. Services provided through the advisement are:

Accuplacer Testing
New Student Orientation
Academic, Transfer Advisement

Career Advisement and Coaching Monitoring, Intervention & Early Alert Workshops

Some Campus-wide student support services that are available for use to all students are:

ADA Compliance and Reasonable Accommodation

The University of New Mexico-Gallup is committed to the recognition and the proactive pursuit of compliance with the Americans with Disabilities Act of 1990 (ADA). The University makes reasonable accommodation for religious observances, national origin practices of a student and to the known physical or mental limitations of a qualified student, unless such accommodations have the end result of fundamentally altering a program or service or placing an undue hardship on the operation of the University.

The Accessibility Resource Center (ARC) offers services to UNM self-identified students with disabilities. Students with documented disabling conditions that affect a major life activity are eligible for these services. This includes students with visual, hearing, learning, and mobility disabilities, as well as chronic conditions. The primary duty of the department is to help all qualified students with disabilities gain equal educational access and opportunities throughout the UNM community. Faculty and academic support staff may refer students when they have disclosed pertinent information regarding a specific disability.

According to the criteria stated in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, along with UNM Policy 2310, we require that students give proof of a disabling condition by providing professional evaluations. Students requesting services must provide documentation of the disabling condition prior to initiation of services.

Qualified students with disabilities should contact the Student Success ADA office in Gurley Hall room 1127 for information regarding accommodations in the academic and/or employment setting. If you have a special need and require an auxiliary aide and/ or service, please contact Student Success at (505) 863-7527, or 863-7757.

Equal Education Opportunity

The University of New Mexico is committed to providing equal educational opportunity and forbids unlawful discrimination and/or harassment on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry, or medical condition. Equal educational opportunities include admission, recruitment, academic endeavors, extracurricular programs and activities, housing, health and insurance services and athletics. In keeping with this policy of equal educational opportunity, the University is committed to creating and maintaining an atmosphere free from all forms of harassment.

Non-Discrimination

The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of New Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, and admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM-Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance; Student Success Specialist, Gurley Hall Room 1127. Telephone: 505-863-7527.

Notice of Non-Discrimination translated to Spanish and Navajo.

Anti-Harassment

It is the policy of the institution to prevent and eliminate forms of unlawful harassment in employment and educational settings. The University prohibits harassment of employees by supervisors or coworkers and harassment of students on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry, medical condition or other protected status. The University makes special efforts to eliminate both overt and subtle forms of sexual harassment.

Center for Academic Learning

The Center for Academic Learning (CAL) offers free academic support for all enrolled full-time and parttime UNM-Gallup students. The center is staffed by education specialists and peer tutors who provide tutoring services in a variety of disciplines, such as literacy (reading/writing), math, and science. CAL collaborates closely with faculty to ensure that students meet course and assignment expectations effectively and independently.

TRIO / SSS Mission

The mission of TRIO/Student Support Services is to motivate, serve, and support culturally diverse students, to facilitate transition from one level of education to the next, and to encourage social, cultural, and leadership development.

TRIO / SSS Vision

To be the model retention program at the UNM-Gallup while being recognized for our commitment to excellence and quality service.

VRC Purposes Veterans Resource Center

- Inform and raise a general awareness to veterans and dependents who have not established the use of any military education benefits (GI BILL®) to attend our college;
- Provide a veteran support system, and create an atmosphere of camaraderie to incoming and current student veterans;
- Continually seek to support the existing Student Veterans Association as a means to contribute to student life projects at our campus;
- Build a partnership with various organizations in the community to further expand Employment, Volunteer, and Health & Welfare opportunities for students to be involved in the UNM-Gallup Campus and within our local community.

Faculty are available to advise students within their programs of study as well as volunteer as student club advisors on campus. Faculty also participate during graduation and scholarship events they are invited to.

End of Document A Students

Document 5
Faculty



Fine Arts, Humanities and Social Sciences Division

Document 5: Faculty

The faculty associated with the AALA Program courses are appropriately qualified and credentialed. The Fine Arts, Humanities and Social Sciences division has 18 full-time faculty, which includes two visiting lecturers, and 16 adjunct faculty teaching over 110 course sections that all contribute to the AALA Program completion checklist. The UNM-Gallup policy states that fulltime faculty will teach five courses; each of the full time faculty meets this requirement. This is of sufficient number to cover the curricular areas of the program and other research and service activities. The Mathematics, Physical and Natural Sciences division has nine full-time faculty, two visiting faculty, and eight adjunct faculty teaching over 80 classes with associated labs that all contribute to the AALA Program completion checklist. This is also of sufficient number to cover the curricular areas of the program and other research and service activities.

The Higher Learning Commission (HLC) requires that accredited institutions will use credentials as the primary instrument to determine minimal faculty qualifications. HLC recognizes that experience may also be considered in determining faculty qualifications. HLC determines that the most common expectations for faculty credentials in higher education include the following: faculty teaching in higher education institutions should have completed a program of study in the discipline in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. HLC policy states further: if a faculty member holds a master's degree or higher in a discipline other than that in which they teach, that faculty should have completed a minimum of 18 graduate credit hours in the discipline in which they teach. If an individual faculty member has not achieved 18 graduate credit hours in the discipline in which they teach, the institution should be able to explain and justify its decision to assign the individual to the courses taught.

The Liberal Arts courses at UNM-Gallup are taught by qualified faculty who emphasize strong foundational skills, such as writing, critical thinking and communication. At UNM-Gallup, students are not expected to follow certain career paths starting their first year but instead are challenged to build a wealth of knowledge across a variety of disciplines. UNM-Gallup students have an option to work directly with well-qualified faculty in creating a community where professors and students learn and study together, building lifelong relationships with people from backgrounds different from their own. Small classes promote lively, thoughtful discussions and allow professors to know their students and work with them individually. At UNM-Gallup, student success is the responsibility of all stakeholders.

The division chair supports faculty by meeting with faculty throughout the semester actively engaging in division meetings, classroom observations and through goal setting. Faculty meet each semester with the division chair to complete a faculty-chair agreement for the upcoming academic year. The attached form below depicts the range in percentage that the faculty member has in determining the time they will devote to each particular area. In addition, faculty are observed by the division chair (classroom observation form attached) once each academic year and are observed during the academic year by two colleagues within and out of the division at UNM-Gallup. This is designed for faculty growth and development.

University of New Mexico-Gallup Teaching Evaluation Form

APPROVED 16 SEPTEMBER 2016 by UNMG Faculty Senate

In	structor's name:		Observer's name:		
CI	lass observed:	Check one:	Peer evaluation _	Administrative evaluation	
Da	ate/time:	Numbe	er of students present	t:	
Pa	art 1: Lesson description and f	ormative feedback			
1.	Please write a summary of we each stage of the lesson.	hat occurred durin	g the lesson and estir	mate how much time was spent	ton
2.	Which Student Learning Objinstructor attempt to achieve prior to the observation.)			this lesson, and how did the ovide observers with the relevant S	SLOs
			ā	8	æ
3.	Overall, how successful was instructor's approach in your		nclude description of	f how the students responded t	o the
4.	List up to three positive or ef	fective aspects of th	ne lesson.		
5.	List up to three areas in need future lessons.	of improvement or	things the instructor	r should consider incorporating	g into

Part 2: Summative evaluation The categories of effective teaching below are integrated, utilizing the seven standards of effective teaching from the UNM Faculty Handbook, B1: Professional Activities of Faculty and Criteria for Evaluation, Section 1.2.1 Teaching.

(1) Demonstrate effective communication skills. (2) Show evidence of strong preparation, (3) Present material that reflects the current state of knowledge in the field. (4) Demonstrate effective management skills. (5) Organize individual topics into meaningful sequence. (6) Demonstrate an ability to interact with students in an encouraging and simulating manner. (7) Demonstrate a commitment to the discipline.

In each category below, please select **one numerical value** that best represents the degree to which the instructor is *excellent*, *effective*, or *ineffective*. General definitions of each numerical value appear in the Legend on the following page. **Please provide explanatory comments in the appropriate column.**

	Excellent	Effective	Ineffective	Non- applica ble	Comments
Pedagogical skills and strategies			,	· ·	
Presenting content in a logical and understandable sequence (5)	8 - 7 - 6	5 - 4 - 3	2 - 1 - 0	N/A	×
Encouraging student participation (6)	8 - 7 - 6	5 - 4 - 3	2 - 1 - 0	N/A	
Providing feedback to students (6)	8 - 7 - 6	5 - 4 - 3	2 - 1 - 0	N/A	
Professionalism	0 7 6		0 1 5	127/1	
Knowledge of subject matter and strong commitment to the discipline (3) (7)	8 - 7 - 6	5 - 4 - 3	2 - 1 - 0	N/A	
Preparation and organization (2) (4)	8 - 7 - 6	5 - 4 - 3	2 - 1 - 0	N/A	
Classroom management (1) (4)	8 - 7 - 6	5 - 4 - 3	2 - 1 - 0	N/A	
Selection and use of up-to-date educational materials, including technology as appropriate (3) Teacher-student	8 - 7 - 6	5 - 4 - 3	2 - 1 - 0	N/A	
interaction					
Effective communication with students (1) (6)	8 - 7 - 6	5 - 4 - 3	2 - 1 - 0	N/A	

Enthusiasm and	8 -	. 7	_	6	5 -	4 - 3	2 - 1	- 0	N/A		
concern for											
student learning											
(5) (6)											

Legend

Excellent

- **8:** This aspect of the lesson was **superior** and completely successful; there are no conceivable improvements to be made
- 7: This aspect of the lesson was excellent and almost completely successful; only exceedingly minor modifications are necessary
- 6: This aspect of the lesson was above average and very successful; the instructor can consider how to fine-tune her/his approach

Effective

- 5: This aspect of the lesson was **effective** and successful; the instructor can still consider possible modifications
- **4**: This aspect of the lesson was **average** and achieved a baseline level of success; the instructor should explore potentially more effective alternatives
- 3: This aspect of the lesson was **low average**, and met with somewhat limited success; some improvement is needed

Ineffective

- 2: This aspect of the lesson was largely unacceptable and met with very limited success; significant improvement is needed
- 1: This aspect of the lesson was wholly unacceptable due to incoherence, inaccuracy, irrelevance, etc. and totally unsuccessful; an entirely different approach is necessary
- 0: This score should be assigned only in the event that the **instructor does not appear** for the scheduled observation

Part 3: Post-observation reflections, discussion and conclusions. After communicating with the instructor you observed in person or by email and sharing your comments on this form, please write a short summary of your conversation. Describe any strong points or concrete goals for improvement that you identified, clarify any differing interpretations of classroom events, and so on.

Observer signature	Date:
Instructor signature	Date:

FACULTY - CHAIR Evaluation Agreement

Academic Year:

Faculty Member's Name
Department Name
For each of the following categories, list the specific planned activities. Attach additional information as needed. I. Teaching & Instruction (60 – 80%)
II. Service (20 – 40%) List planned activities. College Service
Professional Service
Community Service
8
III. Professional Development (10 – 30%)
IV. Personal Characteristics This category is related to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in the professional area Information used in the objective appraisal of personal traits may be acquired from peer evaluations, letters of recommendation from colleagues, students or community members. You may include a statement describing how you plan to demonstrate and develop positive personal characteristics in your work at UNM Gallup.
Faculty Member's Signature & Date
Chair's Signature & Date

Faculty-Chair Evaluation Agreement

Faculty Name:				
Division Name:				
Academic Year:	Code Six : □Yes	□ No	Code Three: ☐ Yes	□No
Teaching and Instruction (60%)				
Courses Offered:				
Curriculum Development				
Goals for Teaching Enhancement:				
Scholarly Work (10%-30%)				
Research:	9		+	8
Dissemination of Knowledge:	(Mar.)			e j
Professional Enrichment:				
Service (10%-30%)				
University Service:				
Community Service:				,
Professional Service:				
Academic Year Three Plan:				,
Collegiality	*****			
Professionalism/Compliance:				
Mentorship/Teamwork/Collaboration:				
Faculty				
Divison Chair				

Faculty Credentials

Selected Faculty who teach courses that contribute to the AA Liberal Arts Degree Program

Antoinette Abeyta, Ph.D., Geology

John Burke, Ph.D., Organic Chemistry

Jose Alonso Cabriales, Ph.D., Health Psychology

Alok Dhital, M.Ş., Mathematics

David Hahn, Ph.D., Chemistry

Shirley Heying, Ph.D., Anthropology

Yi-Wen Huang, Ph.D., English, Rhetoric & Linguistics

Joe H. Kee, M.Ed., Education

Carmela Lanza, Ph.D., English

Tracy Lassiter, Ph.D., English Literature & Criticism

Matthew Mingus, Ph.D., History

Arunachalam Muthaiyan, Ph.D., Microbiology (Botony)

Vickie Olson, M.A., Biology (with Thesis)

Kristian Simcox, Ph.D., Philosophy

Florentin Smarandache, Ph.D., Mathematics

Keri Stevenson, Ph.D., English

Lora Stone, Ph.D., Sociology

Michael Williams, M.S., Chemistry

Dr. Abeyta Geology



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

- ☐ Fine Arts, Humanities and Social Sciences Division
- Mathematics, Physical and Natural Sciences Division

Antoinette Abeyta, Ph.D.

Math and Science Division, University of New Mexico-Gallup 705 Gurley Ave, Gallup NM 87301 (505) 863-7539 abeytaant@unm.edu

PROFESSIONAL PREPARATION AND EXPERIENCE

2015 - Present	Assistant Professor, Math and Science Division, University of New Mexico Gallup
2014-2015	Pre-doctoral Teaching Fellow, University of Minnesota-Duluth
2009-2015	Research Assistant, University of Minnesota-Twin Cities
2009-2013	Teaching Assistant, University of Minnesota-Twin cities
EDUCATION 2016	Ph.D. in Geology , University of Minnesota-Twin Cities Title: The morphodynamic influence of cohesive sediment in coastal systems across scales. Advisor: Chris Paola

TEACHING EXPERIENCE

2018

TEACHING EA	ENTENCE			
University of New Mexico-Gallup, instructor of record				
GEOL 1120	Environmental Geology and Laboratory Course focusing on understanding environmental issues and global changes			
	Course rocusing on understanding environmental issues and global enamees			
GEOL 1110	Physical Geology and Laboratory Course focusing on understanding the physical processes on planet Earth			
NTSC 261	Physical Science for Educators Introduction to physics, chemistry, and geology for K-8 pre-service educators			
NTSC 263	Environmental Science for Educators Introduction to environmental science for K-8 pre-service educators			

Bachelor of Science in Earth and Environmental Sciences, New Mexico Tech

University of Minnesota-Duluth, instructor of record

GEOL 5095	Creative Problem Solving in Earth Science
60	 Graduate special topics course on laboratory and numerical modeling of earth
	systems

GEOL 5601 Introduction to Stream Restoration

- Interdisciplinary course on the science, ecology, and engineering of river and stream restoration
- Core class for the post-baccalaureate certificate in Stream Restoration

University of Minnesota-Twin Cities, teaching assistant

ESCI 4911 Advance Field Camp

- Field course to develop skills to record and interpret geological field data
- Specific skills relevant to analyzing sedimentary systems

ESCI 3202 Fluid Earth

Course focused on the fluid dynamics of various earth systems

ESCI 3005 Earth Resources

Course focused on societal use of earth resources

ESCI 1005L Geology and the Cinema

Introductory physical geology course taught using popular media

ESCI 1001L Introduction to Physical Geology

Course focused on understanding the physical processes on planet earth

PUBLICATIONS

Abeyta, A., Paola, C. Transport Dynamics of mass failures along weakly cohesive clinoform forests. *Sedimentology*, 62, no. 1, pp. 303-313.

Abeyta, A., Swenson, J., Foreman, B., and Paola, C. Sink to source: The effects of offshore dynamics on upstream processes. *Basin Research*, 30, no. 4, pp. 783-798

MOST RECENT ABSTRACTS AND PRESENTATIONS

Abeyta, A., Fernandez, A., Lorezo-Trueba, J. and Singh, A., Removing geographic barriers in research experiences for undergraduate (REU) programs: a remote participation model with minority serving institutions. 2019 American Geophysical Union Fall meeting in San Francisco, California.

- *Benally, D., Abeyta, A., Fernandez, A., Lorezo-Trueba, J. and Singh, A., Indigenous concepts and oral history integrated with western science in order to promote the interest in STEM fields in Indigenous communities through stratigraphy. 2019 American Geophysical Union Fall meeting in San Francisco, California.
- *Padilla, B., Abeyta, A., Fernandez, A., Lorezo-Trueba, J. and Singh, A., Statistical Analysis of Delta Morphology and Stratigraphic Preservation Using Field, Experimental, and Numerical Data. 2019 American Geophysical Union Fall meeting in San Francisco, California.
- *Apura, J. A., Abeyta, A., Fernandez, A., Lorezo-Trueba, J. and Singh, A., Relating and comparing the stratigraphic record of experimental deltas to artificial stratigraphy generated by image analysis of surface conditions over time. 2019 American Geophysical Union Fall meeting in San Francisco, California.
- Dugan, B., Abeyta, A., and Paola, C. (2015) Exploring Submarine Mass Failures with Physical Experiments and Numerical Models. Abstract NH21E-06, 2015 American Geophysical Union Fall Meeting in San Francisco, California.

Dr. BurkeOrganic Chemistry



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

☐ Fine Arts, Humanities and Social Sciences Division

☑ Mathematics, Physical and Natural Sciences Division

John A. Burke

Assistant Professor Math and Sciences Division University of New Mexico Gallup

EDUCATION

UNIVERSITY OF ILLINOIS Urbana-Champaign, IL.

Ph.D., Organic Chemistry, 1992

Investigations of Molecular Recognition Processes

Thesis Advisor: Professor William H. Pirkle.

A portion of my doctoral research resulted in a patent and subsequent

commercialization of this invention.

TRINITY UNIVERSITY San Antonio, TX, 1985

B.S. Chemistry.

Employment History

Academic Summary

Teaching experience:

Assistant professor University of New Mexico Gallup Fall 2016- present

Selected as Academic Affairs General Education Faculty Fellow 2018-2019

Innovative teacher willing to use different approaches to see the students improve their understanding of the subject area.

Adjunct faculty at the University of New Mexico Gallup Fall 2010- Spring 2016 teaching both mathematics and chemistry.

Academic Experience

Assistant Professor University of New Mexico Gallup, Arts and Sciences Division Fall 2016 – present.

Adjunct Faculty University of New Mexico Gallup.

Spring 2010 – Spring 2016

Adjunct faculty for mathematics and chemistry.

High school math instructor: Fall 2014-Spring 2016. Taught mathematics classes using a computer based instruction.

Professional Recognition and Honors

University of New Mexico Academic Affairs General Education Faculty Fellow, 2018-2019. Only faculty member selected from a branch campus to be a fellow.

Awarded 2 minigrants from UNMG to support community outreach with science demonstrations to local elementary schools.

University of New Mexico Gallup, Outstanding Adjunct Faculty award, 2012.

University of Illinois Outstanding Teaching Assistant during doctoral studies

Selected Service:

Elected Faculty Senator to UNM campus faculty senate from UNMG faculty assembly, Fall 2017- Spring 2019.

Awarded 2 minigrants to support outreach to local elementary schools.

Presented the faculty portion of the New Student Orientation at request of student services staff since Nov 2017.

Teaching Activities:

Awarded the Academic Affairs General Education Faculty Fellow 2018-2019. Only branch campus faculty selected for the fellows program.

Classes taught as full time faculty: MATH 100, MATH 1215, CHEM 1120, CHEM 2120. CHEM 1215, CHEM 1215L

Innovative in the use of embedded tutors to improve student success for MATH classes

8 week sequential classes to allow students to complete 2 math courses in one semester.

Tracking of student success rates for every course and reasons for not getting credit for that course.

Dr. Cabriales
Health Psychology



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

☑ Fine Arts, Humanities and Social Sciences Division

☐ Mathematics, Physical and Natural Sciences Division

Curriculum Vitae

José Alonso Cabriales

Student Services and Technology Ctr 140; University of New Mexico-Gallup 705 Gurley Avenue, Gallup, NM 87301

Office Telephone: 505 726 6345 E-mail: jacabriales@unm.edu

Employment

2016-Present

Assistant Professor of Psychology

The University of New Mexico-Gallup, Gallup NM

Education

2010-2014

Doctor of Philosophy

Program: Health Psychology; University of Texas at El Paso, El Paso TX

2007-2010

Master of Arts

Program: Clinical Psychology; University of Texas at El Paso, El Paso TX

2002-2006

Bachelor of Science

Major: Psychology (Minor: Biological Sciences); University of Texas at El

Paso, El Paso TX

Selected publications

- Cabriales, J. A., Richards, D. K., & Cooper, T. V. (2019). Heterogeneity of intermittent smokers in a Hispanic college student sample. *Addictive Behaviors*. Advance Online Publication. doi:10.1016/j.addbeh.2019.04.028
- Llanes, K., Cabriales, J. A., Hernandez, N., & Cooper, T. V. (2019). Electronic cigarette use after the adoption of a tobacco-free campus policy. *Addictive Behaviors*, 90, 324-328. doi:10.1016/j.addbeh.2018.11.037
- Cabriales, J. A. (2019). Some things about research. (n.p.): Author.
- Cabriales, J. A. (2018). A brief commentary on the marketing of tobacco to Hispanics. (n.p.): Author.
- Cabriales, J. A., Cooper, T. V., Hernandez, N., & Law, J. (2016). Psychographic characteristics, tobacco, and alcohol use in a sample of young adults on the U.S. / México border. *Addictive Behaviors*, 63, 12-18. doi:10.1016/j.addbeh.2016.06.028
- Cabriales, J. A., Cooper, T. V., & Suro Maldonado, B. (2016). Smoking transitions in a sample of Hispanic daily light and intermittent smokers. *Addictive Behaviors*, 62, 42-46. doi:10.1016/j.addbeh.2016.06.009

Research experience

2014-2016

Latino Alcohol and Health Disparities Research (LAHDR) Center

Postdoctoral Fellow, Department of Psychology; University of Texas at El

Paso

Duties: As a postdoctoral fellow I was responsible to assist with grant proposal development, writing, and submission. Additionally, data analysis,

manuscript writing, and student mentorship were foci of my research

responsibilities.

Supervisor: Craig A. Field, Ph.D., M.P.H.

2011-2014

A Smoke Free Paso del Norte Organizing Agency (OA)—UTEP Graduate Research Associate, University of Texas at El Paso

Duties: I conducted statistical analyses for the OA and statistical / methodological support to A Smoke Free grantees and assisted in writing white papers and manuscripts emanating from the initiative projects.

Supervisor: Theodore V. Cooper, Ph. D.

2007-2014

Prevention and Treatment in Clinical Health (PATCH) Lab Graduate Research Assistant, University of Texas at El Paso

Duties: As a graduate research assistant I was involved in data collection / analyses, poster presentations at national conferences, and manuscript

writing.

Supervisor: Theodore V. Cooper, Ph. D.

Teaching experience

Fall 2016-Present

Assistant Professor of Psychology

The University of New Mexico-Gallup (Gallup, NM)

Courses taught: General Psychology, Developmental Psychology, Social

Psychology, Learning and Memory, Brain & Behavior and Health

Psychology

2011-2014

Adjunct Faculty in Psychology

El Paso Community College (El Paso, TX)

Courses taught: Introduction to Psychology and Human Growth and

Development

Additional Skills: Fluent in oral and written Spanish

Courses taught at the University of New Mexico-Gallup (UNM-G)

Fall 2016

PSY 105 General Psychology (sections: 401, 404, 404)

Number of students: 79

PSY 220 Developmental Psychology (section 401)

Number of students: 27

PSY 271 Social Psychology (section 400)

Number of students: 14

Spring 2017

PSY 105: General Psychology (sections: 400, 402, 404)

Number of students: 78

PSY 220: Developmental Psychology (section 401)

Number of students: 30

PSY 260: Psychology of Learning & Memory

Number of students: 11

Fall 2017

PSY 105: General Psychology (sections: 400; 473 and 474 [online sections])

Number of students: 94

PSY 220: Developmental Psychology (section 401)

Number of students: 26

PSY 240: Brain & Behavior (section 400)

Number of students: 15

Spring 2018

PSY 105: General Psychology (sections: 400; 473 and 474 [online sections])

Number of students: 98

PSY 220: Developmental Psychology (section 400)

Number of students: 30

PSY 280: Health Psychology (section 400)

Number of students: 15

Spring 2019

PSYC 1110: Introduction to Psychology (sections: 402, 403; 470, 476 [online sections])

Number of students:

PSYC 2220: Developmental Psychology (section 470 [online])

Number of students: 20

Scholarly work / Professional development

Regarding scientific writing / scholarly work, I have recently co-authored two peer reviewed articles that have been published in the peer-reviewed journal *Addictive Behaviors*. Additionally, I am working on other manuscripts that are in different developmental stages that will likely lead to publication in peer-reviewed journals. I have also self-published two short ebooks that serve as adjuncts in the psychology courses that I teach. These publications and works in progress are listed in my CV.

During my time at UNM Gallup I have co-authored several posters (mostly about tobacco use research) that have been presented at National Conferences (e.g., Association for Behavioral and Cognitive Therapies, Society for Research on Nicotine and Tobacco, Society of Behavioral Medicine).

Also, as part of my service within the profession of psychology I am an ad hoc reviewer for several scientific journals (e.g., *Addictive Behaviors*, *Journal of Latinx Psychology*).

Role as a faculty member in AA in Liberal Arts (Division of FAHSS)

As a faculty member within the Division of Fine Arts, Humanities and Social Sciences (FAHSS) my main role has been primarily in the teaching of General Psychology / Introduction to Psychology courses as part of the New Mexico General Education Core Curriculum. In addition to these courses, I have taught varied courses in psychology (Developmental, Cognitive, Social, Health) that contribute toward the fulfillment of the first two years of coursework of a Bachelor's degree in Psychology (which may be transferred to four year institutions such as UNM-Main). Lastly, during my time at UNM-Gallup I have supported students within the AA in Liberal Arts by writing letter of recommendation for multiple programs, scholarships, etc.

Alok Dhital, M.S. Mathematics



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

Fine Arts, Humanities and Social Sciences Division

Alok Dhital Tenured Associate Professor of Mathematics

Home Address
222 Nizhoni Blvd. Apt B4
Gallup, NM 87301
(505) 488-1566
alokdhital@hotmail.com

Office Address
University of New Mexico-Gallup
705 Gurley Ave.
Gallup, NM 87301
adhital@unm.edu

WORK

EXPERIENCE

Associate Professor of Math at University of New Mexico-Gallup (8/2005 - present)
Teaching College Algebra, Precalculus, Calculus I, Calculus II,
Trigonometry, Statistics, Intermediate Algebra and Beginning Algebra
Serving in Mini-Grant, FPDC and Assessment Committees

Full-time Instructor of Math at Navajo Technical College, NM (8/2003 - 5/2005)

Taught College Algebra, Pre-Calculus, Calculus I, Elementary Statistics,

Trigonometry, Beginning Algebra, and Intermediate Algebra

Served in Curriculum and Assessment Committees

Full-time Instructor of Math at Arizona State University (8/ 2001 - 5/2003)

Taught College Algebra, Pre-Calculus, Finite Math and Calculus I

Math & Science Division chairperson and Instructor of Mathematics at Dine College, Tsaile, AZ (8/1999 - 7/2001)

Supervised six math/science instructors

Taught Developmental math, College Algebra, Pre-calculus, Calculus I II III, Math for Elementary Teachers, Discrete Math, Statistics, and Physics Served in Academic Standard and Assessment Committees

Actuarial Analyst at Texas Department of Insurance, Austin, TX (8/1996 - 5/1998)

Data Collection and Analysis using Math and Statistics

Full-time Instructor of Math at East Georgia College (8/1992 - 7/1995)

Taught Developmental Math, College Algebra, Trigonometry and Calculus Served in Curriculum and Library Committees

Coached Men's Tennis Team

Graduate Teaching Assistant, University of Georgia, Athens, GA (8/1989 - 5/1992)

Taught College Algebra, Pre-calculus and Business Calculus

EDUCATION

MS degree in Mathematics

The University of Georgia, Athens, GA (1989-1992)

GPA: 3.45/4.0

BS degree in Mathematics

Piedmont College, Demorest, GA (1985-1989)

GPA: 3.92/4.0

COMPUTER KNOWLEDGE

Expert in MS Word, Excel, PowerPoint and Access Familiarity with TI-83 and Casio graphing calculators

HONORS & ACTIVITIES

Who's Who among American College & Universities

Mary L. Greg Mathematics Scholarship

National Dean's List

PROFESSIONAL MEMBERSHIP

The New Mexico Mathematical Association of Two-Year Collges (NMMATYC)

American Mathematical Association of Two-Year Colleges (AMATYC)

CONFERENCES & WORKSHOPS

How to Improve Math & Science at New Mexico Schools, Glorietta, NM (10/05)

2005 Nanoscience Teacher Workshop, UNM-Gallup (12/2005)

NMMATYC Annual Conference, Las Cruses (5/2006) NMMATYC Annual Conference, UNM-Valencia (4/2007)

NMHEAA Workshop- Building a Department -Wide Assessment Program (6/2007) Gave a presentation on Immediacy in NMMATYC Conference, Farmington (5/2008) Gave a talk on application of calculus in NMMATYC Conference, Silver City (4/09)

35th AMATYC Annual Conference in Las Vegas, Nevada (11/09)

NMMATYC Annual Conference in Gallup, NM (5/2010)
AMATYC Annual Conference in Austin, Texas (11/2011)
AMATYC Annual Conference in Jacksonville, FL (11/2012)
AMATYC Annual Conference in Anaheim, CA (11/2013)
AMATYC Annual Conference in Nashville, TN (11/2014)
AMATYC Annual Conference in New Orleans, LA (11/2015)
AMATYC Annual Conference in Denver, CO (11/2016)
AMATYC Annual Conference in San Diego, CA (11/2017)
AMATYC Annual Conference in Orlando, FL (11/2018)

GRANT PROPOSALS PRISM - Proactive Recruitment in Introductory Science and Math

NSF Scholarships in Science, Technology, Engineering, and Mathematics

Approved June 2010

Dr. Hahn Chemistry



Fine Arts, Humanities and Social Sciences Division

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Fine Arts, Humanities and Social Sciences Division

☑ Mathematics, Physical and Natural Sciences Division

David Keith Hahn 705 Gurley Ave Gallup, NM 87301 (505) 863-7703 dhahn@unm.edu

EMPLOYMENT HISTORY

8/2019 – present, Visiting Lecturer, The University of New Mexico – Gallup Taught introductory and general chemistry in lab and lecture classes.

6/2019 - 7/2019, Adjunct Professor, Rose State College Taught general chemistry in lab and lecture classes.

8/2017 - 5/2018, Lecturer, The Ohio State University at Newark Taught general chemistry in lab and lecture classes.

1/2017 - 6/2017, Assistant Professor of Physical Chemistry, Southern Oregon University Taught physical chemistry in lab and lecture classes.

8/2016 - 12/2018, Independent Contractor, American Journal Experts Edited scholarly manuscripts on diverse subjects.

8/2015 - 5/2016, Temporary Instructor of Chemistry, Fairmont State University Taught general chemistry in lab, lecture, and online classes.

12/2011 - 3/2015, Postdoctoral Research Associate, University of Montana

Determined the mechanism of an enzyme-catalyzed reaction via quantum chemical calculations.

1/2007 - 6/2011, Postdoctoral Research Associate, Auburn University

Conducted a computational study of the properties of phosphorus and sulfur molecules.

2/2003 - 12/2006, Postdoctoral Research Associate, San Francisco State University

Developed Fortran programs for computing the hydrodynamic properties of macromolecules in solution.

12/2000 - 8/2002, Postdoctoral Research Associate, University of Nevada Conducted an ab initio study of the photochemical mechanisms of conjugated hydrocarbons.

10/1999 - 9/2000, Postdoctoral Research Associate, Case Western Reserve University Performed kinetic modeling on reaction systems pertinent to hydrocarbon combustion.

9/1993 - 6/1999, Graduate Teaching Assistant, Montana State University Provided in-lab demonstrations for general chemistry lab classes.

6/1988 - 7/1993, Chemist, Oak Knoll Naval Medical Center

EDUCATION

9/1993 - 6/1999, Montana State University Awarded a Ph.D. in Chemistry, August 1999.

9/1989 - 12/1992, San Francisco State University Awarded an M.S. in Chemistry, January 1993.

9/1983 - 6/1987, University of California, San Diego Awarded a B.A. in Chemistry, June 1987.

REFERENCES

Professor Hala Schepmann Department of Chemistry Southern Oregon University 1250 Siskiyou Boulevard Ashland, OR 97520 (541) 552-8172 schepmah@sou.edu

Associate Dean Adjoa Ahedor
Engineering and Science Division | Administration
Rose State College
6420 SE 15th St
Midwest City, OK 73110
(405) 736-0219
aahedor@rose.edu

Professor Patrik Callis
55 Chemistry and Biochemistry Building
Montana State University
Bozeman, MT 59717
(406) 994-5414
pcallis@montana.edu

SELECTED PUBLICATIONS

- D. K. Hahn and S. R. Aragon, "Mie scattering from anisotropic thick spherical shells", J. Chem. Phys., 1994, 101, 8409.
- D. K. Hahn and S. R. Aragon, "Intrinsic viscosity of proteins and platonic solids by boundary element methods", J. Chem. Theory and Comput., 2006, 2, 1416.
- D. K. Hahn, J. R. Tusell, S. R. Sprang, and X. Chu, "Catalytic mechanism of mammalian adenylyl cyclase: a computational investigation", Biochemistry, 2015, 54, 6252.

Dr. Heying Anthropology



Fine Arts, Humanities and Social Sciences Division

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☐ Mathematics, Physical and Natural Sciences Division

SHIRLEY A. HEYING

P.O. Box 1121 / 28 Arroyo Venada Road Placitas, NM 87043

505-803-0755(Mobile)

drsheying@gmail.com

EDUCATION 2012	Ph.D., Anthropology, with Distinction, University of New Mexico, Albuquerque, New Mexico. Dissertation Title - Finding Hope: Guatemalan War Orphans' Responses to the Long-Term Consequences of Genocide (Dr. Les Field, Chair).
2004	M.A., Anthropology, University of New Mexico, Albuquerque, New Mexico.
1993	B.S., International Business, Summa Cum Laude Honors, Saint Cloud State University, Saint Cloud, Minnesota.
ACADEMIC	POSITIONS
2015-Present 2012-Present 2014-2015	Assistant Professor of Anthropology, Arts & Sciences Division, University of New Mexico-Gallup Adjunct Faculty I, Department of Anthropology, University of New Mexico, Albuquerque Visiting Assistant Professor, Department of Anthropology, Western Oregon University, Monmouth, Oregon
2013-2014 2013-2014	Postdoctoral Fellow, Peace Studies Program, University of New Mexico, Albuquerque Part-Time Instructor, Department of Psychology, University of New Mexico, Albuquerque
RESEARCH	POSITIONS
2019-2020 2013-2015	Principle Investigator, Child Survivors of Genocide: Trauma, Resilience, and Indigeneity in Guatemala, Follow-up Mixed-Method Research Project, Guatemala, Central America. Director, Undergraduate Community-Based Research and Service Learning Project, Focus: Effects of the Mexican Drug War, Immigration, and Globalization on Mexican Youth living in the Borderlands (El Paso/Juarez), Peace Studies Program, University of New Mexico.
Introduction Introduction Cultures of Cultures of World Arc Anthropol Human G Language Human R Topics Co Topics Co	OURSES DEVELOPED AND TAUGHT ion to Anthropology (Web Enhanced) – Taught 11 semesters ion to Anthropology (Online Course) – Taught 6 semesters of the World/Introduction to Cultural Anthropology (Web Enhanced) – Taught 16 semesters of the World/Introduction to Cultural Anthropology (Online Course) – Taught 13 semesters chaeology (Web Enhanced) – Taught 3 semester logical Theory (Web Enhanced) – Taught 3 semesters leography (Web Enhanced) – Taught 6 semesters leography (Web Enhanced) – Taught 1 semester lights (Web Enhanced) – Taught 1 semester lights (Web Enhanced) – Taught 1 semester lights (Web Enhanced) – Taught 3 semesters lourse: Children in Genocide (Web Enhanced) – Taught 5 semesters lourse: Childhood Trauma across Cultures (Web Enhanced) – Taught 3 semesters lourse: Central America - Identity, Indigeneity, & the State (Web Enhanced) – Taught 1 semester o
GRANTS AN	D FELLOWSHIPS
2019 2019	Research Allocations Committee, University of New Mexico, Summer Research (\$3,434) Field Research Grant, Latin American & Iberian Institute, University of New Mexico, Summer Research (\$874)
2018 2017	Staff and Faculty Mini-Grant, University of New Mexico-Gallup, Awareness Day 2018 (\$595) Staff and Faculty Mini-Grant, University of New Mexico-Gallup, Filipino Week Celebration (\$1,200)
2017	Staff and Faculty Mini-Grant, University of New Mexico-Gallup, HERstory Month Commemoration (\$2,000)

PUBLICATIONS

Heying, S. Child Survivors of Genocide: Trauma, Resilience, and Indigeneity in Guatemala. Book manuscript in preparation. *Under contract with Lexington Books as of January 2019*.

Heying, S. Review of Engaged Anthropology: Politics beyond the Text, by Stuart Kirsch. Journal of Anthropological Research, 73(3), University of New Mexico, forthcoming.

Heying, S. Review of Exiled Home: Salvadoran Transnational Youth in the Aftermath of Violence, by Susan 2018 Bibler Coutin. To be submitted to the Journal of Anthropological Research, 73(3), University of New Mexico. Heying, S., D. Witherington, J. Smith, and J. Gibbons 2016 Posttraumatic Distress and Growth among Guatemalan War Orphans in Adulthood. International Perspectives in Psychology: Research, Practice, Consultation, 5(1):18-33. Review of Maya after War: Conflict, Power, and Politics in Guatemala, by Jennifer L. Burrell. Heying, S. 2015 Political and Legal Anthropology Review (PoLAR), 38(2):373-375. Witherington, D., and S. Heying 2015 The Study of Process and the Nature of Explanation in Developmental Science. Review of General Psychology, 19(3):345-356. **HONORS AND AWARDS** 2019 Outstanding Online Teacher of the Year 2018-2019, University of New Mexico, Albuquerque, NM 2016 The Dr. Teresa Wilkins Award for Faculty Excellence, University of New Mexico-Gallup. Gallup, NM UNIVERSITY AND DEPARTMENTAL SERVICE 2019-2022 Faculty Senator, Representative of Faculty Assembly, University of New Mexico-Gallup Faculty Advisor, Filipino Club, University of New Mexico-Gallup 2018-2019 2017-2019 Faculty Advisor, UNITY Club, University of New Mexico-Gallup 2016-2019 Faculty Advisor, Student Senate, University of New Mexico-Gallup 2017-2018 Faculty Advisor, Enrichment Club, University of New Mexico-Gallup 2016-2018 Chair, Filipino Week Organizing Committee, University of New Mexico-Gallup 2016-2018 Organizer, Awareness Day 2016, 2017 and 2018, University of New Mexico-Gallup 2016-2020 Committee Member, Constitution and By-laws Committee of the Faculty Assembly, University of New Mexico-Gallup 2016-2017 Co-Chair, HERstory (Women's History) Month Commemoration Committee, University of New, Mexico-Gallup 2015-2017 Secretary, Faculty Assembly, University of New Mexico-Gallup Operations Committee, Faculty Assembly, University of New Mexico-Gallup 2015-2017 2016 Committee Member, Psychology Faculty Position Search Committee, University of New Mexico-Committee Member, Diversity, Equity and Inclusion Summit Planning Committee, University of 2016 New Mexico-Gallup Committee Member, Faculty Salary Equity Committee, Faculty Senate, University of New Mexico-2015-2016 Gallup PROFESSIONAL TRAININGS, WORKSHOPS AND CONFERENCES Diversity Summit 2019, New Mexico Highlands University, Las Vegas, NM. May 21 - 22, 2019 2019 2019 Indigenous Education Research Conference, University of New Mexico, Albuquerque, NM. April 24 - 25, 2019 2019 Evidence Based Methods for Engaging Teaching, Center for Teaching Excellence, University of New Mexico, Albuquerque, NM. March 20, 2019 2018 Diversity Summit 2018, University of New Mexico, Albuquerque, NM. September 21, 2018 Frontiers of Children's Rights Summer School, Grotius Centre for International Legal Studies, 2018 Universiteit Leiden, The Netherlands. July 2 – July 6, 2018 2018 Native American Pedagogies, Center for Teaching & Learning, University of New Mexico, Albuquerque, NM. April 29, 2018 2018 Certificate in Online Teaching, Continuing Education, University of New Mexico, NM. February 1 – April 27, 2018 2018 Quality Matters: Independent Applying the QM Rubric (APPQMR), Quality Matters,

Annapolis, MD, March 13-27, 2018

A brief (1-2 page) summary of *your* teaching as a faculty member at UNM-Gallup (face-to-face, hybrid, online).

College can be incredibly intimidating. As a first-generation college graduate, I am aware of just how daunting that first step onto a university campus can be for entering freshman, especially for underrepresented students who may also be first-generation college students. Therefore, my primary teaching objective is to establish an encouraging, supportive, and stimulating classroom environment that is conducive to active and participatory learning. Once the appropriate environment is established, I next center my teaching approach on engaged learning. Engaged learning entails interactive modes of instruction that directly involve students in the co-construction of knowledge, requiring higher levels of active student participation in their own learning processes. Through engaged learning, students take greater responsibility for their education, resulting in a meaningful, transformative learning experience that can spur intellectual curiosity, inspire rigorous scholarship, and encourage independent learning well beyond course requirements and the classroom itself.

I use engaged learning in all my courses. For example, I employ an interactive lecture format in which hands-on activities and group discussions are interspersed throughout the lectures. Activities include having the students make a personal kinship chart in relation to the topic of kinship and descent or asking students to work with a partner to make a list of their weekly food menus to identify the diverse cuisines they consume compared to what they think their parents or grandparents might typically consume during a week, which relates to the topic of intergenerational culture change. In addition, I include hands-on activities focused on dendrochronology, creating taxonomies, constructing symbolic messages without the use of language, and developing a diversity training presentation to inform health workers on how to work more effectively across cultural groups. I believe that once I capture students' attention and create a more interactive environment, they are much more engrossed in the course material and thus, take more responsibility in engaging in the concepts that I am trying to convey.

I find that my engaged learning approach to teaching has also been effective in advancing students' critical thinking skills. For example, I utilize a combination of web-enhanced online-based discussions and a variety of individual writing assignments in my 100-level courses to facilitate critical thinking. I incorporate regular group discussions so that more reticent students have a venue for engaging in meaningful class discussions without feeling forced to publicly speak in front of large numbers of classmates. In this way, I aim to engage all students in critical thinking activities via discussions. I use various individual writing assignments to encourage students' critical thinking skills by having students employ ethnographic methods such as observation and interviewing so that they actually can "do" what an anthropologist "does." I then require them to apply the concepts learned in class to real word examples portrayed in media such as documentaries, media clips and other films. For example, in the final writing assignment, students are required to bring together all core concepts covered in my Cultures of the World course by answering the question: Who are you? After delving into the complexities of culture and identity throughout the course, students find that this once seemingly easy question is now incredibly difficult to answer, demonstrating that they have fully understood

the course material and are thinking much more critically about everyday cultural beliefs and practices that are normally take for granted.

By using an engaged learning approach, I see my role as an educator consisting of two key functions. First, I am a facilitator who helps students co-construct meaningful experiences from the lectures, materials, activities, discussions, and writing assignments presented as part of the course. Rather than teaching at students, I teach with them, encouraging their active participation in every aspect of a course. Second, I view myself as a mentor for students both inside and outside of the classroom setting. During class periods, I have often invited representatives from various university resources (e.g., TRIO program, Center for Academic Learning, etc.) and community programs (e.g., Big Brother/Big Sisters, AmeriCorps, etc.) to speak to students to raise their awareness regarding the multitude of resources that exist to both support and further advance their learning experiences.

I expect students, as engaged learners, to put in their effort and time in making their learning experiences in my courses both meaningful and transformative. This means first and foremost that students must attend class. To encourage attendance, I reward students with points rather than punishing them for not attending. Attendance in my courses takes many forms as I give points for activities and discussions completed in class rather than sending around an attendance sheet. I also hold students accountable for completing all assigned readings and writing assignments on time, no exceptions. For students in my online 100-level Introduction to Cultural Anthropology course, for example, I require participation in regular online discussions as a way for students to maintain a regular connection with their peers and the course material despite the number of students typically enrolled in the course. I feel that as engaged learners, students must hold up their end of the bargain and by doing so, they are rewarded with not only full points for their work but also with ongoing encouragement and recognition of their collaborative efforts as a class.

By the end of the semester, I know that my engaged learning approach to teaching has been effective when students continue to send email messages, links, and information about other resources, newspaper articles or organizations connected to the topics covered in my courses. As a now first-generation PhD, I have a profound, lifelong appreciation for education. As an educator, I deeply value the opportunity to empower students in co-constructing engaged and meaningful educational experiences. I sincerely believe that every student has an opportunity to make a difference in the world and I find such great hope in watching their educational transformation, which is certain to help shape the future in constructive ways and to positively influence the direction of anthropology as a discipline and as an engaged practice.

A brief summary and examples of your "most notable" scholarly/creative works and professional development opportunities pursued while as a faculty at UNM-Gallup.

1. I conducted two summer research trips to Guatemala, Central America (summer 2016 and summer 2019) to follow-up on my dissertation research that focuses on the long-term consequences of the armed conflict and genocide in Guatemala on the lives of orphaned child survivors who are now adults.

- 2. I am currently writing a book entitled, "Child Survivors of Genocide: Trauma, Resilience, and Indigeneity in Guatemala" that will be published in 2020 by Lexington Books.
- **3.** I attended a 5-day **Frontiers of Children's Rights Summer School** at the prestigious Grotius Centre for International Legal Studies of the Universiteit Leiden in The Netherlands from July 2 to July 6, 2018. The conference focus on a human rights approach to children's lived experiences and informs my research for my book.
- 4. I published an empirical article in the academic journal International Perspectives in Psychology: Research, Practice, and Consultation 5(1):18-33 in 2016.
- 5. I published a review of Susan Bibler Coutin's book Exiled Home: Salvadoran Transnational Youth in the Aftermath of Violence in the Journal of Anthropological Research 73(3) in 2018.
- 6. I presented two papers and chaired a panel at the Society for Cross-Cultural Research Annual Meetings in Portland, Oregon in February of 2016

Your roles and responsibilities as a faculty member as it pertains to the AA Liberal Arts degree program? (much of this is from UNM main's anth website)

In concordance with the Department of Anthropology at the UNM Albuquerque campus, I identify anthropology as the study of human cultural and biological diversity in past and present environments. I present our discipline's contributions through teaching, research, and service. The discipline of anthropology transcends time and place, linking the variety of forms, behaviors, and the meanings that underlie human experiences over the millennia of our existence.

Along with my colleagues on the Albuquerque campus, I challenge students at the undergraduate level to explore the dimensions of culture and biology in their lives and those of others, along with the role that human diversity plays in understanding ourselves and adapting to various environments.

Anthropology is the most inclusive discipline in the arts and sciences with the greatest breadth of interests encompassing the entire human experience studied in the humanities, social and natural sciences. Our field is a microcosm of disciplinary diversity. We do this by virtue of the long time depth (in the millions of years), geographic span (the planet), and variety of peoples included in our studies. Anthropology contributes to the Liberal Arts program by providing students with a holistic view and understanding of human experiences over time and across a wide range of diverse cultural, ethnic, geographic and linguistic contexts.

Dr. HuangEnglish, Rhetoric & Linguistics



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☐ Mathematics, Physical and Natural Sciences Division

Yi-Wen Huang, Ph.D. Fine Arts, Humanities, and Social Sciences Aug 2019

English & Linguistics

Educational History

Doctor of Philosophy in English: Composition & TESOL (formerly Rhetoric & Linguistics)

Indiana University of Pennsylvania, Indiana, PA 15705

Specializations: Language Anxiety, Psycholinguistics, Second Language Acquisition

December 2009

Master of Arts in TESOL

Long Island University at C.W. Post Campus, Brookville, NY 11548

December 1999

Bachelor of Arts in English

Eternal-Life Christ College, Taiwan, Republic of China

June 1998

Employment History

University of New Mexico-Gallup

Associate Professor of English & Linguistics

Fall 2009 - Present

Courses (live and online) taught:

Introduction to the Study of Language & Linguistics (LING 2110), Expository Writing (ENG 220), Composition II (ENG 1120), Accelerated Composition (ENG 110), Traditional Grammar (ENG 240), Introduction to Communication (C & J 101), College Reading and Writing (ENG 100, Remedial/Developmental English), Approaches to Languages and Cultures (MLNG 101), Mandarin Chinese I (CHIN 1110)

University of New Mexico-Extended University Associate Professor of English & Linguistics

Spring 2011 – Spring 2016

Courses taught:

LING/ PSY 367 & LING 567 Introduction to Psychology of Language Courses approved and offered: LING 490/590 Second Language Acquisition LING 331/531 Language in Society

Scholarly Achievements

Articles Published in Refereed (Peer-reviewed) Journals

Huang, Y. (2014). Taiwanese graduate students' personal experiences on culturally related language anxiety and adjustment, *Journal of Educational and Developmental Psychology*, 4 (1), 258-271.

Huang, Y. (2014). Self and language anxiety, English Language and Literature Studies, 4 (2), 66-77.

Huang, Y. (2014). Taiwanese graduate students' voices on language anxiety over writing academic papers, *Journal of Language Teaching and Research*, 5(6), 1219-1228.

Huang, Y. (2015). My Teaching Experience with Navajo College Students, Writing Anxiety, Contrastive Rhetoric, and Some Suggestions, *Sage Open*, 5(3), 1-7.

Huang, Y. (2016). Applying Kasper and Petrello's Nonjudgmental Approach to Navajo Students: An Examination, Sage Open, 6(1), 1-4.

Huang, Y. (2017). Navajo students' culture/worldview and its possible relations to their writing anxiety [Abstract]. In the 6th Conference of the Scandinavian Association for Language & Cognition, *Book of Abstracts* (p. 40). Lund, Sweden: SALC.

Huang, Y. (2019). Cultural and Linguistic Perspectives on My Experience Teaching Navajo Students [Abstract]. In the 7th Conference of the Scandinavian Association for Language & Cognition, *Book of Abstracts* (p. 8, pp. 63-64). Aarhus, Denmark: SALC.

Poetry Published in Literary Journals

Bacon and Bacon, November 18, 2016, The Borfski Press

December 29, 2013 at XS, January 12, 2017, It Must Be Heartbreaking

Taco Taco, El Paso, March 28, 2017, For the Sonorous

Armand Ortega, April 30, 2017, Aji

East to Southwest (and Beyond), July 21, 2017, Free Lit Magazine, vol. 3, no. 4

18-Wheeled Mafia, August 10, 2017, Hidden Constellation

Gallup, NM, January 1, 2013—Happy New Year!, September 25, 2017, Anti-Heroin Chic

Dumplings, October 13, 2017, Show Your Skin

The Night Everything Went Wrong: Kobe Meatballs at Applebee's, November 17, 2017, NYSAI Press

Saved by Jesus, November 24, 2017, The Ramingo's Porch

Gallup, NM, July 7, 2018, Bold+ Italic Magazine

Lost and Found, October 12, 2018, Politics slash letters

Pet poem, October 13, 2018, The Write Connection, Purple Fire Publications

Three Batteries in One Week, October 29, 3018, Rigorous, Vol 2, Issue 4

G-Town, 2019, Spire Light: A Journal of Creative Expression

Slips of the Ear, 2019, Red Mesa Review

Joe H. Kee, M. Ed. Navajo Language



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CURRICULUM VITAE Fall 2019 (abbreviated) Joe H. Kee, Jr.

Educational History

Doctor of Philosophy: August 2017 – in progress

UNIVERSITY OF NEW MEXICO, Albuquerque, New Mexico

Language, Literacy & Sociocultural Studies, American Indian Education

Master of Education: December 2001

NORTHERN ARIZONA UNIVERSITY, Flagstaff, Arizona

Educational Leadership

Bachelor of Science in Business Administration: May 1995

NORTHERN ARIZONA UNIVERSITY, Flagstaff, Arizona

Human Resource Management/Navajo Language

Employment History Part I

July 2019 – Present: Chairperson of Division of Fine Arts, Humanities and Social Sciences, University of New Mexico-Gallup Campus, Gallup, New Mexico

July 2017 – June 2019: Interim Chairperson of Division of Arts and Sciences, University of New Mexico-Gallup Campus, Gallup, New Mexico.

August 2015 – Present: Associate Professor of Navajo Language, Arts and Sciences Division, University of New Mexico-Gallup Campus, Gallup, New Mexico.

January 2009 – July 2015: Assistant Professor of Navajo Language, Arts and Sciences Division, University of New Mexico-Gallup Campus, Gallup, New Mexico.

COURSES TAUGHT:

- Navajo 1110 Navajo I
- Navajo1120 Navajo II
- Navajo 105 Navajo for Native Speakers
- Navajo 2110 Intermediate Navajo I

Employment History Part II

August 1997 - May 2006: Lecturer—Navajo Language courses, Northern Arizona University, Department of Modern Languages, Flagstaff, Arizona.

August 1995 - May 1997: Instructor, Navajo Language courses, Northern Arizona University, Department of Modern Languages, Flagstaff, Arizona.

Scholarly/Research Achievements

Kee, Joe and Wheeler, Jennifer. Fistful of Dollars: Navajo Language Translation, Adaptation, Dubbing. Navajo Nation Museum, Window Rock, Arizona. 2019. In-progress.

Kee, Joe. Passages Leading up to the Navajo Long Walk Years, Navajo Nation Museum: The Navajo Nation, Window Rock, Arizona. May 2018.

Kee, Joe and Wheeler, Jennifer. Finding Nemo Disney*Pixar, Nemo Há'déíst'íí': Translation, Adaptation, Dubbing of movie into the Navajo Language, Navajo Nation Museum, Window Rock, Arizona. 2016.

- Kee, Joe et. al. Star Wars Episode IV A New Hope Translation of Movie into the Navajo Language, Navajo Nation Museum, Window Rock, Arizona. April 2013.
- Kee, Joe and Wheeler, Jennifer. Medicaid and Medicare Navajo Translation and Recording, Kramer Translations. Fall 2013 and Spring 2014.
- Kee, Joe. Writing of Cultural Narrations and Captions, Navajo Nation Gaming Enterprise: Twin Arrows and Northern Edge Casinos, Twin Arrows, Arizona and Upper Fruitland, New Mexico. August-December 2013.
- Kee, Joe. Development of Educational and Pedagogical Materials for UNM-Gallup Navajo Language Classes: UNM-Gallup, Gallup, New Mexico. January 2009-present.
- Kee, Joe. Program Announcement, Navajo AIDS Network Office, Gallup, New Mexico. 2010.
- Kee, Joe. Oral Navajo Language Readings, Native American Language Resource, Voluntary services, AZ Braille and Talking Book Library. 2010.
- Kee, Joe. Development of Educational and Pedagogical Materials for UNM-Gallup Navajo Language Classes: UNM-Gallup, Gallup, New Mexico. January 2009-present.
- Kee, Joe. A Navajo Play. A translation of a play into the Navajo language for Thursday's Child, a non-profit organization based in Los Angeles, California. 2009-2010.
- _____, Parsons Yazzie, Evangeline, Speas, Margaret. Diné Bizaad Bínáhoo'aah Rediscovering the Navajo Language. 1995-1997.
- and Parsons Yazzie, Evangeline. Navajo Treaty Project Signs and Captions in and around the Navajo Treaty Room. NAU Cline Library. Flagstaff, Arizona. 1997-1999.

Publications

- Kee, Joe. Shighan Shil Nili My Home. The Red Mesa Review article submission V. 15. University of New Mexico-Gallup. 2010.
- Kee, Joe, Parsons Yazzie, Evangeline, and Utter, Jack. The Navajo Treaty Exhibit Book A
 Record of the Commemorative Exhibition of the Navajo-U.S. Treaty of 1868 at Northern
 Arizona University. Institute for Native Americans. NAU. Flagstaff, Arizona. 2000.
- and Parsons Yazzie, Evangeline. *Navajo Narratives Workbook.* NAU. Flagstaff, Arizona. 1996.

Books Co-edited

Kee, Joe. Geology of the Gallup Area, Na'nízhoozhí Binahós'a' Tsé Na'alkaah. Navajo Translations, University of New Mexico, Gallup, New Mexico. 2011-2012.

Other Scholarly and Creative Works

• The Navajo Sound System audio recording and written document for UNM Gallup Navajo language students, 2009-2019.

- The UNM-Gallup Navajo language course development of handouts, exercises, activities, project ideas, quizzes, homework, and exams.
- Navajo clan and kinship activity: The purpose of this work is to demonstrate and ease the learning of the clans and kinship through "colors" identification. This works great for the classroom, workshop, and conference presentation.

Works in Progress

Kee, Joe. Woven Prayers.: Interpretation of Old Navajo Rugs 1860's through 1920's. Tanner Indian Arts. Gallup, New Mexico. In Progress.

Presentations and Professional Meetings

- 2018 Diné Language Symposium: presenter Diné Bizaad Bonds Us to Diné Traditions and Culture by Reinforcing Our Distinct Prominence in Today's World, Albuquerque, New Mexico, April 2018.
- Attendee: the UNM-Main "new chairs school" as offered by office of Associate Provost for Faculty Development, October 2017-April 2018.
- Navajo Boys and Young Men *Hero Twins* Leadership Workshop, Navajo Technical University, Crownpoint, New Mexico. March 2017.
- New Mexico Diversity, Equity and Inclusion Summit: presenter *The Beauty of the Navajo Language*. April 2016.
- New Mexico Diversity, Equity and Inclusion Summit Film Series: presenter The Making of Nemo Há'déist'íí': The Finding Nemo Navajo-dubbed Experience. April 2016.
- 6th Annual Indigenous Language Institute Symposium: co-presenter, "Just Keep on Swimming": Using Major Motion Pictures to Encourage Navajo Youth to Learn Their Language, Finding Nemo Navajo-dubbed project. October 2015.
- Crow Canyon Archaeological Center, presenter, *The Traditional Stories of Navajo Rug Designs*. June/October 2014, June 2015/October 2015.
- Gallup Film Festival and Navajo-dubbed *Star Wars Episode IV A New Hope*: presenter. September 2015.
- Faculty Cultural Competency Workshop: presenter. UNM Gallup Faculty Development Week. August 2015.
- Chichiltah Community Head Start Promotion ceremony: keynote speaker. May 2015.
- The 20th Navajo Studies Conference: presenter, "How do you say 'may the force be with you' in Navajo: Stories from translators who worked on Navajo Star Wars", Northern Arizona University. May 2015.
- Miss Navajo Council Incorporated Youth Leadership Academy: Presenter *Navajo-U.S. Treaty of 1868*. Tuba City, AZ. March 2014.
- Miss Navajo Council, Inc. and UNM-Gallup Hero Twins Workshop for Navajo Boys and Young Men: Workshop Presenter Importance of Navajo Clans and Kinship, UNM-Gallup, Gallup, New Mexico. February 2014.

Professional Recognition and Honors

- UNM- Gallup Service Award, 10 years. January 2019.
- Community Award: Diné Language Leadership, 21st Diné Studies Conference 2018, Diné College, October 2018.
- The University of New Mexico-Gallup Faculty Senate Award for Scholarly Work, Research, Creative Work and Disciplinary Growth. Spring 2014.

Dr. Lanza English



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CARMELA DELIA LANZA

Associate Professor of English, University of New Mexico at Gallup, 2013-Present.

Developmental English II (ENGL 99)

College Reading & Writing (ENGL 100)

Reading & Critical Thinking (READ 100)

Accelerated Composition (ENGL 110, online & face to face)

Composition III (ENGL 120, online & face to face)

Study of Literature (ENGL 150)

Expository Writing (ENGL 220)

Technical & Professional Writing (ENGL 219 online)

Intro to Creative Writing (ENGL 224, online & face to face)

Assistant Professor of English, Dakota State University, 2011-2013.

Composition I (ENGL 101)

Secondary/Middle Level Content Methods: English (SEED 302)

Reading and Content Literacy (SEED 450, online and face to face)

Literature for Young Adults (ENGL 245)

Basic English Skills (ENGL 033)

Adjunct English Professor, University of New Mexico--Los Alamos, 2009-2011.

Composition I: Exposition (ENGL 101)

Composition II: Analysis and Argument (ENGL 102)

Study of Literature (ENGL 150)

PUBLICATIONS

Books:

So Rough A Messenger. Georgetown: Finishing Line Press, 2014.

Long Island Girl. San Francisco: Malafemmina Press, 1992.

Scholarly Works: Journal Publications and Book Chapters

"'Tales and Dreams': Neil Gaiman's *The Sandman* and Critical and Creative Thinking in the English Classroom." *Comic Connections: Integrating Comics into the Classroom.* Ed. Dr. Sandra Eckard. Lanham: Rowland & Littlefield. (2019)

"Following the Mother(s): My Pilgrimage from La Madonna di Montevergine to El Santuario de Chimayó. Voices in Italian Americana. 27.1 (2016): 3-15.

" 'Whose Side Is He On?': Teaching Complex Characters with Novels and Films." *Yin and Yang in*

the English Classroom: Teaching with Popular Culture Texts. Ed. Dr. Sandra Eckard. Lanham: Rowland & Littlefield, January 2015. 49-61.

Poetry: Journal Publications and Anthologies

"Language In My Mouth." Red Mesa Review, Fall, 2019.

"Blood Moon," "Continental Divide(s), & "Seven Mothers."

Comparative Woman (LSU). Fall 2018.

"Nino's Mother" and "Saturna Finally Speaks." Chantwood Magazine. Summer 2018.

"To Burn or Bury Them." The Blue Collar Review: Journal of "Progressive Working Class Literature. Summer 2017.

"Walking into the Mouth." BorderSenses: Literary & Art Journal.
Vol. 21 (Fall 2015): 109-110.

SCHOLARSHIP / RESEARCH / RESIDENCIES

2018 Tupelo Press Poetry Conference, Truchas, NM

2018 Southwest Popular/American Culture Association Conference, Albuquerque, NM

2016 Santa Fe Art Institute Emigration/Immigration Residency, Santa Fe, NM 2014 National Endowment for the Humanities, Summer Institute, Florence, Italy

ACADEMIC SERVICE / PROFESSIONAL DEVELOPMENT

Editor

Collaborative Editorial Board, Red Mesa Review. University of New Mexico at Gallup, 2019-Present

Member

Faculty Assembly: Curricula Committee, 2019-

CAL Coordinator

Center of Academic Learning, UNM-Gallup, 2017-2018.

Chair

Mini-Grant Committee, UNM-Gallup, 2015-Present.

English

Coordinator

UNM-Gallup, 2014-2016.

Chair

Faculty Senate Ethics and Academic Freedom Committee, University of New Mexico at Gallup, 2013-2016 As an educator, I pay attention. I am an active listener in the classroom, and I do not spend a great deal of time lecturing. I am not comfortable with the teaching model where the instructor stands at the "front" of the room talking, and the students are passively listening. In fact, I try to transform any classroom space that has a "front" with rows of seats and tables. Unfortunately that is how most (if not all) of the classroom spaces at UNM-Gallup are designed—they have a "front" of the room and a "back" of the room.

Paying attention means creating a learning environment where my students engage with me. I start the class with a question for their journal writing of the day, but I also seek out conversation when I assign the journal prompt. Having those few moments of conversation at the beginning of class brings us together as a small community. What I am looking for is genuine exchange—engaging with joy and anticipation. All voices are heard and validated.

Most of the courses I teach at UNM-G are pre-requisite courses. I have a 5/5 teaching load and in addition, I teach summer classes, and usually all of the classes are writing courses—remedial English and composition: ENGL 100: College Reading & Writing, and both UNM composition courses, ENGL 1110: Accelerated Composition, and ENGL 1120. I have also taught study of literature, creative writing, expository writing, and technical writing.

In my classroom, the focus is always on process—for the students and for me. I often share my own writing process with my students. I bring in my early drafts, emails from editors that include corrections and feedback I receive from

them, and the research process I experienced. those editors. Students examine my writing artifacts and often ask questions about my life as a writer.

As for my professional development, I have mentored and evaluated the adjunct English instructors at UNM-G during the three years I was the English coordinator. I was there for their questions and concerns: textbooks, curricular changes, grading, classroom management, etc. I visited their classrooms and made an effort to invite the writing adjunct instructors to all English meetings. I made it a priority to nurture a community of colleagues where everyone felt heard and valued.

Two of my pedagogy essays were developed into chapters and published in teaching anthologies. "'Tales and Dreams': Neil Gaiman's *The Sandman* and Critical and Creative Thinking in the English Classroom" was published in *Comic Connections: Integrating Comics into the Classroom* (Rowland & Littlefield Publishers. And "'Whose Side Is He On?': Teaching Complex Characters with Novels and Films" was published in *Yin and Yang in the English Classroom: Teaching with Popular Texts* (Rowland & Littlefield Publishers, 2015).

My teaching credentials include a Level III NM PED license in language arts with an endorsement in history and TESOL. My teaching experience includes high school, community college, and university teaching. I have supervised and advised student teachers, and I have directed an English education program.

Dr. Lassiter English, Literature & Criticism



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

☑ Fine Arts, Humanities and Social Sciences Division

☐ Mathematics, Physical and Natural Sciences Division

Tracy J. Lassiter, Ph.D.

612 McKee, Gallup, NM 87301; (724) 840-8195; tlassiter@unm.edu

Academia.Edu: https://unm.academia.edu/TracyLassiter

CURRICULUM VITAE

Teaching Experience

- ❖ University of New Mexico-Gallup Assistant Professor, August 2016-present. English Coordinator: August 2019-present
- ❖ Butler County Community College Adjunct, January-May 2016
- ❖ Indiana University of Pennsylvania Temp. Assistant Professor, August 2012-May 2014
- ❖ Eastern Arizona College Fulltime English Instructor, August 2003-May 2008
- ❖ Indiana University Assoc. Instructor, Comparative Literature & English Depts., 2001-2003

Education

- --Ph.D., English Literature & Criticism, Indiana University of Pennsylvania, Indiana, Pennsylvania. Dissertation: *Crude Designs, Slick Resistance: Petrofiction in the Global Age.* March 2013.
- --M.A., Comparative Literature, Indiana University, Bloomington, Indiana. Thesis: A Cock to Crow Early in the Morning: Ovambo Women's Writing in Independent Namibia. January 2003.
- -- B.S., Journalism; Minor: Environmental Geography. Ohio University, Athens, Ohio. June 1991.

Publications

Petroleum- and Energy-Related

"The First Nations' Way: Indigenous People's Literary and Political Resistance to Big Oil." Energy in Literature: Essays on Energy and Its Social and Environmental Implications in Twentieth-Century Literary Texts. Ed. Paula Farca. Oxford, UK: TrueHeart, 2015. 113-125.

"Resistance is Futile? Enduring Hegemony despite Ideological Challenge." *Imaginations: Journal of Cross-Cultural Image Studies*. Special Issue: Oil and Water. 6 Sept. 2012. Web. csa.ualberta.ca. Peerreviewed.

Pedagogical

Lassiter, Tracy and James Fisk. "Fostering Community Engagement through Intentionality and Faculty-Librarian Partnership." Library Service Learning: Empowering Students, Inspiring Social Responsibility, and Building Community Connections. Eds. Theresa McDevitt and Caleb Finegan. Chicago: Association of College and Research Libraries, November 2018. 187-204

Amicucci, Ann and Tracy Lassiter. "Multimodal Concept Drawings: Engaging EALs in Brainstorming about Course Terms." *TESOL Journal*. Special Topics Issue: "Critical Crossroads: Investigating Nonnativeness, Race, Class, Gender and Sexuality in an Era of World Englishes." 5:3 (Sept. 2014): 523-31. Peer-reviewed.

"Topical Full Monty." Let the Games Begin! Engaging Students with Interactive Information Literacy Games. Ed. Theresa McDeviit. Chicago: Neal-Schuman, 2011. 63-4.

Professional

MLA International Bibliography Field Bibliographer. Term: 2017-2020.

Other

"CTE as Lifelong Learning Portal." Techniques (Jan. 2016): 32-5.

Presentations

Petroleum- and energy-related

"Petrofiction as Twenty-First Century Literary Lens." Petrocultures Conference. University of Alberta, Edmonton, Alberta, CA. September 7, 2012.

"Translating Modes of Resistance in Munif's Cities of Salt." MLA Conference, Los Angeles. January 7, 2011.

Student Success/Pedagogy

"Foster Student Voice in Trauma's Wake." Assembly for Expanded Perspectives on Learning. Estes Park, CO. 22 June 2019.

"Using Trauma-Informed Practices to Create Inclusive Classrooms." Diversity, Equity and Inclusion Conference. Las Vegas, NM: 22 May 2019.

"Visuals to Voices." NCTE 2018 Conference. Houston, TX: 17 Nov. 2018.

"Gut Knife, Convictions: Creating Safe Spaces for Students to Share and Heal." Assembly for Expanded Perspectives on Learning. Estes Park, CO. June 24, 2018.

Faculty Development

"Using Trauma-Informed Practices to Create Inclusive Classrooms." Panelist, UNM-Gallup Faculty Development Week, August 12, 2019.

"Creative Remediation/Engagement Strategies for All Types of Classrooms." UNM-Gallup Spring Faculty Orientation, Gallup, NM. January 10, 2017.

Comics/Graphic Novels

"While My Gorilla Gently Weeps." International Comparative Literature Association Congress (ICLA), Paris, France. July 19, 2013.

"Metafiction: The Graphic Novel Embedded." ICLA Congress, Seoul, S. Korea. August 16, 2010.

"Gender and Sexuality in Daniel Clowes' 'Gynecology' and Hiroshi Aro's *Futaba-Kun Change*, 'Who Wears the Pants?" ICLA Congress, Hong Kong. August 2004.

Service

Faculty Senator (2018-2020 term); Committee on Teaching Excellence Chair (2017-18); Operations Committee (2017-18); mayoral appointee, Sustainable Gallup Board; Sacred Heart School Board.

Tracy Lassiter, PhD
Assistant Professor of English, UNM-Gallup
Teaching summary

I started at UNM-Gallup in 2016, and in some ways the 5/5 workload was familiar, as I had taught that many courses at my previous position at Eastern Arizona College years before. However, prior to my UNM-G hire, I taught as a full-time temporary professor at Indiana University of Pennsylvania, where I'd had a 4/4 or even a 3/3 load. It was a bit of a challenge at first to gear back up to a 5/5 load, especially when all of the classes were face-to-face.

Three years along at UNM-Gallup, though, I find myself teaching mostly face-to-face classes and one online class. Before this past spring, I hadn't taught online except at EAC, and back then WebCT was basically the only platform in use. In the intervening years, I used Moodle, D2L, and Blackboard as course supplements. I was never far from using online course technology, and it advanced significantly from those early WebCT days. I was glad I could keep up with the development and features through the other programs, else I would have been really lost when I came to UNM-G and tried to use Learn (the university's Blackboard-based environment).

I currently have four face-to-face classes and one online course. I modified the online course I offered in the spring for an 8-week online summer version, and then integrated what I learned from both semesters into the current online fall course. Moreover, I use the worksheets, resources, and other features from the online class with my face-to-face sections of English 100. While both the UNM-G students and I generally prefer the face-to-face classes, the online aspect has its advantages. For example, it reduces my use of resources like paper and toner for objective-points assignments like reading comprehension worksheets or supplemental materials, like sentence error handouts. It reduces my grading load, freeing my time for additional

responsibilities as English Coordinator, service on one of four local boards, and myriad research projects (currently I'm working on three). More importantly, these tools allow students some freedom. While they have due dates, because the assignments are available electronically, students complete those projects whenever they have time. We will work on major writing assignments in class, but the final versions will be submitted through Learn and its SafeAssign plagiarism software. The nature of my assignments is such that it would be difficult for students to plagiarize another student's narrative (I doubt one person would appropriate another person's life experience), yet going through these steps gives students the technological training they will use in other classes and in the workplace (e.g., many students come to us not knowing how to format papers with double-spacing, running headers, or footnotes, or even know how to upload a document as an attachment). It stresses at an early course level the serious nature of plagiarism to the point that the university has integrated software to catch potential incidents. And using Learn for assignments means once students have completed a task, the grading is virtually instantaneous and they know their class performance all along.

Having just one online class has made a significant and positive impact on my workload. I check on the online course regularly and change readings and supplemental materials so the course stays a bit different and fresh. It took significant time for me to create that course originally, but now that it's written, it's easy for me to monitor, modify, proctor, and grade, even when I'm not at my home or campus office. It feels as though I once again have a 4/4 load, and that extra time means I can actually schedule research/writing and service blocks during what would have been 150 minutes or more of prep, teaching, and follow-up conversations with students. While I enjoy the freer schedule the current online class affords me, overall I'm a social person and don't see myself converting to full-time online course teaching.

Tracy Lassiter, PhD
Assistant Professor of English, UNM-Gallup
Roles and Responsibilities as to the AA in Liberal Arts

A recent study reveals that U.S. businesses want more English majors than business majors (see https://www.cbsnews.com/news/english-majors-rejoice-employers-want-you-more-than-business-majors/). This is good news for those of us in English or liberal arts programs in general, as the study reveals that what employers seek are workers who can think deeply, empathize, communicate, and problem-solve/synthesize. These are skills fostered through Liberal Arts courses that get students to connect material across subjects, value other perspectives, and analyze closely. Those of us who study and work in these fields already know how much we do them, and how vital these skills are, but now that the social discourse is also beginning to recognize them, we have an opportunity to make this moment matter.

Currently, we at UNM-G focus almost solely on the core courses students need for their certificates, AAs, and transfer requirements. Yet, and perhaps because of this focus, we have not offered World Literature in the three years I've been here. Additionally, a high school student asked me recently about creative writing courses, bemoaning that UNM-G "didn't offer them"; I explained that we did, just on a rotating system. But we could offer them more frequently. And we could be doing so much more than just that. For example, we could offer a film series that explains cinematic theory, whether or not this was tied to a course. We could host more authors, poets, screen writers, and cultural icons (like a Native American clothing designer I know of). Certainly, we can promote what English majors can do by featuring our classes, faculty, and student activities on our English and UNM-G websites. I think we have a responsibility to help promote these subjects because at the moment most people perceive them to be "necessary evils," hurdles to clear, and not meaningful learning opportunities for a global age. It behooves

us to promote them to help bolster our enrollment, and it's urgent we do so in the midst of our current political climate that slurs "others," withdraws from international agreements, and dismisses fact-based journalism, science, and rhetoric.

However, we can only do these things with administrative support: funding for the speakers, for one example, a course release to host the film series for another. We could take students on study abroad experiences. We could think more broadly about our curriculum, not just about the rotating nature of course offerings, but with innovative practices like linked courses and co-teaching opportunities. We could network with organizations like Art123, or connect with museums or institutions like the Library of Congress, Holocaust Museum, Rock Hall of Fame, and other places that have educational tours, teacher resources, field trips, crowd-sourced activities, and more. There is so, so much we could do, but as faculty we're encumbered with a heavy load, little financial incentive, and a seeming lack of administrative support for business/academic trends, like the study cited above reveals.

Meanwhile, I continue to use my Comparative Literature training from my MA studies to be as integrative of the humanities in my classes as possible, asking students to connect popular song lyrics with course material, create visual texts to accompany their written ones, engage in in-person interviews as part of their research process, and more. I correlate my spring time Visuals to Voices showcase to Dr. Heying's Awareness Day event. She and I collaborate on Native American Heritage and HERstory Month events. I take my role and responsibilities to support the Liberal Arts seriously, vitally seriously, yet it feels like across the campus there are just a couple of us doing the bulk of the work, and it so very often goes unvalued and unappreciated – it's denigrated, even. We need the sort of campus sea-change the business world is starting to talk about. We have a responsibility to our disciplines, students, and world to do so.

Tracy Lassiter, PhD
Assistant Professor of English, UNM-Gallup
Most Notable Scholarly Works and Professional Development Opportunities

I love teaching – I always have – but I also really enjoy research and publishing. UNM-G has led me to scholarship I hadn't foreseen, and I hope it supports my scholarship in fields I was interested in before I got here.

The first project to discuss was my collaboration with Jim Fisk. We co-authored a chapter together entitled "Fostering Community Engagement through Intentionality and Faculty-Librarian Partnership" and it was published in *Library Service Learning: Empowering Students*, *Inspiring Social Responsibility, and Building Community Connections*, an ACLA book. This chapter is about how Jim, as an academic librarian, works with me to support my English 1120 course theme of "Solving a Problem in Your Community."

More currently, I started to research trauma-informed teaching practices. After I started the "Visuals to Voices" showcase of English 100 student visuals and writings in the CAL, I noticed how often students described traumatic experiences. I noticed them also in the English 1110 essays and in English 1120 research papers as problems they wanted to solve. I have presented on trauma-informed practices five times now: at two Assembly for Expanded Perspectives on Learning conferences, at an National Council of Teachers of English conference, at a diversity, equity and inclusion conference this past summer, and at the dean's request for Faculty Development Week. I feel this is a vital aspect to consider as we look for ways to support our students. I have proposed a chapter for an upcoming AEPL book called *Re-Awakening Hope*. My chapter will not focus on, but will touch on, trauma as I describe strategies I use to move my students to a place where they can gain confidence and voice, and see real possibility in making changes in society and in their own lives.

Next, I hope UNM-G supports my research in two other areas: 1) my work as co-chair on two international conferences related to comics/graphic novels, one in Venice, Italy in November 2020, the other in Tbilisi, Georgia in 2022. The first will focus on visual depictions of the American West, and my co-organizer and I currently seek a Native American comic book/graphic novel artist to serve as one of the keynote speakers. The conference in Georgia is part of a standing research committee I helped found in 2004 with the International Comparative Literature Association. These prominent international conferences will put UNM-G on the global map for quality academic work. I have presented in Hong Kong, Seoul, and Paris with this ICLA committee. Finally, 2) I have had little time to work on my book regarding oil pipelines and resistance movements to these companies, but I want to begin with Chaco Canyon and expand from there. My former editor from the University of Alberta Press left, so this has caused me to re-think the proposal I'm going to take with this book in terms of scope, perhaps limiting the emphasis on Canada and focusing more on U.S. communities. These are the research projects I have completed or continue to work on. I hope to use FPDC, RAC, and other funds to support my work in these areas.

Relatedly, I have pursued professional development through workshops on Main Campus (e.g., inclusive design; Native American pedagogies) or independently (e.g., webinars on trauma and fostering resilient learners) as we have had <u>no</u> faculty training workshops in the three years I've been here, except for the trauma workshop I offered earlier in August and the one I led in 2017 at the request of former dean Ken Roberts about student-centered learning. I wish "faculty development week" actually involved faculty development workshops instead of just required meetings. Perhaps we could build this in as a program review goal.

Dr. MingusHistory



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

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Matthew D. Mingus

University of New Mexico-Gallup 705 Gurley Ave. Box #83 Gallup, NM 87301

mmingus@unm.edu 505.863.7558 mattmingus.com

Education

Ph.D. History (University of Florida)

Specialization: Modern Europe, Modern Germany, History & Theory

M.A. History (University of Florida)

B.A.s History, Philosophy, Political Science (Ashland University)

Academic Appointments

Assistant Professor of History, University of New Mexico-Gallup, 2013 to present Adjunct Instructor of Humanities, Santa Fe College, 2013-2015
Teaching Assistant/Associate, University of Florida, 2008-2013

Publications: Books

Remapping Modern Germany after National Socialism, 1945-1961. Syracuse, NY: Syracuse University Press, 2017.

Publications: Journal Articles & Book Chapters

- "He 'never loomed as a researcher': a Historical Study of Armin K. Lobeck and the Value of Excellent Teaching" in *American Educational History Journal*, Vol. 42, No. 1 (2015), pp. 257-269.
- "Why Star Trek's Cartography is so Stellar, or How the Borg Mapped/Changed Everything" in Star Trek & History, ed. Nancy Reagin. New York: Wiley & Sons, 2013.
- "Disseminating the Maps of a Postwar World: A Case Study of the University of Florida's Participation in Government Depository Programs" in *Journal of Map & Geography Libraries*, Vol. 8, No. 1 (January 2012), pp. 5-20.
- "Avoiding the 'Update': Thinking-Through Tele-visual Cartography" in *gnovis*, Issue 10.2 (Spring 2010).
- "Postwar Cartography and the Struggle to Build (and Destroy) the World Picture: A Few Case Studies" in *The Portolan*, Issue 77 (Spring 2010), pp. 37-46.

Awards and Honors

Teaching Fellow, Center for Teaching Excellence (University of New Mexico), 2019-2020 Fellow, Holocaust Educational Foundation (Northwestern University), 2018 Georg Eckert Institute Research Fellowship (Braunschweig), 2015

Executive Director's Award for Teaching Excellence (University of New Mexico-Gallup), 2014 Wilkerson Dissertation Research Award (University of Florida), 2012

Helen and John S. Best Research Fellowship (American Geographical Society Library), 2012 Internationales Stipendiatenprogramm at the Leibniz-Institut für Länderkunde (Leipzig), 2012 Graduate Student Teaching Award (University of Florida), 2011

Ralph Brown Award for Best Master's Paper (Association of American Geographers), 2011 Phi Kappa Psi Founders' Fellowship, 2010

Walter W. Ristow International Prize in the History of Cartography, 2009

Invited Lectures

"German Textbook Cartography after the Second World War" presented at the Georg Eckert Institute (Braunschweig, Germany), June 2015.

Professional Presentations

- "Drawing Germanies: Classroom Cartographies in the FRG and GDR" presented at the 42nd Annual Conference of the German Studies Association (Pittsburgh, PA), September 2018.
- "Mapping/Selling the Two-State Solution: German Cartographies after WWII" at the University of New Mexico's *Works in Progress* series, November 2014.
- "(Re)Constructing German National Identity: Geography & Public Relations in the Federal Republic" presented at the Southern Historical Association Conference (St. Louis), November 2013.
- "Über-mapping the Unimatrix: Engaging *Star Trek*'s Borg" presented at the History Graduate Society Conference (University of Florida), April 2012.
- "Counter-mapping Modern Europe: Narrative, Cartography, and Spatial Subjectivity" presented at the History Graduate Society Conference (University of Florida), April 2011.
- "Postwar American Maps and the Struggle for German Space" presented at the Fifth Annual Southeast German Studies Workshop (Georgia State University), February 2011.
- "Mapping Germany's verzerrtes Bild: Reimagining Postwar Territory" presented at the Center for European Studies (University of Florida), December 2010.
- "Drawing/Writing Women's Places: Cartographic Narratives of Modernity" presented at the 35th Annual Meeting of the Social Science History Association (Chicago), November 2010.

Relevant Professional Experience

- Contributor Anthony Grafton & David Bell. *The West*, Volume 2. New York: W.W. Norton, 2018.
- Reviewer James Brophy, et al. Perspectives from the Past: Primary Sources in Western Civilizations, Volumes 1 & 2, Sixth Edition. New York: W.W. Norton, 2016.
- Map Consultant and Research Assistant Norman Goda. *The Holocaust: Europe, the World, and the Jews, 1918-1945.* New York: Pearson, 2012.

Matthew D. Mingus

Teaching Summary @ UNM-G

- Fall 2013 = HIST 101 (2 sections, face-to-face), HIST 102 (3 sections, face-to-face); 152 total students
- Spring 2014 = HIST 101 (3 sections, face-to-face), HIST 102 (2 sections, face-to-face; 1 section online); 170 total students
- Summer 2014 = HIST 101 (1 section, face-to-face), HIST 102 (1 section, face-to-face); 32 total students
- Fall 2014 = HIST 101 (2 sections, face-to-face), HIST 102 (2 sections, face-to-face; 1 section online), HIST 426 (1 section, face-to-face); 163 total students
- Spring 2015 = HIST 101 (3 sections, face-to-face), HIST 102 (2 sections, face-to-face); 113 total students
- Summer 2015 = HIST 101 (1 section, face-to-face); 14 total students
- Fall 2015 = HIST 101 (2 sections, face-to-face), HIST 102 (2 sections, face-to-face); 108 total students
- Spring 2016 = HIST 101 (1 section, face-to-face); on parental leave; 27 total students
- Summer 2016 = HIST 101 (1 section, face-to-face); 16 total students
- Fall 2016 = HIST 101 (2 sections, face-to-face), HIST 102 (2 sections face-to-face; 1 section on Zoom); 97 total students
- Spring 2017 = HIST 101 (2 sections, face-to-face), HIST 102 (2 sections, face-to-face), HIST 220 (1 section, face-to-face); 103 total students
- Summer 2017 = HIST 102 (1 section, online); 20 total students
- Fall 2017 = HIST 101 (2 sections, face-to-face), HIST 102 (1 section, face-to-face), HIST 182 (1 section, face-to-face), UNIV 101 (1 section, face-to-face); 99 total students
- Spring 2018 = HIST 101 (2 sections, face-to-face), HIST 102 (2 sections, face-to-face), HIST 220 (1 section, face-to-face); 97 total students
- Summer 2018 = HIST 101 (1 section, online); 24 total students
- Fall 2018 = HIST 101 (2 sections, face-to-face), HIST 102 (2 sections, face-to-face), HIST 182 (1 section, face-to-face); 92 total students
- Spring 2019 = on parental leave; 0 total students
- Summer 2019 = none; 0 total students
- Fall 2019 = HIST 1150 (2 sections, face-to-face), HIST 1160 (2 sections, face-to-face), HIST 1180 (1 section, face-to-face); 91 total students

Matthew D. Mingus

Most Significant Work while at UNM-G

Mingus, Matthew D. Remapping Modern Germany after National Socialism, 1945-1961. Syracuse, NY: Syracuse University Press, 2017.

Role/Responsibility in relation to the AA in Liberal Arts

The AA in Liberal Arts requires three "Humanities" credits, six "Student Choice" credits, and 29 "General Elective" credits. HIST 1150, HIST 1160, and HIST 1180 (courses I regularly offer) can count toward any of those degree requirements. Moreover, HIST 1160 and HIST 1180 count toward UNM's "Global Diversity" requirement for bachelor's degrees.

Dr. Muthaiyan Microbiology (Biology)



Fine Arts, Humanities and Social Sciences Division

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CURRICULUM VITAE

ARUNACHALAM MUTHAIYAN, Ph.D.

Assistant Professor of Biology
Division of Mathematics, Physical and Natural Sciences
University of New Mexico, Gallup, NM 87301
Email:muthaiyan@unm.edu

EDUCATION			
2002	Ph. D.	Microbiology (Botany)	University of Madras, India
1998	M. Phil	Cytogenetics	University of Madras, India
1996	M. Sc.	Botany	University of Madras, India
1994	B. Sc.	Botany (Ancillary: Zoology, Chemistry)	University of Madras, India
Certificate and Diploma			
2014	Online Teaching Certification Training (OCT), Center for Teaching and Research Excellence (CTRE), Chicago State University, Chicago, IL 60628 (OCT is the CSU's training program that prepares faculty to teach online)		
2009	Certificate of Proficiency in Hazard Analysis and Critical Control Point (HACCP), University of Arkansas, Fayetteville, AR 72701		
1998	Post Graduate Diploma in Computer Applications (PGDCA), Small Industries Service Institute, Chennai, India		
TEACHING			
2016 - Present		Assistant Professor of Biology, Division of Mathematics and Sciences,	
2012 – 2016		University of New Mexico at Gallup, Gallup, NM 87301 Lecturer, Department of Biological Sciences, Chicago State University, Chicago, IL 60628	
2015 – 2016		Adjunct Faculty, Department of Biological Sciences, Moraine Valley Community College, Palos Hills, IL 60465	
Spring 2015		Adjunct Faculty, Department of Biological Sciences, East-West University, Chicago, IL 60605	
RESEARCH			
2011 – 2013		Research Associate, Department of Microbiology and Immunology, Stritch School of Medicine, Loyola University Medical Center, Maywood, IL 60153	
2006 – 2011		Research Associate , Center for Food Safety - Department of Food Science, University of Arkansas, Fayetteville, AR 72704	
2002 – 2006		Research Coordinator, Department of Biological Sciences, Illinois State University, Normal, IL 61790	

PROFESSIONAL RECOGNITION

Research Highlights in Scientific Magazines

- Daptomycin Attacks Cell Wall and Membrane. Microbe. 2008. 3 (4): 194.
- Evaluations for Muthaiyan, A., et al. Antimicrob. Agents Chemother. 2007 Dec 17. BMC Faculty of 1000 Biology. Article ID:1098746.
- CAS Biologists Fight Bacteria. Illinois State University Campus News. 2005. 1 (19).
- Decreased Autolytic Activity Critical in S. aureus Vancomycin Resistance. ASM News. 2004. 70 (11): 535

PROFESSIONAL ACTIVITIES

Professional Membership

• Member – American Society for Microbiology (Rio Grande Branch)

Editorial Board

- Editorial Board Member, Enliven: Microbes and Microbial Techniques, 2014-Present
- Special Issue Editor, "Probiotics"-Journal of Microbial & Biochemical Technology, 2011

Ad-hoc Journal Reviewer

 Antimicrobial Agents and Chemotherapy, Journal of Antimicrobial Chemotherapy, BMC Genomics, BMC Microbiology, Microbiological Research, Journal of Medical Microbiology, International Journal of Medical Microbiology, International Journal of Food Microbiology, Journal of Food Science, Environmental Microbiology Reports, Bioresource Technology

Grant Proposals Reviewed

- ➤ Kentucky Science and Engineering Foundation, Lexington, KY (2011)
- ➤ Health Research Board (HRB), Ireland (2009)

RESEARCH GRANTS HELD

- J. Craig Venter Institute (NIAID JCVI)
 Evaluation of Campylobacter jejuni Genes Involved in Secretion of Proteins During Colonization in Chicken Gut like Environment. Duration: 2010 2011
 Role: Co-PI
- Methionine Task Force, Coleman Natural Foods, Petaluma, CA Screening and Identification of Natural Microbial Sources for Methionine Production for Organic Poultry Feed. Duration: 2009 - 2010

Role: Co-PI

❖ J. Craig Venter Institute (NIAID - JCVI) Studies on Genomic Response of *Listeria monocytogenes* to Starvation, Antimicrobial Treatments and Other Food Environmental Stresses. Duration: 2008 - 2010 Role: PI

PEER-REVIEWED PUBLICATIONS / ABSTRACTS / TALKS

- Research Articles: 41
- Book Chapter: 1
- Conference Abstracts: 40
- Invited Talks: 11

Vickie Olsen M.A.
Biology (with Thesis)



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

| Fine Arts, Humanities and Social Sciences Division

Mathematics, Physical and Natural Sciences Division

Vickie A. Olson University of New Mexico Gallup 200 College Drive Gallup, NM 87301

• Educational Experience

- University of South Dakota, Vermilion, South Dakota June 1984 to Augusts 1987
 - Master of Arts in Biology with thesis
 - Thesis: "The Vegetational Dynamics of the Upper Steppe of the North Unit of Badlands National Park"
- o Summer School 1980 1983
 - Took biology courses at the University of South Dakota, Vermillion and South Dakota State University,
 Brookings to maintain teaching certification
- Hope College, Holland, Michigan August 1974 May 1978
 - B.A. teaching certificate with coaching endorsement
 - Major: Physical Education
 Minor: Science composite (Biology, Chemistry, Physics)

University of New Mexico Gallup – Present to August 1989

- o Full Time Teaching Responsibilities
 - Arts & Letters Division (Math/Science Department) Present to August 1996
 - Biology 121L and 122L Principles of Biology I
 - Biology 122L Principles of Biology I
 - Biology 123 Biology for Health Related Sciences
 - Biology 124L Biology for Health Related Sciences Lab
 - Biology 1310 (136) Human Anatomy & Physiology for Non-Majors currently teaching
 - Biology 1310L (139L) Human Anatomy & Physiology Laboratory for Non-Majors currently teaching
 - Biology 1320L (200L) Human Anatomy & Physiology for the Health Related Sciences currently teaching
 - Biology 201 Molecular and Cellular Biology
 - Biology 2210L (227L) Human Anatomy & Physiology I Lab currently teaching
 - Biology 2225L (228L) Human Anatomy & Physiology II Lab currently teaching
 - Biology 2210 (237) Human Anatomy & Physiology I for the Health Sciences currently teaching
 - Biology 2225L (238) Human Anatomy & Physiology I for the Health Sciences currently teaching
 - Natural Science 262 Life Science
 - Health Careers Department December 1996 to June 1994
 - HCHS 112T Introduction to Chemistry
 - HCHS 113T Basic Body Structure & Function I
 - HCHS 114T Concepts of Disease Transmission
 - HCHS 213T Body Structures & Function II

o Part Time Teaching Responsibilities

- Science Department December 1992 to August 1989
 - Biology 110 Life Science for Non-Majors
 - Biology 123 Biology for Health Related Sciences with lab

University Service

- Chairperson of the Math/Science Department
- Served on Various Campus Committees Teaching Excellence Committee, College Assessment and Review Committee, Constitution and By-Laws Committee, Strategic Planning Committee, Curriculum Committee, Library Committee

Served on Various Search Committees – Director of Trio Grant, Geology/Environmental position,
 Chemistry position, Biology position, English position

o Grant Proposals Funded

- New Mexico Alliance for Minority Participation in Math, Science, Engineering and Technology Grant –
 National Science Foundation from 2000 to 1994
 - Awarded a total of \$140,000 over 7 years. Awarded 50 scholarships to students entering math, science and engineering fields
 - Hired 20 peer tutors to assist students taking math and science courses
 - Took students to five NMAMP conferences at New Mexico State University in Las Cruses, NM
- The A.D.A.M. Education Research Partnership Program
 - Co-Principal Investigator with Mr. Sandi Chimenti
 - Awarded \$20,000 to purchase A.D.A.M. software for use in the Human Anatomy & Physiology courses
- Department of Defense Equipment Grant
 - Co-Principal Investigator with Dr. Mark Wilson purchased microscopes and equipment for the biology lab

Professional Growth

- Conferences/Workshops Attended
 - Human Anatomy and Physiology Society (HAPS) Annual Conference in San Antonio, Texas May,
 2015
 - Micro Nano Tech Conference in Albuquerque, NM Sponsored by the Southwest Center for Microsystems Education - 2014
 - Learn Workshops at the University of New Mexico in Albuquerque, NM 2013
 - "Food for Thought" professional development workshop sponsored by the American Plant Biology
 Society in Albuquerque, NM 2012
 - OSET Workshops 1) Designing Courses for Effective Student Learning; 2) Teaching with Clickers and
 3) Strategies for Effectively Enhancing Your Course Using Web CT at the University of New Mexico in Albuquerque, NM 2010-2011
 - Web CT Workshop at San Juan College in Farmington, NM 2000
 - 21st Annual Workshop on Assessment-As-Learning at Alverno College in Milwaukee, WI 1997
 - Quality Education for Minorities Network Alaska Native American Indian Mathematics, Science and Engineering Conference in Seattle, Washington - 1996
 - Image Processing for Teachers Workshops in Orlando, Florida (1996) and Mesa, Arizona (1995)
 - NSF Regional Grant Conference in Albuquerque, NM 1996
 - Proposal Writing Workshop by Dr. Robert A. Lucas at UNM in Albuquerque, NM 1995
 - A.D.A.M. Conference at Tufts University in Boston, MA 1995

Community Service

- Advisory Board for the Medical Laboratory Technician Program at UNM Gallup
- Former School Board Member/Trustee at Rehoboth Christian School, Rehoboth Christian School

Professional Organizations

Current Membership – Human Anatomy & Physiology Society

Prior Relevant Positions

- o Taught Biology and Human Anatomy & Physiology at Rehoboth Christian School 1987 to 1995
- Teaching Assistant in Biology at the University of South Dakota, Vermillion, SD 1984 to 1987
- o Taught Biology and other sciences at Dakota Christian High School, in New Holland, SD 1978 to 1984

Dr. Simcox Philosophy



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

☐ Fine Arts, Humanities and Social Sciences Division

☐ Mathematics, Physical and Natural Sciences Division

Kristian Shea Simcox

University of New Mexico-Gallup Phone: (505) 863 7719 E-mail: <u>ksimcox@unm.edu</u>

Education

University of New Mexico

Ph.D. with distinction in Philosophy (December 2013)

Dissertation topic: Idealism and Education: The Development of Schelling's Philosophy and the Implications for a Philosophy of Education

M.A. in Philosophy (May 2006)

University of Oregon

B.A. with honors in Philosophy (June 2001)

Senior Honors Thesis: Art and its Bearing on the Threat Posed by Technology: A Discussion of Heidegger and Rilke

Recent College Level Teaching Experience

Reasoning and Critical Thinking/Logic, Reasoning, and Critical Thinking (PHIL 156/1120)

Introduction to Philosophy (PHIL 101/1115)

Living World Religions/Introduction to World Religions (RELG 107/1110)

College Success (TRST 101)

The Problem of Evil (RELG 347)

Religion and Ecology (RELG 247)

Philosophy of Education (PHIL 341)

Recent University and Departmental Service

Chair, Adjunct Faculty Affairs Committee (2018-present)

Faculty Assembly Strategic Planning and Resources Committee (2019-present)

Faculty Assembly Operations Committee (2018-2019)

Committee on Teaching Excellence (2016-2019)

Faculty Salary Equity Committee (2015-2016)

Organizer, Adjunct Faculty Orientation

Presenter, New Student Orientation

Recent Scholarship

"The Moral World of Nature: On the Prospect of a Schellingian Natural Education": Presented at the 2018 Meeting of the North American Schelling Society, University of Hawai'i-Hilo

"The Self as a Product of Nature: Environmentalism through Schelling, Emerson, and Native American Thought": Presented at the 2019 Meeting of the North Texas Philosophical Association, University of Texas-Dallas

Research Interests

Major Areas of Interest: German Idealism Philosophy of Education

Other Areas of Interest: 20th Century Continental Philosophy Aesthetics Environmental Philosophy Ethics

RECENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

During the 2018 meeting of the North American Schelling Society (NASS), hosted by the University of Hawai'i-Hilo, I presented my paper, "The Moral World of Nature: On the Prospect of a Schellingian Natural Education." I presented the paper to a sizable audience, ranging from graduate students to established and renowned scholars. The feedback I was given was productive, stimulating, and enriching. The paper examines the work of the German philosopher Friedrich Schelling through a framework suggested by several indigenous American philosophers, focusing on themes of education, ethics, and environmentalism.

At the 2019 meeting of the North Texas Philosophical Association, hosted by the University of Texas-Dallas, I delivered a paper that developed upon the work from the previous (NASS) presentation. The paper, "The Self as a Product of Nature: Environmentalism through Schelling, Emerson, and Native American Thought," drew upon feedback I received at that 2018 conference; it also incorporated work from the influential American writer Ralph Waldo Emerson. This opportunity also afforded me valuable feedback, which I will draw upon as I continue to cultivate this project.

Both professional development opportunities afforded me other significant benefits. Attending presentations by other scholars on a variety of topics in philosophy enriched my understanding of and relationship to my discipline, which directly informs my teaching and fosters professional connections.

BRIEF SUMMARY OF MY TEACHING AT UNM-GALLUP

I have been teaching at UNM-Gallup since the Spring semester of 2013. My courses have primarily been face-to-face, though I am currently teaching a section of Introduction to Philosophy online for the second time. During this time, I have taught a variety of courses, mostly in philosophy and religion, though I have also taught college skills courses on several occasions.

Even as my classes have mostly been in the face-to-face format, I have increasingly incorporated online technology (through UNM Learn) into my courses. My students use Learn for submitting journal entries and writing assignments, as well as for contributing to discussion forums. I post lecture notes, some readings, review guides, and other required materials on Learn. I also use this technology to post videos, articles, and other supplementary materials relevant to the content of the courses.

My courses use a variety of assessments and activities to facilitate student learning. These include those listed in the previous paragraph (journals, papers, etc.), as well as a number of in-class activities, such as discussion groups, lecture, and quizzes. All of these activities together serve the four central components of my pedagogy: modeling, discussion, practice, and confirmation.

Along with serving on various committees and participating in division and faculty assembly activities, I most directly contribute to the AA Liberal Arts program through teaching (at this time) three courses in the Core Curriculum: PHIL 1115: Introduction to Philosophy (Area V); PHIL 1120: Logic, Reasoning, and Critical Thinking (Area I); and RELG 1110: Introduction to World Religions (Area V).

Dr. Smarandache Mathematics



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program ☐ Fine Arts, Humanities and Social Sciences Division

Florentin SMARANDACHE is a professor of mathematics at the University of New Mexico, United States. He got his MSc in Mathematics and Computer Science from the University of Craiova, Romania, PhD in Mathematics from the State University of Kishinev, and Postdoctoral in Applied Mathematics from Okayama University of Sciences, Japan. He is the founder of neutrosophy (generalization of dialectics), neutrosophic set, logic, probability and statistics since 1995 and has published hundreds of papers on neutrosophic physics, superluminal and instantaneous physics, unmatter, absolute theory of relativity, redshift and blueshift due to the medium gradient and refraction index besides the Doppler effect, paradoxism, outerart, neutrosophy as a new branch of philosophy, Law of Included Multiple-Middle, multispace and multistructure, degree of dependence and independence between neutrosophic components, refined neutrosophic set, neutrosophic over-under-off-set, plithogenic set, neutrosophic triplet and duplet structures, quadruple neutrosophic structures, DSmT and so on to many peer-reviewed international journals and many books and he presented papers and plenary lectures to many international conferences around the world. [http://fs.unm.edu/FlorentinSmarandache.htm]



Dr. Stevenson English



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

☐ Fine Arts, Humanities and Social Sciences Division

☐ Mathematics, Physical and Natural Sciences Division

Keri Rebecca Stevenson

TITLE:

Assistant Professor of English

EDUCATION:

Ph.D. University of Kentucky, Department of English, December 2015 M. A. University of Kentucky, Department of English, May 2003 B. A. Transylvania University, Department of English, May 2001

SELECTED PROFESSIONAL EXPERIENCE:

Assistant Professor of English (Full-Time, Tenure-Track), University of New Mexico-Gallup, Fall 2016-Fall 2019, 5-5 load

Literature Courses:

Comparative Literature: Folk and Fairy Tales (Fall 2018, Spring 2017)

Composition Courses:

Composition II (Fall 2019)

Composition I (Fall 2019)

Composition III (Falls 2017-2018, Springs 2017-2018)

Writing Standard English/College Reading and Writing (Developmental) (Falls 2016-2019, Springs 2017-2018)

Accelerated Composition (Falls 2016-2018, Spring 2018-2019)

Developmental English II (Fall 2016)

Instructor in English (Full-Time, Non-Tenure-Track), Alice Lloyd College, Fall 2008-Spring 2015, 5-5 load

Higher-Level Literature and Criticism:

Literary Criticism (Spring 2015, Spring 2013, Spring 2010)

Major Authors: Jane Austen (Spring 2014)

Nineteenth-Century British Literature: Images of Women (Fall 2011) Twentieth-Century British Literature: Canon Contexts (Spring 2011) Nineteenth-Century British Literature: Literary Concepts (Spring 2009)

OTHER PAID WORK:

Secretary, Faculty Assembly, University of New Mexico-Gallup, Fall 2017-Fall 2019

TEACHING AND RESEARCH INTERESTS:

Ecocriticism and environmental literature Animal studies

SELECTED PUBLICATIONS:

"The First Gift: Owls as Paragons of the Non-Human," Chapter in *Inside the World of Harry Potter*, ed. Dr. Christopher Bell, McFarland & Company, Inc., November 2018.

"Numbers for an Alternative Anthropocene: Population Counting and Humanity's Place Among Other Species in Daniel Keys Moran's *Tales of the Continuing Time*." *Ecozon@: European Journal of Literature, Culture, and Environment,* Spring 2018: Population, Ecology and the Malthusian Imagination.

"Partnership, Not Dominion: Resistance to Decay in the Falconry Memoir." ASSAY: A Journal of Nonfiction Studies, Vol. 4, No. 2, Spring 2018.

SELECTED CONFERENCE PRESENTATIONS:

"Birds of (Burning) Paradise: Bird Voices as Contestation of Anthropocentrism." Paradise on Fire: Association for the Study of Literature and the Environment Biennial Conference, Davis, California, June 2019.

"Starting (Your Hatred) With Starlings: Invasive Bird Species as Locus of Human Misanthropy." Southwest Popular/American Culture Conference, Albuquerque, New Mexico, February 2019.

"How Wide the Sky: Birds As Conduits of Kinship in George Meredith's Writing." The Hawaii International Conference on Arts and Humanities, Honolulu, Hawaii, January 2018.

"Partnered to Raptors: Resistance to Decay in the Falconry Memoir." Rust/Resistance: Association for the Study of Literature and the Environment Biennial Conference, Detroit, Michigan, June 2017.

SELECTED ACADEMIC SERVICE:

Area Chair, Eco-criticism and the Environment Area, Southwest Popular/American Culture Conference, Albuquerque, New Mexico, Summer 2018-Spring 2020

Member, Library Committee, University of New Mexico-Gallup, Fall 2016-Spring 2019

Chair, Library Committee, Alice Lloyd College, Fall 2014-Spring 2015

HONORS AND AWARDS:

University of New Mexico-Gallup Mini-Grant, Spring 2019

COMMUNITY SERVICE:

Treasurer, McKinley Citizens' Recycling Council, February 2018-Fall 2019

Teaching Summary

I have spent three years as an Assistant Professor of English at the University of New Mexico-Gallup; Fall 2019 will be my seventh semester. During that time, I have taught English composition at levels from 099, Developmental English II, to ENGL 1120 (or ENGL 120 as it was named until this past semester). I have also taught two classes of COMP 222, Fairy and Folk Tales, in Spring 2017 and Fall 2018. All of my teaching has been face-to-face except for an online ENGL 110 class in Spring 2018. I have also taught regular 75-minute class periods except for my online class and one second-eight-week ENGL 100 course, which met two times a week for 150 minutes, also in the spring of 2018.

I have also used various books in my teaching; since Spring 2018, my reader for my ENGL 110/1110 and ENGL 120/1120 classes has been *Feather by Feather*, a bird- and nature-oriented reader that I chose the excerpts for and wrote the introductions to—both the main book introduction and the various introductions for the several authors whose work is excerpted in the book. For ENGL 100, I have in the past used Mike Rose's book *Back to School*, which depicts community college students and the reasons they return to school to better or acquire an education. My classes enjoyed this book and empathized with the students depicted in it. However, as Rose's text has no grammar or writing lessons in it, the choice of this book left me having to create my own class materials around those topics. I therefore switched to the book *Foundations of English*, published by Hawkes Learning, and accompanied by a grammar workbook, in the spring of 2019. My Fairy and Folk Tales classes used a Norton anthology edited by Jack Zipes, a well-known expert in the fairy tale, one novel, and, in the case of the first class, an anthology of modernized retellings by British author Angela Carter. I expect to change

texts several more times in the future, as my own teaching requirements and the needs of my students change.

I emphasize critical thinking in my classes while also covering information appropriate to the level of the class. For example, I spend much more time on grammar, including sentence errors and parts of speech, in my ENGL 100 classes than in the higher levels. These students also learn how to put paragraphs together, how to build and strengthen theses and basic types of personal essay, and the bare bones of quoting sources. ENGL 1110 is usually devoted to learning to read critically and comprehensively, including with more difficult texts than ENGL 100 handles; students here learn more of style, revision, and research. ENGL 1120 is strongly focused on research, incorporation of sources, and evaluation, assessment, and explanation of the student's own perspective, as well as exploration outside it. Groupwork, large class discussions, in-class writing, and answering questions figure largely in all of my classes, as the tools by which I urge students to move beyond their initial stance or perceptions of a situation or piece of writing, and learn to defend those perceptions as well as understand the arguments of others. In accordance with the principle recommended by the composition theorists Gerald Graff and Catherine Birkenstein, I strive to treat all writing as a conversation into which students are entering, one which has been going on for decades if not centuries and about which they will need to learn enough to make their own mark. Mini-lessons and different drafts and individual texts offer me the opportunity to include aspects of writing, such as the use of visual sources, that might not come up otherwise.

Summaries and Examples of Scholarly Works and Professional Development

Scholarly Works

"Numbers for an Alternative Anthropocene: Population Counting and Humanity's Place Among Other Species in Daniel Keys Moran's *Tales of the Continuing Time*"

This article, as far as I could discover the first scholarly piece to be published on Moran's work, appeared in the Spring 2018 issue of Ecozon@: European Journal of Literature, Culture and Environment, a peer-reviewed journal. This was a special issue entitled "Population, Ecology, and the Malthusian Imagination." I approached Moran's science fiction series of novels, still in progress after beginning publication in the late 1980s, from an animal studies perspective. While Moran's future is one of intense overpopulation and equally intense efforts to control humanity's numbers, it posits that we cannot think of ourselves as separate from other species; rather, humanity needs to curb its own overrunning of the planet's resources rather than turning to government-led, forced killing or laissez-faire efforts to ensure that there are no restrictions on growth, and take our place among other-than-human animal species in a new balance with Earth. I analyzed Moran's use of alien species, artificial intelligences, cyborgs, and genetically-engineered telepaths to show how the definition of "human" changes and deepens in the texts, and how the novels employ a neo-Malthusian idea of overpopulation as well as more traditionally Malthusian ones and fit into as well as challenge various science fictional ideas of overpopulation.

Excerpt:

What makes Daniel Keys Moran one of the most interesting neo-Malthusian science fiction writers is the way in which he writes about humans on an overpopulated world as one species who must take their place among others, Moran's major novels fall into the series called the *Tales of the Continuing Time*. The first three span 1988-1993 (*Emerald Eyes, The Long Run, The Last Dancer*), and a fourth was published in 2011 (*The A. I. War: The Big Boost*). This gap means that the concerns of science fiction have shifted, but Moran maintains loyalty to the ideas of his first three books, which insisted that humans can only survive in their neo-Malthusian world with self-restraint, respect for other species, and acknowledgment of those material conditions that mark humans as one species among many.

Moran also presents an alternative vision of the Anthropocene. As Paul Crutzen defines it, the Anthropocene is "the present, in many ways human-dominated, geological epoch" (23). The fact of human domination is usually seen as negative, but "[b]eyond repeatedly demonstrating the negative impacts that humans have had on the Earth's environment, scholars have argued for several decades that humans have become the major driving force for global changes in the biophysical environment" (Olsson et al.). In Moran's world, some humans (and genetically- engineered people and artificial intelligences who are not considered by the government in charge as being human at all) make the decision to be a positive "major driving force for global changes in the biophysical environment." They choose to leave a space for other species to exist and step back from the philosophy of top-down control and ruthless competition between humans and other species that is preached by the world government of Moran's novels. In the end, their choice is the more powerful one.

Moran's world has been taken over by the Unification, a United Nations-based government that conquered or used nuclear weapons on all who opposed it; France is the only industrial nation to have survived largely unscathed. Their justification for the war is that "Species were vanishing into extinction at a rate unprecedented in geological history" and "The planet was dying" (Dancer 176) due to too many humans; there are "nine and one-half billion persons" on Earth in Moran's 2018 (Dancer 176). The Unification immediately imposes topdown control of fertility, including a Ministry of Population Control, the sterilization of large numbers of poor adolescent women, and requires expensive licenses of people who wish to have a child. They also engage in genetic engineering and the creation of cyborgs in a search for the ultimate soldier to keep the population under control. When their genetic engineering produces telepaths who can read thoughts and do not care for the Unification's control of them, one of the "Elite," French cyborg soldiers, orders a thermonuclear strike on "the Complex [the building where the telepaths are staying] and its terrible inhuman inhabitants" (Emerald 206). This event ends the novel Emerald Eyes, but it does not completely destroy the telepaths; two of them, Denice and David Castanaveras, survive, as well as a non-telepathic genetically-engineered child, Trent, who was raised with them. The other novels follow Trent and Denice, the protagonists of The Long Run and The Last Dancer, respectively, in their attempts to combat the Unification (Trent by bringing it down from the outside, Denice by working on reform from the inside). The fourth novel, The A. I. War: The Big Boost, returns to Trent and his attempts to remove a powerful warship intended to conquer the solar system from the Unification's control. Moran also proposed a graphic novel series, "The Face of Night," that was never picked up, but is outlined on his website and follows a martial artist named Ola Blue in the same continuum a few centuries after the events of Trent and Denice's time. Likewise, Moran has released the first few chapters of a mostly incomplete novel, Lord November: The Man-Spacething War, which portrays Trent and Denice's world centuries in the future, when humans have mostly emigrated from the overpopulated Earth and the telepaths, Denice's descendants, live on November, a planet of their own. In all these works, population counting functions as a tool to mark the progress of humanity in learning to coexist with other species rather than dominate them—to leave them room on Earth, and finally in the solar system and the "Crystal Wind," the immense Internet of Moran's world, to live in their own vast but not overpopulated numbers.

Moran's novels are written mostly in a third-person limited narrative perspective, from the viewpoint of a number of narrators but with most scenes concentrating on a main protagonist: in Emerald Eyes this is Carl Castanaveras, father of David and Denice, "the oldest and deadliest telepath on Earth" (Emerald 217); in The Long Run and The A. I. War, the focus is on Trent, and in The Last Dancer on Denice. However, each novel contains several scenes, with the majority of them in Emerald Eyes, that remind us the story is actually being told by the "god Named Storyteller" (Emerald 4), an immensely powerful time traveler from the far future who is also a descendant of the Castanaveras telepaths, and speaks in the first person. His position outside and above the ordinary time continuum gives him a unique power as storyteller: an essentially omniscient point-of-view that allows him to know all the characters' thoughts, their "private" conversations and actions, and, importantly for Moran's universe, the total number of people (from the whole population of Earth at any point in time to how many telepaths were born in a year). The Storyteller, as he is frequently referred to, can give us the hard facts about how much Moran's universe needs both some form of population control to keep its billions from starving to death and how ineffective the Unification's methods are. He is part of the story he is telling and arguably its origin—for example, he travels back in time to correct the ineffective science

that was not working to produce living children at all, and he is the one who "took the broken long chains of dead matter, and brought them together in the pattern that would let Carl Castanaveras live" (*Emerald* 10). But he also fades in and out of that story, due to time travel, and can anticipate events, including his own death and the actions of other characters, before they happen. His word can therefore be trusted more than the word of mortals caught up in the story. And a great deal of his words are numbers.

The Storyteller first recounts how many telepathic children are born as part of the Unification's "Project Superman," aimed at producing super-soldiers. "Six such others were born between 2036 and 2042 [...] In that year, 43 telepathic children were brought to term [...] In 2049, 73 such telepaths were born. In the year 2050, 86 telepaths were brought to term [...] In 2051, the year Trent Castanaveras was born, only twenty-four telepathic children were brought into the world. The Peaceforcers were beginning to learn enough to wonder if they should be afraid of the power they had helped create" (Emerald 17, 25). The Unification immediately reduces the numbers of their potential enemies when they begin to be afraid of them. Up until that time, however, the numbers are precisely recounted, year by year of Project Superman, and the world that is supposedly so overpopulated has more children added to it. The Unification's deepest hypocrisy is to invoke overpopulation and the good of other species as a means to limit human fertility, but to break those rules the minute they think it would benefit them. Later, the telepaths will be considered as enemies of the Unification on their own, as an "inhuman" species whose numbers should be culled. The Unification is not truly on the side of helping other species thrive and flourish. Their goal is the consolidation of power among the rich elite, above the poor masses who, in true neo-Malthusian fashion, are the most common in Moran's world. It makes sense that Trent and Denice are among the few who see both this true desire and have the means to resist it.

The Storyteller also uses numbers to tell the grim story of the Unification's failure to end starvation on Earth: "By the seventh decade of the twenty-first century following the death of Yeshua ha Notzri, the population of Earth alone totaled eleven billion human beings. That number was not as large as it had been earlier in that century; the efforts of the Ministry of Population Control had trimmed the Earth's total population from a high of nearly thirteen billion" (Emerald 231). So it may seem that, for a time, the Unification was succeeding in its project of "trimming" human numbers, and that Moran's earth may escape the Malthusian trap. But nothing the Unification does can succeed. This Anthropocene suffers exactly the same fate as Malthus foresaw for nineteenth-century Europe: "Twenty-first-century Earth is notable, if for no other reason, in that more humans died of starvation in that one short century than in all the rest of Time put together. Of the twenty-three billion human beings born between the years 2000 and 2100 Anno Domini, some eight billion died due to a lack of food to eat" (Emerald 231). The Storyteller's perspective reassures us that Unification-dominated Earth is unique not just in the history of one planet, but in the history of all human-populated planets "in all the rest of Time put together." These numbers, cold though they seem, decisively mark the Unification's failure to achieve either of its goals, limiting human fertility or leaving space for other species to thrive. The only thing that increases is human suffering.

"The First Gift: Owls as Paragons of the Non-Human."

This book chapter was published in the anthology *Inside the World of Harry Potter*, edited by Christopher E. Bell, in November 2018. The anthology is a heterogenous collection, approaching

the Harry Potter series from many different theoretical perspectives and disciplines. Once again, I used animal studies combined with the close reading typical of the literature field to examine the importance of owls in J. K. Rowling's works. I noted that owls, unlike most other animals in the series, are treated well, granted freedom, trusted with important errands, and credited with intelligence and the capacity to communicate with humans. My chapter was an attempt to answer the question of why this is so, when other animals or animal-bodied creatures in the series are derided as ugly, unintelligent, or symbols of evil. My answer relied partially on the fact of owls' flight and closeness to humans—especially in the way that humans have long thought owls' faces and eyes like our own—and partially on the role that owls play in the wizarding culture of the books. This chapter continued the recurring themes of kinship and birds that have sustained my scholarly work, while also adding a perspective on the Harry Potter series that the book editor described as "one of the most interesting Potter-related pieces I have read in some time."

Excerpt:

On the whole, then, the wizarding world is neither a good world to be an animal in nor to be a "creature," which may be human-shaped at least some of the time, in. However, there is one broad exception to this human exceptionalism, the belief that humans are the center of the universe and should be used as the measure of all other-than-human creatures (Waldau, 2013). That exception is owls. Even though they do serve a useful purpose to the wizarding world in their delivery of messages, they are also beloved pets, mentioned approvingly by the narrative and human characters, and the animals with the most screentime. This article aims to show why, drawing on human perceptions of owls in general as among the most "human-like" birds as well as analysis of Rowling's portrayals of the birds. This liminal space in which owls are able to exist as more than instruments for wizards' power and control or symbols of fear could also, possibly, expand to encompass other animals; in the last part of this essay, I analyze how likely this actually is.

Professional Development

Area Chair, Eco-criticism & the Environment, Southwest Popular/American Culture Conference, 2018-2020.

I took over as the chair for the Eco-criticism & the Environment area of the SWPACA conference in 2018. This is a multidisciplinary conference that takes place in Albuquerque every February and involves papers and presentations on popular culture from every conceivable iteration: books, television shows, films, games, music, and public responses to events. The area chair is responsible for vetting submissions to their area, sending acceptances or rejections, and organizing papers into panels before the conference. In the spring, the area chair attends all four days of the conference, as well as a few specialized functions, and moderates the panels, except in the cases of those where they have selected alternate moderators ahead of time. They are also responsible for handling immediate situations at the conference, e.g., finding the right adapter for a presenter's laptop if they have not brought one. I have now served as the area chair for one year and am entering into my second, after which I will likely rotate the responsibilities to another regular attendee at the conference. This has been joyous work, despite some last-minute problems with weather and technology in 2019. I have also volunteered, this year, to judge

graduate literature papers submitted for an award given out by the conference, work that will take place in January. Being an area chair has taught me important leadership skills as well as the confidence to speak up when the situation warrants it.

Example: Panels from the 2019 SWPACA Conference

Eco-criticism & The Environment 1: Narratives Of/With/Against Nature

- 1) The Way of the Rain Goes "Viral": A Nineteenth-Century Environmental Poem Travels From Settlement-Era North America to South Australia. Presenter: Susan Swanberg. Institution: University of Arizona.
- 2) Starting (Your Hatred) With Starlings: Invasive Bird Species as Locus of Human Misanthropy. Presenter: Keri Stevenson. Institution: University of New Mexico-Gallup.

Eco-criticism & The Environment 2: Ecocritical Perspectives on Margaret Atwood

- 1) On Honey Bees and Neo-Liberalism: From The MaddAddam Trilogy to *The Bees* and Beyond. Presenter: Tama Weisman. Institution: Dominican University.
- 2) From Flooded Landscape to Landscape of Flood: Margaret Atwood's Climate Change Novels as a Call to Action. Presenters: Constantine Hadjilambrinos and Diane Thiel. Institution: University of New Mexico.
- 3) The Seeds of Gilead: Exposing the Roots of the Totalitarian Regime in *The Handmaid's Tale*. Presenter: Sally Spina. Institution: Wichita State University.

Eco-criticism & The Environment 3: Gender and the (Un)Natural Body

- 1) Organic Transgenderism and Queer Topophilia in *Paul Takes the Form of a Mortal Girl*. Presenter: Cynthia Belmont. Institution: Northland College.
- 2) Tranquil Pools of Docility: Disciplining the Body with Polluted Water in Paolo Bacigalupi's "Pump Six" and Nick White's *How to Survive a Summer*, and also in Flint, Michigan. Presenter: Robert Lipscomb. Institution: University of Nebraska-Lincoln.
- 3) An Ecological Rereading of Ethnic Minority and Queer Writers. Presenter: Hidemi Kishino (Hayamizu). Institution: I was unable to find this.

Roles and Responsibilities in the Liberal Arts Program

As an Assistant Professor of English at the University of New Mexico-Gallup, I have several different roles and responsibilities in relation to the Liberal Arts program depending on the level they are being considered at.

English Department

Teaching English classes falls squarely into the Liberal Arts program. Along with helping students succeed at higher levels of English, I also teach skills that other programs require. EMS and Nursing programs, in particular, depend on reading comprehension and strong writing skills. Students likewise learn critical thought, communication abilities, and digital information and literacy from English classes. In addition, while English classes usually do not lead to jobs in English itself, reading, writing, communication, and comprehension are important in any career a student might pursue.

I also work with my other English colleagues to render our discipline as strong and as contributory to the Liberal Arts program as possible. Together we have addressed scheduling concerns, and we also created an English concentration (unfortunately, little used with the changes in the state's general education core) and worked to address various problems appearing with the changes in developmental education. I have been deeply involved with colleagues' ideas and concerns in trying to improve our department over the last three years.

Fine Arts, Humanities, and Social Sciences Division

With the splitting of the Arts & Sciences division into two different ones, I now have a new division with new responsibilities to contribute. I plan to continue attending division meetings regularly, as I have in the past. At these meetings, I ask questions and contribute my voice to discussions that arise about curriculum, scheduling, and programs such as McKinley

Academy. Such changes as those to the general education core made by the state of New Mexico first came to my attention at these meetings, and they are a good place to keep up with this news.

I also cooperate closely with my colleagues in the division, other than ones in English, for such activities as peer observations. (For example, last year I had Dr. Matt Mingus come to observe my Fairy and Folk Tales class, and I myself observed Dr. Bruce Gjeltema's American History class). This ensures a certain level of familiarity with my colleagues' work in the Liberal Arts program, as well as seeing with my own eyes what a strong level of instruction our students receive.

Dr. Stone Sociology



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

☐ Fine Arts, Humanities and Social Sciences Division

☐ Mathematics, Physical and Natural Sciences Division

UNM College of Arts and Sciences

Name

Department

Date

Lora Stone, Ph.D.

Arts & Sciences, UNM-Gallup

May 2019

Educational History

Ph.D. 2005. University of New Mexico. Sociology.

Dissertation: World Culture and Animal Protection

Advisors: Dr. Robert Fiala, Dr. Felipe Gonzales, Dr. George Huaco.

M.A. 2000. University of New Mexico. Sociology.

Thesis: The Emergence of the Franciscans: A Sociological Analysis

Advisors: Dr. George Huaco, Dr. Richard Wood

B.A. 1995. University of Texas. English and History.

Employment History

Part I Principal positions since the Bachelor's degree.

Associate Professor of Sociology, 6/2018 - Present, University of New Mexico, Gallup, NM

Assistant Professor of Sociology, 8/2012 - Present, University of New Mexico, Gallup, NM

Director of Sociology Program, Assistant Professor, 8/2005 - 5/2008, University of St. Francis, Fort Wayne, IN

Part II Concurrent, temporary, or visiting appointments, research positions.

Online Coordinator. 2017 – 2018. University of New Mexico, Gallup, NM. Collection of institutional data related to online courses taught at UNM-G. Provide assistance to faculty creating online courses. Track and present enrollment and retention data. Increase online offerings across subject areas. Set goals for campus-wide online standards. Communicate with other UNM branch campus online coordinators. Other duties related to increasing and improving online course offerings at UNM-G.

Principal Investigator. 2014 – 2016. Gallup Youth Conservation Corps Study. UNM Office of Research IRB reference # 625870-2.

Visiting Lecturer Sociology, 8/2011 – 5/2012. University of New Mexico, Gallup, NM.

Sociology Adjunct Faculty, 5/2000 - 12/2012 University of New Mexico, NM UNM Albuquerque (2000-2012), UNM Gallup (2008-2011), UNM West (2008-2012).

- Field Researcher and Analyst. January 2002 December 2002. *National Project on Community Development and Community Organizing*. Funded by Ford Foundation through University of New Mexico. Data collection and analysis at six of thirteen selected sites across United States. Correlations of culture, socio-economic mobility, and political participation. Principle Investigator: Richard Wood, Ph.D.
- Research Associate. January 1999 December 1999 Starting Early Starting Smart National Study. Funded by University of New Mexico Health Sciences and Institute for Social Research. Data collection and analysis in New Mexico. Early childhood intervention. Principle Investigator: Richard Boyle, Ph.D.

Adjunct Social Sciences Faculty, 5/2004 - 8/2005, College of Santa Fe at Albuquerque, NM.

Graduate Assistant Sociology, 8/1998 - 5/2000, University of New Mexico, NM.

Instructor, Dept. of English, 8/1995 - 5/1996, University of Texas at Arlington, TX.

Professional Recognition and Honors

Nominee, New Faculty Teacher of the Year Award, 2015-2016, UNM Center for Teaching and Learning (Award Eligibility: Tenure Track faculty who have not yet reached Code 6).

Nominee, Teaching Excellence Award, 2013-2014, UNM-Gallup.

Nominee, Online Outstanding Teacher of the Year Award, 2010-2011, UNM OSET

Center for Academic Excellence and Scholarship Award, 2007, University of St. Francis, IN.

Dora Nichols Shakespeare Scholarship Award, 1995, University of Texas.

Scholarly Achievements

Books Authored

- 2020 Stone, Lora L. *Religion and Environmentalism: Exploring the Issues*. Santa Barbara, CA: ABC-CLIO Greenwood Press. ISBN: forthcoming October 2019.
- 2017 Stone, Lora L. Sociology: A Twenty-first Century Primer. Kona Publishing. ISBN: 978-1-945628-17-7.
- 2007 Stone, Lora L. The Ideology of Progress, World Culture, and Animal Protection. Academic Press, Rowman and Littlefield Publishing Group. ISBN: 0-7618-3608-X

Articles in Refereed Journals

2001 Stone, Lora L. "'Misrecognition of the Limits': Bourdieu's Cultural Capital, Social Transformation, and Women Religious Leaders." Journal of Cultural and Religious Theory 3:1. ISSN: 1530-5228

Entries and Chapters in Edited Volumes

- 2017 Stone, Lora L. "Fundamentalism and The Fundamentals" in *Reforming America: A Thematic Encyclopedia and Document Collection of the Progressive Era*, edited by Jeffrey Johnson. Santa Barbara, CA: ABC-CLIO.
- 2014 Stone, Lora L. "José Martí" in *Imperialism and Expansionism in American History: A Social, Political, and Cultural Encyclopedia and Document Collection,* edited by Chris Magoc. Santa Barbara, CA: ABC-CLIO.
- 2014 Stone, Lora L. "The Moro Rebellion" in *Imperialism and Expansionism in American History: A Social, Political, and Cultural Encyclopedia and Document Collection,* edited by Chris Magoc. Santa Barbara, CA: ABC-CLIO.
- 2002 Stone, Lora L. "Richard William Church," "Richard Congreve" in *The Dictionary of 19th Century British Philosophers*, edited by W. Mander, A. Sell, J. Tooke and J. Williamson. Bristol, U.K.: Thoemmes Press.

 ISBN: 1-8550-6955-5
- 2002 Stone, Lora L. "Divine Right of Kings," "Ecumenism," "Social Justice," "Voluntarism" in *The Encyclopedia of American Religion and Politics*, edited by Paul Djupe and Laura Olson. New York: Facts on File Press.

 ISBN: 0-8160-4582-8
- 2002 Stone, Lora L. "Emile Durkheim," "Florence Nightingale," "Max Weber" in Industrialization and Imperialism, 1800-1914, edited by Jeffrey Bell. Westport, Conn.: Greenwood Press.
 ISBN: 0-313-31451-9

Works in Progress

In preparation:

"Acquiring Leadership and Workplace Skills in the Gallup Youth Conservation Corps" (article).

Global Trends Toward Plant-Based Diets in the 21st Century (manuscript).

Invited Presentations at Professional Meetings

- "Gallup Youth Conservation Corps"
 Pacific Sociological Association Annual Meeting, Oakland, April 2016.
- "Experience, Sociology Writing Assignments, and First Generation Students" Pacific Sociological Association Annual Meeting, Portland, March 2014.
- "Stay Close, Go Far! Beaming the Sociological World into Zuni Pueblo Classrooms." Pacific Sociological Association Annual Meeting, Reno, March 2013.
- "Sustainable Communities."
 Pacific Sociological Association Annual Meeting, Portland, April 2008.
- "World Culture and the Emergence of Animal Protection."

 Midwest Sociological Association Annual Meeting, Omaha, March 2006.
- "World Culture and the Emergence of Animal Rights"

 American Sociological Association Annual Meeting, Philadelphia, August 2005.
- "Sustaining a Movement: Congregational Development as Cross-Institutional Flow."

 American Sociological Association Annual Meeting, Atlanta, August 2003.
- "Cultural Dimensions of Social Action."
 Pacific Sociological Association Annual Meeting, Vancouver, BC, March 2002.
- "Using Atlas.ti Qualitative Software: Transcript Analysis."

 Pacific Sociological Association Annual Meeting, Vancouver, BC, March 2002.
- "Community Leaders in Faith-Based Community Organizing."
 Society for the Scientific Study of Religion Annual Meeting, Columbus, OH, 2001.
- "Misrecognition of the Limits: Bourdieu's *Cultural Capital* and Social Transformation." Pacific Sociological Association Annual Meeting, San Francisco, 2001.
- "The Emergence of the Franciscan Movement: A Sociological Analysis."
 Pacific Sociological Association Annual Meeting, San Diego, 2000.

Research Funding

Project Title: [UNM Office of Research #625870-2] "Gallup Youth Conservation Corps Study"

Principal Investigator: Lora Stone, Ph.D. Sociology Funding Organization 2014: UNM-Gallup RSC

Start Date: 15 May 2014.

Stopping Date: 15 December 2017. Amount awarded for 2014: \$2,400 Amounts awarded for 2015: \$2,400

Teaching

University of New Mexico, Gallup, Social Sciences (2008 – Present)

Soc 101/SOCI 1110: Introductory Sociology (traditional classroom and online courses)

POLS 200/1120: American National Government (traditional and online courses)

Soc 213: Deviance

(traditional classroom and online courses)

Soc 216: Dynamics of Prejudice (traditional classroom and online courses) Soc 221: Globalization and Human Rights

(traditional classroom and online courses)

Soc 326: Sociology of New Mexico

Soc 398: Social Movements of the Southwest

Soc 461: Global Change

University of New Mexico, UNM West (Instructor, 6/2008–12/2012)

Soc 101: Introductory Sociology

Soc 305: Environmental Sociology

Soc 308: Sociology of Gender

Soc 312: Causes of Crime

Soc 313: Social Control

Soc 331: Collective Behavior

Soc 326: Sociology of New Mexico

Soc 345: Youth and Society

Soc 371: Classical Sociological Theory

Soc 398: Contemporary Native American Issues

Soc 415: Social Stratification

Soc 461: Global Change

Soc 471: Contemporary Sociological Theory

University of Saint Francis, Fort Wayne, IN (Director, Assistant Professor, 2005 - 2008)

Soc 101: Introduction to Sociology

Soc 101-B (Online): Introduction to Sociology

Soc 135: Introduction to Ethnicity/Race

Pols 110: Introduction to Political Science

Pols 210: American Politics

Soc 230: Social Research Methods

Soc 240: Causes of Crime

Soc 250: Introduction to Sociological Theory

Soc 301: Statistics

Soc 355: Inequality, Class, and Social Justice

Soc 395: Comparative Ethnicity/Race

Soc 440: Environmental Sociology

Soc 460: Sociology of Religion

University of New Mexico, Sociology Department Albuquerque (Instructor, 2000-2005)

Soc 101: Introduction to Sociology

Soc 213: Deviant Behavior

Soc 205: Crime, Policy, Justice

Soc 280: Social Science Research Methods

Soc 305: Environmental Sociology

Soc 313: Social Control

Soc 371: Classical Sociological Theory

Soc 398: Religion in Society

Soc 398: Social Movements

Soc 422: Sociology of Religion

Soc 471: Contemporary Sociological Theory

College of Santa Fe, Albuquerque Branch, Social Sciences (Adjunct Faculty, 2004 - 2005)

Psy 300: Statistics for Social Sciences

Psy 304: Social Science Research Methods

Soc 305: Global Social Change

University of New Mexico, Extended University, Correspondence Courses (2002-2011)

Soc 101C: Introduction to Sociology

Soc 211C: Social Problems

Soc 305C: Environmental Sociology

Soc 312C: Causes of Crime

Soc 326C: Sociology of New Mexico

Soc 335C: Mass Communication

Soc 351C: Urban Sociology

Soc 422C: Sociology of Religion

University of Texas, English Department (Instructor, 1995-1996)

Eng 101: First-Year Composition

Eng 102: First-Year Research and Writing

Curriculum Development or Teaching Administrative Positions

2005-2006 Created and implemented the Sociology Major at University of Saint Francis in | Fort Wayne, Indiana. Included course development for the Sociology Major, with a Criminology track and a Social Justice track.

Classroom Teaching Environment

Independent design of web-based course supplements: 1999 - Present

Traditional classroom: Summer 1995 - Present

Web-Enhanced, WebCt/LEARN/Blackboard: 2000 - Present

Online courses, WebCt/Blackboard: 2005 - Present

Service

University of New Mexico

UNM Faculty Senate Policy Committee, Co-Chair 2019-2020, Member 2018 -2021.

UNM-G Faculty Senate Nominations Committee, Elected Member, 2019-2020

UNM Vice-Provost's Section F Faculty Handbook Committee, Member, 2015 – 2017.

UNM-G Faculty Assembly, President, 2015-2016; 2016-2017.

Teaching Excellence Committee UNM-G, Member, 2014-2015.

Admissions and Registration Committee UNM System, Member, 2014-2016.

Undergraduate Committee UNM System, Member, 2014-2017.

Search Committee for Anthropology Faculty, Member, 2014.

UNM System Faculty Senate (Gallup Senator), 2013-2015.

Faculty Professional Development Committee UNM-G, Member, 2012-2014, Chair, 2013-2014.

Search Committee for History Faculty Position UNM-G, Member, 2013.

Operations Committee UNM-G, Member, 2012-2014.

World AIDS Day UNM-G Committee, Member, 2013.

Search Committee for Human Services Faculty Position UNM-G, Member, 2012.

Out and Ally Network UNM-G, Organizer, 2012.

Faculty Ethics and Advisory Committee (Albuquerque), Member, 2001-2002.

Sociology Graduate Student Association, Vice-president, 2001-2002.

Sociology Graduate Student Association, Speaker Coordinator, 1999.

Graduate and Professional Student Association, Grant Reviewer, 1999.

University of Saint Francis

Sociology Faculty Search Committee, Spring 2008.

Political Science Faculty Search Committee, Fall 2007.

History Faculty Search Committee, Spring 2006.

Created web versions for core and required Sociology courses, Spring 2006 - Spring 2008.

Created Sociology major, concentrations in 1) Social Justice and 2) Criminology, Fall 2005.

Created four new Criminology courses for the new Sociology major, Fall 2005.

Lora Stone, Ph.D.
Associate Professor
Sociology, Division FAHSS
Fall 2019
Teaching Statement
Spring 2009: Hired at Part-time Faculty at UNM Gallup

May 2011: Hired as Full-time Instructor at UNM Gallup
June 2012: Hired as Tenure Track Faculty at UNM Gallup

Statement of Teaching Philosophy

My approach to teaching involves constantly assessing students' needs and learning styles, using current and relevant examples and research in the classroom, and creating assignments that help develop and professionalize students' writing, reading, and presentation skills. Weekly discussions of readings, writing assignments, in-class topical worksheets, current video case-studies, research papers, standardized examinations, and group activities that emphasize communication skills are some of the tools I use to regularly assess students' progress and needs. Additionally, I encourage students to come during office hours, or to schedule tutoring sessions with me at times that fit their schedules.

I believe that a college education should provide students with a safe place to explore their interests as well as a way to acquire practical, marketable skills. With this in mind, I supplement regular class sessions with "computer research labs" that encourage all students to learn how to use technology effectively for improving their basic skills, for exploring research in areas that interest them, for communicating with classroom peers and instructors, and for finding internships, grants, scholarships, and employment.

My motivation for teaching is grounded firmly in my life experiences. I know firsthand the practical, often life-saving benefits of an education, and am committed to helping all students overcome any barriers or hardships they encounter. I know these barriers or hardships can involve family circumstances, intergenerational lack of essential resources, and lack of a support network. One of the challenges of teaching is, whenever possible, to help students find ways to overcome these very real barriers and hardships. Just as importantly, I am motivated to teach through my love of learning and knowledge, and I constantly remind myself to share this enthusiasm with students.

Optimism and encouragement are powerful tools for learning and motivation. People thrive in a positive atmosphere. It is crucial that each student is recognized, and their strengths and contributions given credibility within the classroom. This makes the classroom a safe space where students can personally and publicly make discoveries, as well as take the risk of making mistakes as part of the learning process.

As a teacher, I continue to formally explore the field of sociology and the practice of teaching sociology. The classroom should be fresh and exciting, and seen as place to introduce students to new ideas and research. Through professional memberships and relationships with veteran teachers, I strive to share ideas and improve my course content and pedagogical knowledge. Most importantly, through personal reflection and student

feedback, I continuously aim to refine my teaching practice. With the intent of being the best teacher possible, I also am involved in publishing and researching in the social sciences, and I bring this knowledge into the classroom so that students are introduced to current trends and new discoveries.

When I attempt to sum up my teaching philosophy in a short, personal statement, the result is this: each student enrolled in any of my sociology courses is an opportunity for me to help someone find their best path in life, and to bring something truly good into the world.

Summary of Teaching Effort

My typical course load is 15 credit hours a semester. When there is student demand or need, and a certainty of enrollments, I also teach summer courses or an overload of one course. Students in my courses are typically fulfilling a core course requirement in Area IV (Social Sciences), and are working towards an associate's degree, a certificate, or a bachelor's degree. As part of my professional development, I attend workshops on teaching or conferences that include sessions related to teaching sociology.

The courses I currently teach include: Introduction to Sociology (SOC 101); Dynamics of Difference, Power, and Discrimination (SOC 216); Globalization and Human Rights (SOC 221); and, when there is student need and certainty of enrollments, American Politics (POLS 200). My enrollments in these courses in the past have been around 30 students or more, and are now hovering around 40 in some courses after I increased the caps in Fall 2017. Usually, each semester, I teach several sections of SOC 101 and one section of either SOC 216 or SOC 221. I carefully monitor my enrollments and discuss them with my colleagues in Anthropology and Psychology at UNM Gallup, so that we optimize our offerings to meet student needs and increase or maintain enrollments.

I revise and update my courses each year, and have been using web-enhancement (WebCT and LEARN) for all of my face-to-face courses since 2000. For my online courses, I revise every semester and create new videos that help students meet and understand the SLOs and deadlines for each new semester. I also attend workshops or webinars that keep my teaching and technical skills current.

When there is a need, I hold computer labs outside of regularly scheduled class time. Some of the topics I have covered in these labs include: using different web-browsers; converting documents to various formats; how to use LEARN; how to upload documents; how to use the LEARN online calendar for semester planning; analytical writing versus expressive writing; how to use the UNM online academic peer-reviewed journal search engine; how to develop a research topic or question; and reviewing materials that explain the importance of boundaries between personal life and professional life.

Lora Stone, Ph.D. Associate Professor Sociology, Division FAHSS Fall 2019 Service Statement

Spring 2009: Hired at Part-time Faculty at UNM Gallup May 2011: Hired as Full-time Instructor at UNM Gallup June 2012: Hired as Tenure Track Faculty at UNM Gallup

University Service

I believe university service is one of the best ways to build professional relationships with other faculty, staff, students, and community members. It allows me to contribute to the development of our campus, and provides me with the opportunity to receive mentoring from senior faculty and staff, as well as an opportunity to mentor my junior colleagues. Additionally, my service on UNM system-wide committees strengthens our relationship with other UNM campuses and ensures that there is input from UNM Gallup on important issues, policies, and planning.

During my tenure track probationary years, I have served on several UNM Gallup Faculty Senate/Assembly committees and UNM Gallup hiring committees, served as the UNM Gallup Branch Senator to UNM Faculty Senate in ABQ, served two consecutive terms as President of the UNM Gallup Faculty Senate (now Assembly), and have served on the UNM Vice-Provost's Section F Faculty Handbook Task Force.

My most notable recent university service contributions were serving on the UNM Vice-Provost's Section F Faculty Handbook Task Force (2015 – current 2017) and serving as President of the UNMG Faculty Assembly (2015 – 2017). The Vice-Provost's Section F Task Force involved monthly meetings in ABQ, a summer 2016 meeting at the UNM Taos Campus, revision of multiple drafts, and some Skype meetings with other members. My work as UNM Gallup Faculty Assembly President involved monthly meetings, creating Assembly Agendas, finding and scanning all related documents since 1988 and creating a public online archive, monitoring all UNM Gallup Senate/Assembly activities for compliance with OEO and the New Mexico Assistant Attorney General's Office, writing faculty position memos, resolving disputes on a regular basis, referring faculty to UNM Offices for problem resolution, responding to faculty concerns on a weekly basis during the Summer, Fall, and Spring sessions, and many other ad hoc issues. Currently, I am serving as Co-Chair of the UNM Faculty Senate Policy Committee, 2019-2021.

Community Service

As a sociologist, community service is an essential part of my field. Through community service, I am able to be a part of positive social change in my region. It also provides opportunities for community members to become connected to the mission of UNM Gallup, and for me to ground my teaching and research in lived experience. At its best, community service opens up avenues of reciprocity between the community and university, leading to enduring partnerships.

While in the probationary years of my tenure track position, I have given my time and resources to projects associated with Navajo AIDS Network, Wild Spirit Wolf Sanctuary, Gallup Interfaith Alliance, and Gallup Youth Conservation Corps. In the future, as a sociologist and a UNM

Gallup faculty member, I plan on volunteering my skills and time to organizations involved with interfaith and cultural alliances, sustainability, public health, wildlife and forestry, workforce development, development of regional food sheds, and youth intervention. Appended later in this document are materials representative of my community service.

My intention is to be involved in community service that is a good match for my skills and interests, and that addresses issues important to the region and community. As a UNM Gallup faculty member, the following questions motivate my service to the community, state, and region:

Will the Gallup area, Four Corners region, and Rio Grande Valley be a safe and thriving home for people of all ages and all subcultures?

Will there be healthy food, transportation, clean air, and safe water for everyone?

Will our natural environment and all the living creatures in this region thrive?

Will people find satisfaction in their working and personal lives?

University Service as Probationary Tenure Track Faculty

AY 2016/2017

UNM Gallup Faculty Senate President (named changed to Faculty Assembly)
Ex-Officio on Assembly Committees
Assembly Budget Committee, Chair
Vice-Provost's Section F Faculty Handbook Task Force, Member
Development Sociology Concentration AA in Liberal Arts (assisted Curriculum Committee)
HED Common Course Numbering Committee for Sociology, Member
HED Assessment Report Sociology SOC 101 Courses (sole UNM Gallup assessor)

AY 2015/2016

UNM Gallup Faculty Senate President
Ex-Officio on Assembly Committees
Faculty Salary Equity Committee, Chair
Vice-Provost's Section F Faculty Handbook Task Force, Member
Hiring Committee UNM Gallup Psychology Position, Member
Formal Mentor to Dr. Shirley Heying (new hire UNMG Anthropology)

AY 2014/15

Faculty Professional Development Committee, Chair
Teaching Excellence Committee
UNM-Gallup Elected Senator to UNM Faculty Senate
RSC Ad Hoc Committee, Member
Hiring Committee UNM Gallup Anthropology Position, Member

AY 2013/14

Operations Committee, Elected Member
Faculty Professional Development Committee, Chair
Hiring Committee UNM Gallup History Position, Member
Nominations Committee, Chair
UNM Gallup Elected Senator to UNM Faculty Senate
UNM Gallup World AIDS Day Committee

AY 2012/13

Operations Committee, Elected Member
Faculty Professional Development Committee, Member
Hiring Committee Human Services Faculty Position, Member
HED Assessment Report Sociology SOC 101 Courses (sole UNM Gallup assessor)
Navajo Studies Committee, Member appointed by Paula Watt
Interim Faculty Senate Budget Committee, Member

Michael Williams, M.S. Chemistry



Fine Arts, Humanities and Social Sciences Division

Contributing Division to the Associate of Arts Liberal Arts Degree Program

- ☐ Fine Arts, Humanities and Social Sciences Division

Michael A. Williams 9604 Freedom Way NE, Albuquerque, NM 87109 mwilli13@unm.edu 510.695.4180

Senior Analytical Chemist

Highlights of Qualifications

- 10 years professional Analytical Chemistry experience in both public and private sectors.
- 7 years managing laboratories, supervising analysts, training and qualifying laboratory personnel.
- Chromatography: GC-MS, GC-MS², LC-MS, LC-MS², LC-DAD, LC-RI, LC-fluorescence, GC-ECD, GC-FID, GC-TCD, GC-NPD, IC.
- Spectroscopy: ICP-MS, ICP-OES, NMR, EPR, MCD, Raman and Resonance Raman, UV-Vis, FT-IR, GFAAS, EXAFS, XANES.
- Analytical method development and validation in the following areas: polymer chemistry research and development, medical device component production, environmental chemistry and microbiology.
- Extensive technical writing experience including SOPs, training matrices, Health and Safety Plans.
- Synthesis: air-sensitive technique including Schlenk line and glove box.
- Mechanical, electrical, vacuum, hydraulic, and pneumatic systems troubleshooting and repair.

Professional Experience

Visiting Lecturer – Chemistry and Mathematics, University of New Mexico, Gallup, NM January 2017 – present

- Teach General Chemistry, Algebra, Trigonometry, Technical Mathematics in face-to-face setting.
- Teach General Chemistry with laboratory in hybrid and online settings.

Laboratory Manager - Chemistry and Microbiology, Louisiana Office of Public Health, Baton Rouge, LA December 2015 - May 2016

- Managed the Trace Metals, Inorganics, Organics, and Radiochemistry sections of the Environmental Chemistry Department.
- Managed the Total Coliform Rule, Long Term 2 Cryptosporidium/Giardia, Molluscan Shellfish, Naegleria fowleri and Karenia brevis sections of the Environmental Microbiology Department.
- Trained supervisors and chemists to EPA methods which include 200.7, 200.8, 525.2, 524.2, 515.4, 505, 504.1, 531.1, 548.1, 549.2, 547, 552.3, 300.1, gross alpha and gross beta, tritium, gamma, iodine-131, strontium-89 and strontium-90, radium-226 and radium-228.
- Trained chemists to operate and improve proficiency with Agilent and Thermo instrumentation that included LC-MS, LC-MS², LC-DAD, LC-fluorescence, GC-MS, GC-ECD, GC-NPD, ICP-MS, ICP-OES, and IC.
- Trained chemists to improve skill using instrument acquisition software, chromatography data software, and reporting software that includes ChemStation, Chromeleon, Labworks LIMS and StarLims.
- Worked with section supervisors to improve workflows, wrote purchase orders, established maintenance contracts, wrote and revised standard operating procedures, reviewed data packages and provided signature authority for release of compliance testing results to the EPA Safe Drinking Water Program and Louisiana Department of Engineers.

M.S. Chemistry, University of New Mexico, Albuquerque, NM June 2012 - May 2015

- Polymer synthesis and organic photovoltaic device research for one year.
- Inorganic spectroscopy, synthesis, and computations research for two years.
- NMR Facility Technician for eighteen months.
- Taught Quantitative Analysis Laboratory, Honors General Chemistry, Laboratory, Mathematics for Chemistry.

Microbiology Director and Analytical Chemist, Hall Environmental Analysis Laboratory, Albuquerque, NM April 2010 - April 2012

- Managed the daily operations and employees of the Microbiology Department.
- Developed test methods and authored protocols for drinking water, wastewater, surface water and ground water.
- Designed capability studies, method performance demonstrations and training matrices for both Microbiology and Semi-Volatiles Departments.
- Trained and qualified analysts to both new and existing test methods.
- Procured, setup, and validated analytical instrumentation and software packages.
- Performed final QA level data review for Microbiology, Volatile Organics, and Semi-Volatiles departments.
- Analyzed soil and water samples by GC-MS, GC-ECD, GC-FID, HPLC-UV, and HPLC-fluorescence per EPA methods 8081A, 8082, 8310, 8011, 8270C.
- Maintained and repaired chromatographs and detectors.

Senior Analytical Chemist, Polymer Technology Group, Berkeley, CA February 2005 – March 2010

- Collaborated with research scientists and synthesis chemists to design, formulate, characterize and produce specialty chemicals and medical device components.
- Developed GC-MS², LC-MS², GC-FID, and LC-DAD analytical methods for R&D design projects.
- Performed ³¹P, ¹¹B, ¹H, and ¹³C NMR experiments for structure elucidation of R&D design compounds.
- Authored SOPs and quality control protocols for production scale-up of specialty chemicals and design compounds.
- Established raw materials acceptance criteria, determined in-process reaction monitor controls, and set finished product assay specifications for specialty chemical design projects.
- Trained and qualified chemists to production test methods.
- Taught chemists to operate, maintain, and repair Agilent 1100 HPLC-DAD and Agilent 6890 GC-FID.
- Monitored in-process production reactions by GC and HPLC for a variety of established compounds.
- Assayed final products for both Production and R&D Departments.
- Procured analytical instrumentation, software, and supplies for Analytical Chemistry Department.

Scientist, Washington TRU Solutions, Argonne National Laboratory-East, Argonne, IL Lawrence Livermore National Laboratory, Livermore, CA May 2001 - October 2004

- Deployed within the United States Department of Energy National Laboratory complex as part of a mobile characterization team to characterize transuranic waste for transport and disposal at the Waste Isolation Pilot Plant in Carlsbad, New Mexico.
- Developed GC-MS and GC-TCD analytical methods and batch data reporting protocols.
- Authored health and safety plans, site-specific operations and software quality assurance protocols.
- Supervised a team of four chemists assaying transuranic waste containing drums for flammable VOCs.
- Trained, and qualified chemists to perform EPA Method 8260B, assemble Batch Data Reports, and conduct Data Generation Level Review.
- Served as point of contact for the following program audits at both ANL-E and LLNL:
 - o National TRU Program management and operational readiness assessments.
 - o Department of Energy Operational Readiness Review.
 - o Environmental Protection Agency TRU Waste Certification Audit.
- Successfully completed four annual cycles of the Department of Energy Performance Demonstration Program for the Analysis of Simulated Headspace Gases.
- Repaired and maintained Agilent 6890 GC-5973 MSD.

Education

B.S. Chemistry, University of New Mexico, Albuquerque, NM Awarded December 1997. M.S. Chemistry, University of New Mexico, Albuquerque, NM Awarded May 2015.

End of Documents Facultiv

Document 6Resources and Planning



Fine Arts, Humanities and Social Sciences Division

Document 6: Resources and Planning

The AALA Program has sufficient resources and institutional support to carry out the mission of the university and achieve its learning goals and outcomes. There are successful budgets along 24 Indexes covering the seven core areas offered within the two divisions. In addition, each division that contributes courses to the AALA program have the support of the Academic Dean's budget.

The staff hired to support the AALA are:

Oversight	Academic Dean	Fine Arts, Humanities and Social Sciences Division Chair	Mathematics, Physical and Natural Sciences Division Chair
Staff	2 Education Specialist Center for Academic Learning	1Administrative Assistant II	1 Administrative Assistant II 1 Lab Tech
= #	= 0	25 8	E E

Duties and Responsibilities for Education Specialist (Copied from UNM HR website)

Plans and designs curricula for educational programs; researches and defines educational goals, objectives, and methodologies to meet program goals.

Determines formats and approaches to achieve program and budget objectives; defines needs of target populations; researches trends at the national and state level, as appropriate to the position.

Coordinates activities of support staff, consultants, faculty, and/or volunteers engaged in implementation and administration of program objectives.

Manages and facilitates program activities, to include classes, trainings, conferences, seminars, and/or other special projects.

As appropriate to the nature and objectives of the individual role, provides student advisement and support services, coordinates curriculum, and serves as a student liaison and advocate with faculty and staff.

Duties and Responsibilities for Admin II (Copied from UNM HR website)

Coordinates and performs a range of staff and/or operational support activities for the unit; serves as a liaison with other departments and operating units in the resolution of day-to-day administrative and operational problems.

Provides administrative/secretarial support for the department/division such as answering telephones, assisting visitors, and resolving and/or referring a range of administrative problems and inquiries.

Operates personal computer to compose and edit correspondence and/or memoranda from dictation, verbal direction, or from knowledge of established department/division policies; may prepare, transcribe, compose, type, edit, and distribute agendas and/or minutes of meetings.

Schedules and coordinates meetings, events, interviews, appointments, and/or other similar activities for supervisors, which may include coordinating travel and lodging arrangements.

Monitors and administers program/project revenues and expenses; may develop or participate in the development of funding proposals for the program.

Writes, edits, and coordinates development of course catalogs, promotional materials, educational materials, training manuals, newsletters, and/or brochures, as appropriate to the program.

Purchases equipment and/or services, as necessary, and ensures the proper usage and maintenance of materials and equipment relevant to unit activities.

Assists with grant and/or proposal writing as appropriate to the objectives and funding nature of the program; may participate in other fundraising activities.

Develops and maintains records and databases on student and program actvities, materials, equipment, and supplies.

Coordinates student registration for special educational programs.

May lead or guide the work of lower graded staff and/or student employees.

May serve as Campus Security Authority as outlined by the Clery Act.

Performs miscellaneous job-related duties as assigned.

Prepares or assists with the preparation of scheduled and/or ad hoc statistical and narrative reports; performs basic information gathering and analysis and/or forecasting, as specifically directed.

Assists unit management and staff in problem solving, project planning, and development and execution of stated goals and objectives.

Posts, balances, monitors, and reconciles internal department/division monthly ledgers, budgets, and financial reporting system reports; may prepare drafts of budget planning documents; may serve as department/division bookholder and/or paymaster; may manage petty cash disbursements and reconciliations.

Establishes, maintains, and updates files, databases, records, and/or other documents; develops and maintains data, and performs routine analyses and calculations in the processing of data for recurring internal reports.

Sorts, screens, reviews, and distributes incoming and outgoing mail; composes, prepares, or ensures timely responses to a variety of routine written inquiries.

Requisitions supplies, printing, maintenance, and other services.

Leads and trains lower graded staff and/or student employees, as required.

May serve as Campus Security Authority as outlined by the Clery Act.

Performs miscellaneous job-related duties as assigned

Duties and Responsibilities for Lab Tech (Copied from UNM HR website)

Prepares adequate quantity and quality of chemicals for experiments in a timely manner.

Prepares, issues and replaces laboratory equipment.

Installs, maintains, and issues student drawers.

Associate of Arts Liberal Arts Program Review 2019

Responds to technical questions, questions related to stock solutions, and use of equipment to staff and teaching assistants.

Maintains supplies and equipment inventories; orders supplies and equipment for laboratory; keeps stockroom organized.

Maintains teaching equipment and instruments to ensure accuracy and efficient performance.

Serves as safety officer for teaching laboratory; stays in lab to oversee safety during scheduled teaching time.

Plans support of laboratory experiments, ensuring adherence to protocols and safety regulations; assists in troubleshooting and correcting experimental errors.

Develops quality standards and programs; maintains quality of stockroom, safety, and environmental regulations, and other applicable requirements.

Maintains student breakage card records and submits list of charges and refunds each semester.

Performs miscellaneous job-related duties as assigned.

Library Services

Zollinger Library provides a variety of services and resources that support the University's instructional programs and users' needs for personal enrichment and recreation. Knowledgeable staff are available to organize library materials, to help users locate information, and to assist them in using print and online resources and computer equipment. The library contains a computer lab, a conference room and group study rooms. In addition, the facility houses books, videos and periodical titles. The Library also host lecture series.

The UNM-Gallup Academic Catalog 2017-2019 is available for student, faculty and staff use at the website link below.

https://www.gallup.unm.edu/pdfs/2017-2019Catalog.pdf

The UNM-Gallup website is available at the website below, where links to various services are made available to UNM-Gallup community.

https://www.gallup.unm.edu/

End of Document & Resources and Planning

Document 7

Facilities



Fine Arts, Humanities and Social Sciences Division

Document 7: Facilities

Facilities associated with the Associate of Arts Liberal Arts program are adequate to support student learning as well as scholarly and research activities for faculty. The spaces utilized include classrooms, offices, conference rooms, laboratories, equipment and access to technology. The computer labs designated for use by students within the AALA program are located campus wide in the Zollinger Library, the Health Careers Building, Calvin Hall, SSTC and Gurley Hall in the Center for Academic Learning. This averages out at least one computer lab per building which is sufficient for the size of the campus and number of students attending. Students are also welcome to the Bookstore as well as the Physical Education Complex.

The community is invited to make use of the UNM-Gallup campus for workshops, seminars and meetings. UNM-G has a variety of facilities available for public use including classrooms, auditorium-style lecture halls, open spaces in the Commons area and other locations which can fit a variety of needs. The link for the Facilities usage is: https://www.gallup.unm.edu/facilities/ there one will find forms and further information about how to utilize campus space for meetings, workshops and seminars.

End of Document 1 Facilities

Document 8

Program Comparisons



Fine Arts, Humanities and Social Sciences Division

Document 8: Associate of Arts Liberal Arts Degree Program Comparisons

UNM-Gallup, Diné College, San Juan College, and New Mexico State University-Grants campuses offer AALA programs that are designed and available to fulfill the needs of students who: seek to complete the first two-years of an undergraduate degree in a community college environment prior to transferring to a four-year institution; are undecided about their educational goals and need an opportunity to explore their interests; or may be interested in obtaining only a two-year liberal arts degree. Because of location, demographics, courses offered, and size, these academic institutions are comparable but I will show the distinguishing characteristics of UNM-Gallup's AALA program against peer institutions.

At the peer institutions, the AA Liberal Arts Degree Program offers AALA degrees that are roughly the equivalent to the first two years of a Bachelor of Arts degree program. At Diné College, students earn additional credits in Navajo Studies, which is what separates the program comparisons a bit. The programs allow room for additional liberal arts/general education requirements that may be required in a four-year program to which the student may decide to transfer. UNM-Gallup's AALA program provides a comprehensive and well-rounded foundation in the arts, sciences and humanities that prepares students for many diverse programs and career pathways.

UNM-Gallup in fall 2019 implemented a new student advisement and graduation checklist in its 2019-2021 academic catalog. Since the changes are currently in progress they are not yet reflected in the current online catalog. The "new version" is attached in this document as well as once again in "Document 9" as it applies in both areas respectively.

The benefits of UNM-Gallup's "new version" allows for a flexible design in providing opportunities for students to explore an area of *Student Choice* (6 hours) and *General Education Electives/Concentration Core* (29-30 hours). Students may choose either an Associate of Science (A.S.) or an Associate of Arts (A.A.) degree. Students interested in focusing on mathematics or the sciences should pursue the Associate of Science degree. Students interested in focusing in the arts or humanities should choose the Associate of Arts degree. Students who have not declared a major may choose either degree or make the selection toward the end of their program.

Nonetheless, the program curriculum comparisons between UNM-Gallup, Diné College, San Juan College, and NMSU-Grants give students the flexibility to fulfill the lower-division general education requirements for transfer and to pursue a major interest or fulfill prerequisites at a four-year institution. At UNM-Gallup students can enjoy smaller class sizes and affordable tuition rates before transferring to a four-year institution. UNM-Gallup is 131 miles away from a transfer to the University of New Mexico's Main Campus, New Mexico's Flagship University. Upon completion of the AALA degree, a student will have broad introductory courses to satisfy the General Education requirements of most four-year institutions and be accepted into the academic department of their choice.

The UNM-Gallup AALA Program is of sufficient quality when compared to relevant peer institutions.

^{*}see attached chart "Comparable Courses for AALA"

^{*}see attached "new version" of the Student Advisement and Graduation Checklist

Comparable Courses for AALA Prepared by Joe H. Kee

UNM-Gallup		Diné College	NMSU Grants	San Juan College
31 Credit Hours	General Education Requirements	40-43 Credit Hours	30 Credit Hours	31 Credit Hours
60-61 Credit Hours	Total Degree Requirements:	67-70 Credit Hours	60-61 Credit Hours	60 Credit Hours
6 Credit Hours	Communication	6 Credit Hours GEC 9 Credit Hours AALA	7 Credit Hours	9 Credit Hours
3 Credit Hours	Mathematics and Statistics	3-4 Credit Hours	3 Credit Hours	3 Credit Hours
		Laboratory Sciences		
4 Credit Hours	Physical and Natural Sciences	8 Credit Hours	4 Credit Hours	19 Credit Hours total for Laboratory Science, Social/Behavioral Science, Humanities, Fine Arts
3 Credit Hours	Social and Behavioral Sciences	6 Credit Hours GEC 6 Credit Hours AALA	6 Credit Hours	19 Credit Hours total for Laboratory Science, Social/Behavioral Science, Humanities, Fine Arts

UNM-Gallup		Diné College	NMSU Grants	San Juan College
3 Credit Hours	Humanities	6 Credit Hours GEC	3 Credit Hours	
3 Credit Hours	Second Language			
3 Credit Hours	Arts and Design	6 Credit Hours AALA	3 Credit Hours Fine Arts	
		es es	= ×	j 9
6 Credit Hours	Student Choice			
	Physical Education and Health Education	2-3 Credit Hours		
	Liberal Arts Requirements:	27 Credit Hours		26 Credit Hours
29-30 Credit Hours	General Education Electives/ Concentration Core		Fill to 60 Credit Hours	16 Credit Hours
	Navajo Studies	2-3 Credit Hours GEC		
		3 Credit Hours AALA		
	Other		Intro to IT	
			3 Credit Hours	

UNM-Gallup		Diné College	NMSU Grants	San Juan College
UNM-Gallup	The region of the second of th	Diné College	NMSU Grants	San Juan College
31 Credit Hours	General Education Requirements	40-43 Credit Hours	30 Credit Hours	31 Credit Hours
60-61 Credit Hours	Total Degree Requirements:	67-70 Credit Hours	60-61 Credit Hours	60 Credit Hours
6 Credit Hours	Communication	6 Credit Hours GEC		

AA/LIBERAL ARTS (60-61 Credits) - NEW VERSION

Student Advisement and Graduation Checklist - 2019-2021 Catalog Student UNM ID # Date admitted Address Academic Advisor _ Phone # Phone # Office # **GENERAL EDUCATION REQUIREMENTS: (25)** Credits Grade Semester/Institution NOTE: For required courses, refer to the UNM Core Curriculum General Education Core in the Catalog. Cor better grades in all course work. Writing and Speaking (6) For required courses, refer to the UNM Core Curriculum. 3 Mathematics and Statistics (3) For required courses, refer to the UNM Core Curriculum. Physical and Natural Sciences (4) For required courses, refer to the UNM Core Curriculum. Social and Behavioral Sciences (3) For required courses, refer to the UNM Core Curriculum. **Humanities (3)** For required courses, refer to the UNM Core Curriculum. **Second Language (3)** For required courses, refer to the UNM Core Curriculum. Arts and Design (3) For required courses, refer to the UNM Core Curriculum. STUDENT CHOICE (6) For required courses, refer to the UNM Core Curriculum. 3 GENERAL EDUCATION ELECTIVES / CONCENTRATION CORE (29-30) Any course at the 1001 level or above. 3 3 3 3 3 3 3 3 3 2-3 CES on file? Grad. Office Clearance:_ Date:

End of Document's Program Comparison's

Document 9

Future Direction



Fine Arts, Humanities and Social Sciences Division

Document 9: Future Direction

Beginning academic year 2019-2020, the "New General Education" as required by the New Mexico Higher Education Department will engage General Education courses with Assessments focusing on essential and indispensable skills to include the following areas:

- 1) Communication
- 2) Critical Thinking
- 3) Personal and Social Responsibility
- 4) Information and Digital Literacy
- 5) Quantitative Reasoning.

The goals for University-wide Assessment by December 2019 will be for students to be exposed to and to attain three Essential Skills in each Common Core Content Area. The idea is that faculty will administer within their courses the five specific skills in the General Education Core Curriculum. This plan is still in the early planning stages and will be monitored and updated accordingly.

Strengths:

The UNM-Gallup Fine Arts, Humanities and Social Sciences division faculty have a long and proud tradition of teaching excellence based on their exceptionally strong academic record of teaching, providing college, community and professional services, engaging in professional development activities, and conducting scholarly research and creative works. As Chair of FAHSS, my colleagues are inspiring, and I consider them family and friends, all of whom have strong passion in the work they do. Graduates and current and future students will have a positive impact on the lives of children and future generations as they carry with them a wealth of knowledge gained from their association with the Associate of Arts in Liberal Arts Program at UNM-Gallup. The strengths of the Fine Arts, Humanities and Social Sciences division rests with its faculty, support staff, and most importantly,

The UNM Assessment & APR Quarterly is included with diagrams and further description for the upcoming years.



Assessment & APR Quarterly

A publication from the UNM Office of Assessment & Academic Program Review September 2019



Special: Assessing the New

Gen Ed

What You Need to Know

Essential Skills:

As all of you know by now, the New Mexico Higher Education Department updated its model for General Education (GE) to focus on Essential Skills. The change from course analysis of content areas to the analysis of essential skill within those areas has already begun with this Fall 2019 semester. The five NMHED Essential Skills are:

Critical Thinking Quantitative Reasoning Communication

Information & Digital Literacy

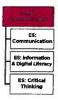
Personal & Social Responsibility

Changes to the Assessment Model:

In the past, assessment was performed on a course-by-course basis in each content area, with instructors and programs required to develop Student Learning Objectives (SLOs) independently. In addition, there was no GE program review. The new directive requires essential skill analysis across the GE programming, and there is no need to develop assessment plans and individual SLOs because they have been already developed.

Curriculum Mapping

The NMHED has mapped the new Essential Skills to the existing General Education Content Areas as shown in the figure below. As evidenced by this mapping, the expectation is that students will be exposed to and attain three (3) Essential Skills in each Content Area. For NMHED General Education purposes, Critical Thinking is the only Essential Skill that transcends all Content Areas. More information about each skill can be found here.















Schedule

The content areas that apply to your program will dictate which (and when) Essential Skills are assessed each year. A full description of the three year cycle is available here. For example, if your Core Curriculum Area is *Communication*, the schedule would be as follows:







Student Assignments

Student assignments/artifacts that reflect the Essential Skills will be collected mid to end of each semester. They will be submitted to the Office of Assessment using the fillable form located here. The submitted assignments will be rated with skill rubrics found here by a team of OA external reviewers. As mentioned above, GE will be assessed on a three year cycle, with one essential skill per year. Instructors will submit 1 fillable form with a minimum of 4 assignments to OA by May 15, unless otherwise arranged with the Office of Assessment & APR.

What About Existing GE Assessments?

Ongoing GE assessments for Fall 2019 will conclude by the end of 2019. All "old" GE reports (those for areas 6 & 7 in the previous assessment process) will need to be submitted to the Office of Assessment, as in the past, by January 31, 2020. That said, collection of artifacts for the new GE assessment will begin in Fall 2019.

Need More Help?

The Office of Assessment is ready to assist everyone in this new assessment process. If you have any questions, please call **277-4130** or email **assess@unm.edu** to schedule a consultation. You may also want to view these informative websites regarding the transition process:

NMHED Essential Skills and Content Areas

Office of Assessment GE upload form website

UNM Gen Ed website

DA/APR NEWS

Merged Assessment Plan and Report in PDF format

The Office of Assessment has developed a new plan and report form that has been merged into one PDF document. The new form was considered and reviewed by OA staff and the PCA. In order to facilitate the move to the new form, OA staff moved active plans to the new form and distributed them for review in August. The new plan/report form is available online here.

New Assessment Inventory

Over the summer. OA staff completely revised the repository inventory and developed a companion chart that easily conveys data about information that resides in the repository and what types of files are located there. OA staff will be reviewing the chart with schools, branches, and programs throughout the Fall semester.

Assessment Plans Up To Date

We would like to remind you to review your existing assessment plans and their active date range. An assessment plan should not be older than 3-5 years. If your plans are close to that age, you will need to begin creating an update. If you would like assistance with the development of a new plan, contact us at 277-1728.

Article Review - General Education Edition

A Brief History of General Education Terry O'Banion (2016) web link

As documented by Terry O'Banion, the current state and concerns of higher education core curriculum has a storied, ideological history. Arising from a new vision of the older aristocratic traditions of education, and a changing population at higher-ed institutions following the first World War, the 20th century saw a rapid and continual transformation of what is called the "general education" of a university, with many conflicting ideas coming into play. O'Banion's parsing of this history is a brief but fascinating glimpse into the roots of modern general education, offering important context to ideas most often taken for granted at an institutional level.

Newsletter Submissions:

We are accepting ideas and submissions for our next issues. Please email us at assess a unmedu before December 15, 2019.

Contact Information:

assess@unm.edu assessment.unm.edu apr@unm.edu apr.unm.edu

Note-Worthy Links

Interested in the **history** of General Education? Click here for a peer reviewed article from the Association of American Colleges & Universities.

Looking for the **new form** to upload Gen Ed assignments/artifacts? It's right here.

Want more information about UNM's General Education Curriculum? Click here.

The Office of Assessment & APR has released their fall schedule for **upcoming workshops**. Click here for more information.

Assessment Leaders...

Office of Advising Strategies

The 2016 Advisement Assessment Plan was overly complicated and Julie helped me focus our goals to something that would help us understand how to improve advising services. As a result, we discovered many things in the process of writing our latest Assessment Report This summer, both Julie and Bill helped us revise our plan (www.advisingplan.com) and they have been a wonderful resource, and feel like we have a well-developed plan going forward.

Laura Valdez, Director, Office of Advising Strategies

Academic Program Review (APR) News:

Upcoming APRs:
Department of Art - Oct 21-22, 2019
Water Resources Program - Nov 4-5, 2019
Department of History - Nov 11-12, 2019

Choosing an External Reviewer:

An Integral, and sometimes daunting, part of the program review process is the selection of external reviewers. Who would make a good reviewer? Who would not? What criteria should be followed during selection? This Chronicle of Higher Education article offers helpful tips when selecting reviewers, and discusses common issues that can be avoided.

Charla's Data Corner

Have you ever found yourself wondering how we calculate graduation rate? What exactly is the "First-Time, Full-Time" classification? And what's the difference between the "freshman cohort" and "freshman classification"?

Over the summer, the Office of Institutional Analytics in collaboration with the OA has developed a Data Dictionary to help alleviate confusion around common data variables used at UNM and in necessary state and federal reporting. To review common data terms and their definitions, please check out the newly published data dictionary here.

In other news, Charla will be changing her last name. So if you see emails from or events hosted by Charla Orozco, that's still her! Thanks!



Challenges ahead:

Scheduling

The current situation with UNM-Gallup, Liberal Arts course offering and scheduling is a challenge, the hope is to automate the process for ease and efficiency. Courses across the Liberal Arts have been aligned with the Matrix block schedule, and a special effort has been made to ensure courses with multiple sections, such as English 1120 or Math 1120, are made available once in each of the major time blocks (morning, afternoon, and evening) before a second section is offered in any one of the blocks. Options are offered throughout the year: fall, spring and summer semesters, respectively. Courses during the spring and fall semesters are scheduled to provide options in all time blocks to fulfill morning, afternoon, and evening course schedule availability. Courses are scheduled twice a week for 3cr hr. courses with an availability for Monday/Wednesday, Tuesday/Thursday, and weekend courses. Options for web-based, hybrid, and online delivery are also available. Plans for long-term schedules for course offerings at UNM-Gallup will allow for the completion of all requirements within a reasonable period of time.

AA Liberal Arts General Education Completion Requirements

In spring 2017, the UNM Curriculum Committee determined that the AA Liberal Arts Degree at UNM-Gallup did not fulfill basic UNM Core Requirements. It meant that students who transferred to UNM Albuquerque would be deficient in multiple areas and will have taken at least 6+ unnecessary credit hours as well. Therefore, an updated AA Liberal Arts degree program graduation checklist was approved by UNM Curriculum Committee and UNM-Gallup has since incorporated these changes. The goal in spring 2017, was to address these issues by aligning the AA Liberal Arts to fulfill basic UNM Core Requirements toward the completion of a bachelor's degree program within the UNM. In Fall 2018 the Arts and Sciences Division faculty voted to approve the proposed revisions to the Associate of Arts in Liberal Arts degree program changing the Student Advisement and Graduation Checklist from the "old to new version" (included in review packet in this section). These changes were adopted and implemented in the fall semester of 2019.

Because of recent changes to the UNM core—from 37 credit-hours to 31 credit-hours—further changes to our AALA degree program are required. In addition, the changes will ensure students take courses that will count toward their core requirements at UNM-Albuquerque. To avoid requiring UNM-Gallup students to take courses they will not need at main campus, necessary revisions were made to the curriculum to meet the fall 2019 curriculum changes within the AA in Liberal Arts Degree.

AA/LIBERAL ARTS (60-61 Credits) - NEW VERSION Student Advisement and Graduation Checklist - 2019-2021 Catalog UNM ID #______ Date admitted_

Student_

Address Phone #	Academic Advisor Phone #			
Phone #		Pn(one #	
GENERAL EDUCATION REQUIREME NOTE : For required courses, refer to the <i>Ungrades in all course work</i> .	NTS: (25) Credi NM Core Curriculum Gen	ts Grade eral Educatio	Semester/Institution on Core in the Catalog. <u>C or bette</u>	
Writing and Speaking (6) For require	nd courses, refer to the UNM Co	ore Curriculum. ———		
Mathematics and Statistics (2) 5	3			
Mathematics and Statistics (3) For	required courses, refer to the t	UNM Core Currica 		
Physical and Natural Sciences (4)	For required courses, refer to t	the UNM Core Cu	urriculum.	
Social and Behavioral Sciences (3)	For required courses, refer to	the UNM Core C	Curriculum.	
Humanities (3) For required courses, refe	er to the UNM Core Curriculum.			
Second Language (3) For required cour	rses, refer to the UNM Core Cu	rriculum.		
Arts and Design (3) For required course.	s, refer to the UNM Core Curric	culum.		
	3			
STUDENT CHOICE (6) For required cours	ses, refer to the UNM Core Cun	riculum.		
	3			
GENERAL EDUCATION ELECTIVES /	CONCENTRATION CO	RE (29-30) A	Any course at the 1001 level or above	
	3			
	3			
	3			
	3			
	3			
	3			
	3 2-3			

AA/LIBERAL ARTS (60-61 Credits) – OLD VERSIONStudent Advisement and Graduation Checklist - 2017-2019 Catalog

Student_	UNM ID #		Pate admitted	
AddressPhone #	Academic Advisor		Phone #	
GENERAL EDUCATION REQUIREMENT				
NOTE : For required courses, refer to the UNM grades in all course work.	Core Curriculum Gen	eral Education (Core in the Catalog. <u>C or better</u>	
Writing and Speaking (9) For required co	urcas rafar to the LINM Co	aro Curriculum		
——————————————————————————————————————	3	——		
	3 3			
Mathematics (3) For required courses, refer	to the UNM Core Curriculu. 3	m.		
	81	-		
Physical and Natural Sciences (7-8) F	or required courses, refer to 3/4		rriculum.	
			SE 12	
Social and Behavioral Science (6) For I	required courses, refer to t	he UNM Core Curric	ulum.	
	3 3			
Fine Arts (3) For required courses, refer to the	A LINM Core Curriculum			
	3			
Humanities (6) For required courses, refer to	the UNM Core Curriculum.			
	3			
				
Foreign Language (3) For required courses,	, refer to the UNM Core Cu 3	rriculum. 		
GENERAL EDUCATION ELECTIVES / CO	_	RE (23) Any cour	se at the 101 level or above.	
	3 3			
	3			
			May, 2015	
GPA CES on file?				
Grad. Office Clearance:		Date:		

End of Documents Fithing Direction

End of Fall 2023 WINN Gallip AL liberal Arts Program Review Submission