

**University of New Mexico – Los Alamos**  
**NMHED Core Competencies Report 2009-2010**

**Syllabi for all courses**

**Area I**  
**Area II**  
**Area III**  
**Area IV**  
**Area V**

**University of New Mexico – Los Alamos**

**NMHED Core Competencies Assessment 2009-2010**

**Area I Courses  
Communications**

Syllabi

Engl 101/1113

Engl 102/1114

CJ 130/COMM 1113

## English 101: Introduction to College Writing Spring 2010

Instructor	Class Day/Time	Contact Info	Office Hours
Ms. Tracy	M 8:30-9:45 rm 412	EMAIL:	Before/after class and by appointment
Thompson	W 8:30-9:45 rm 612	Phone: (Between 9:00 – 3:00)	

### Credit Hours

English 101 is a lower division course that carries 3 credit hours. **Students must earn a C or higher to transfer or receive credit for English 101.** A C- IS NOT transferable per main campus policy. **We will spend 2.5 hours a week in class, and you can expect to do roughly 6-8 hours of work per week outside of class.**

### Course Description

This course is designed to introduce you to academic writing, which is the kind of writing most often expected of college students; therefore, this semester, you will learn how to use critical reading to help present information that is reasoned, well-organized, and written clearly and coherently. These reading and writing skills will be essential in your studies here at the university, and they will help you succeed in the world beyond the university. **Major topics studied:** critical reading, rhetorical thinking, the composition process, organization, use of generalizations and specifics, research, grammar, and punctuation.

### Textbook and Supplies

- *The Allyn & Bacon Guide to Writing* (5<sup>th</sup> ed) Ramage, Bean, Johnson.
- For grammar/punctuation questions, go to Purdue's online writing lab (OWL) at <http://owl.english.purdue.edu/handouts/index.html>
- Thumb Drive (or similar device) for saving work done in the computer lab
- Recommended: 3-ring binder with dividers. Create separate sections for each writing project, the annotated bibliography, the mid-term exam, the final exam, guidelines (syllabus, schedules, etc), and grammar/mechanics

### Course Goals and Objectives

The main objective of this course is to prepare you to write coherent and well-thought out documents for your college courses by having an understanding of rhetorical knowledge, critical reading and thinking, the composition process, and writing conventions. The goals in these areas for this semester include:

#### Rhetorical Knowledge

By the end of the semester, you should be able to

- Focus on a purpose
- Respond to the needs of different audiences
- Respond appropriately to different kinds of rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation



- Adopt appropriate voice, tone, and level of formality
- Write in various genres

### **Critical Thinking, Reading, and Writing**

By the end of the semester, you should be able to

- Use writing and reading for inquiry, learning, thinking, and communicating
- Understand writing assignment as a series of tasks
- Integrate your own ideas with those of others
- Understand the relationships among language, knowledge, and power

### **Process**

By the end of the semester, you should

- Be aware that it usually takes multiple drafts to create and complete a successful text
- Understand writing as an open process that permits writers to use later invention and rethinking to revise their work
- Be able to critique your own and others' work

### **Knowledge of Conventions**

By the end of the semester, you should

- Successfully apply common formats for different kinds of writing situations
- Know genre conventions ranging from structure and paragraphing to tone and mechanics
- Be able to control such surface features as syntax, grammar, punctuation, and spelling

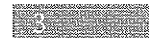
**Course Content:** In order to accomplish our goals, we will read from your textbook and from handouts, and discuss the ideas they contain and how they apply to your writing. There will be short, written homework assignments meant to prepare you for class discussions. We will spend some class time drafting and revising in the computer lab, working individually and in small groups. I may also assign grammar or punctuation exercises to help address areas of weakness and in-class writing exercises. We will write short essays (1-2 pages), longer essays (3-6 pages), an annotated bibliography, and mid-term and final in-class essays.

### **Attendance**

All English 101 sections must follow the same rigorous attendance policy. This policy is enforced because we, as a department, understand the very intimate connection that exists between classroom attendance and writing performance, indeed student performance in general. **A maximum of two weeks' worth of absences is allowed and absences above this number will result in administrative withdrawal from the class.** Emergency, illnesses, and long-term absences will be considered on a case-by-case basis. **You are responsible for getting assignments in on time or as soon as possible after an absence.** You are responsible for changes I may have made regarding an assignment, even if you were absent when I announced a change. If you must be absent, notify me as soon as possible, preferably in advance.

### **Assessment**

UNM-Los Alamos conducts ongoing assessments of student learning so it can continue to improve its curriculum to give you the best education possible. The mechanism for this assessment will be selected by your instructor and may include exams, projects, or other assignments. The assessment will focus on the learning outcomes listed in this syllabus. The data from this assessment will be collected



anonymously. It will be reported to the department, the Office of Instruction and posted on the web. The information collected will be used to make improvements to curriculum and teaching. This assessment is not a reflection of your grade and is not a grading exercise; it is simply an evaluation of how well students are mastering certain skills.

### **American Disabilities Act**

In accordance with University Policy 2310 and the American Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as the 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. Contact Accessibility Services at 505-661-4692 for additional information.

### **Dishonesty 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. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, tests, or assignments; claiming credit for work not done or done by others; and hindering the academic work of other students. **I have zero tolerance for intentional plagiarism.** Plagiarism is the using of another's language and/or ideas without acknowledging the source, and it's a serious offence. Plagiarism in this course results in one or more of the following consequences: failure of the assignment, failure of the course, and disciplinary action by the University. **ALWAYS cite your sources.**

### **Unexpected Class Cancellation**

Due to difficulties in informing students in advance of a teacher's illness or emergency, students who arrive for class and find the teacher isn't there should wait 15 minutes (just in case he or she is simply late). After 15 minutes, students should go to building 1 to the front desk to seek information or to their corresponding on-site contact for other locations. If there is no information, students should assume that class has been canceled for the day and are free to leave. When possible, the instructor will call or email students to let them know of a canceled class meeting.

### **Computer Account Policy**

- **You are required to have a Main campus computer account (NetID).** You will use this account to register for classes through MyUNM, <http://my.unm.edu>, to read and send email (your UNM e-mail address looks like NetID@unm.edu), print transcripts, check financial status, and check degree progress.
  - Students are required to check their UNM email as this is the main communication method used by the university. Students may visit <http://it.unm.edu/howtos/504.htm> for simple instructions on how to forward their campus e-mail to a different address.
  - Your UNM NetID will be used to access computers on the UNM-Los Alamos campus.

### **Tutoring**

**We have a FREE tutoring center located in Bldg. 1- lower level.** The tutors are there to help you strengthen your skills in any capacity related to English—grammar, organization, composition structure, idea-gathering, etc. The tutors ARE NOT just proofreaders for you and ARE NOT going to do your work for you. ***Smart students learn how to use the resources available to them, so I highly recommend using***

**our tutoring center.** If you do, be sure to show up with your materials—textbook, writing assignment, and, if you have one, a rough draft. Don't show up without having done the readings or without having read the assignment. The tutors can only serve you if you come prepared. I give extra credit points for working with a tutor. The tutor must sign a piece of paper saying when and how long you worked together. Each visit of at least ½ hour earns 1 point.

### Revision Policy

Students may **revise** out-of-class essays to bring up grades. Revising an essay after receiving instructor feedback is an excellent way to improve your writing, and I encourage all students to take advantage of this policy. However, revisions are not the same thing as corrections. **Revised work must contain substantial content improvement in every paragraph and be essentially error-free. I will not re-grade a paper unless it contains substantial revisions.** You must attach the original graded copy of the essay to the back of the revised version. You will have one week from the date it is returned to you to revise a paper. The new grade will replace the original grade.

### Late Policy/Make up Work

Work is due **on** or before the date specified in the assignment, at the **start** of class. Late papers will be reduced 5% per class meeting after the due date. Most in-class work cannot be made up.

### Grading Policy

Grades are based on Classwork and **Homework** (20%), Writing Projects (40%), Midterm Essay Exam (10%), Annotated Bibliography (20%), Final Essay Exam (10%)

Grade	Percentage	B+	89-88%	C+	79-78%	D+	69-68%
A	100-92%	B	87-82%	C	77-72%	D	67-62%
A-	91-90%	B-	81-80%	C-	71-70%	D-	61-60%

### Student Conduct Policy

All students are expected to conduct themselves in ways which contribute to the creation of an environment conducive to learning including respecting (though not necessarily agreeing with) the ideas of others. Constructive criticism and respectful debate is encouraged; personal attacks are prohibited. Your classmates have the right to receive instruction unhindered by disruption. Students who interfere with the rights of others or conduct themselves in ways that are not appropriate to the pursuit of higher education may be administratively withdrawn from the class.

### Final Note

To succeed in this course, you will need to plan your time carefully. You will need time to think and to work through the writing process. Don't wait until the last minute to start the projects for this class. You will need to come to class on time and prepared with the day's assignments completed. If you are having difficulty with the work or any other concerns related to the class, please talk to me before or after class, by email, or by phone so that we can set up a time to address your concerns.

ENGLISH 102 (301)  
MW-10-11:15

ANALYSIS AND ARGUMENT

Spring 2010  
Rm. 612, W-412

—411-hours, MW -11:15-11:45 or by appt., phone-, office-662-5919,ext351 email- @ unm.edu

TEXTS:

BEST REMEMBERED POEMS-Martin Gardiner

HAMLET-William Shakespeare--, Edited Cyrus Hoy, Norton Critical Edition

THE ALLYN AND BACON GUIDE TO WRITING-Ramage, Bean, and Johnson  
Dictionary (American Heritage or Random House)

Mechanics and Punctuation help-<http://owl.english.purdue.edu/handouts/index.html>

Online writing lab

DATES:

Jan 19—Classes Begin

Jan 29-Registration Closes

Feb. 12- Last Day to change grading option

Feb. 5 – Last Day to withdraw from class with no grade

Mar. 10 –MIDTERM!

Mar. 28-April 3-SPRING BREAK!!!

April 16- Last day to withdraw with no approval W/p,W/F

May 7 – Last Day to withdraw with approval W/P, W/F

MAY 8 – SATURDAY ---FINAL EXAM!

ATTENDANCE POLICY:

To the very best of your ability, you are expected to be punctual and to attend every class session of this course. Because each class session reviews, introduces and tests important concepts, prompt and regular attendance is encouraged for ultimate success. Students who miss a total of more than one week's worth of classes (2 classes) are urged to meet with the instructor to discuss dropping this class. Students who miss more than two week's worth of classes (4 classes) FOR ANY REASON will be administratively dropped from this class with a W/ no credit, or a W/Fail.

STUDENTS WHO MISS ANY OF THE FIRST CLASS SESSIONS FOR ANY REASON ARE STILL HELD REPOSNSIBLE FOR THEM AND THE ABSENCES THEY INCUR.

Students with special needs are asked to inform the instructor as soon as possible to ensure these needs are met in a timely manner.

Please turn off all cell phones when you are in class!!!!

**ENGLISH ASSESSMENT-**

The UNM-LA English program conducts ongoing assessment on student learning so that we can continue to improve our curriculum to give you the best education possible. The assessment takes place on your final exam. Your final exam will be a timed, in class writing asking you to respond, using a specific rhetorical pattern, to a reading previously discussed in class. The final exam will be assessed by a panel of English instructors will evaluate how well the exam mastered Logical Order (specifically using appropriate rhetorical patterns and organization within and among paragraphs), Idea Support specifically how well the question is answered and the use of examples), and Sentence

Clarity . The data we collect from this assessment will be reported to all English instructors and the Office of Introduction and used for department discussions on course curriculum. This assessment is not a reflection of your grade and is not a grading exercise; it is simply an evaluation of how well students are mastering certain skills.

### American Disabilities Act

**In accordance with University Policy 2310 and the American Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for the accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as the instructor is not legally permitted to inquire. Students who might need help in an evacuation procedure should contact the instructor about the procedures to follow. Contact Accessibility Services at 505-661-4692 for information.**

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### Computer Account Policy

Local UNM-Los-Alamos students must have two computer accounts:

1. **Main campus account (NetID):** Use this account to register for classes through MyUNM (<http://my.unm.edu>). This account is also used to read and send e-mail (your UNM e-mail address looks like NetID@unm.edu), print transcripts, check financial status, and check degree progress. You can access MyUNM by clicking on the "My UNM" link on either the UNM-Los Alamos web page (<http://www.la.unm.edu>) or the main campus web page (<http://www.unm.edu>), or by typing in the web address <http://my.unm.edu>. You must then login using your NetID and password. You can access your UNM e-mail from your MyUNM page by clicking on the e-mail tab or e-mail icon. You may forward UNM e-mail to another account; for information about how to do this, browse to <http://fastinfo.unm.edu>, click "Find Answers" and type "forward e-mail" in the Search by Keyword box.
2. **UNM-LA campus account:** This account gives you access to the Los Alamos campus network through any of the computers in the various computer labs on campus. These accounts are required for many courses at UNM-LA, including English, math, computer technology, and others. You must have your main campus account before you request a UNM-LA account. Requests for this account are made at the computer in the lobby of Building #3 (Computer Center). UNM-LA campus accounts no longer have e-mail associated with them (see #1 above for information concerning e-mail).
3. **UNM-LA Wireless network:** Wireless access is available as open (not encrypted) or secure (encrypted; login authentication with a UNM-LA computer account). To access the UNM-LA wireless network please see the instructions at <http://www.la.unm.edu/Wireless/>

### **PLAGIARISM**

Plagiarism is a serious matter of academic dishonesty. Learn to use quotes and cite sources as needed to give credit whose words you use. If you copy, expect to risk the loss of the value of the assignment, loss of course credit, and serious discipline by the University. Don't borrow from well-known writers or less known classmates to get an assignment done

**Late Work**---Work that is turned in after the deadline for the assignment will receive one grade deduction from the assigned grade for each day that it is late.

**Goals and Objectives (Learning Outcomes) for English 102**

To learn to read and appreciate works of literature and understand the terminology of analysis

To learn to discuss and to write analyzing literary works and formulating ideas for analysis

To generate and support logic in analyzing works of literature and to demonstrate that structure in writing

To understand and generate a formal paper using MLA formatting

To understand and use appropriate sources and to show the understanding of paraphrasing and summarization to demonstrate integrity and avoid plagiarism in the student's work

To evaluate and discriminate among online sources and journals and published materials

To learn to argue a point and support that point with textual examples in a piece of work to defend a controversial issue.

To be able and willing to generate more than one draft to put together a completed paper

To learn and to demonstrate skills to critique the student's own work and that of classmates

To hone skills of correct syntax, grammar, word choice and punctuation

To learn and use good editing skills to complete any written work for any class

**GRADING:**

25% --- FINAL EXAM	15% --- MIDTERM EXAM
25% ---IN-CLASS ESSAYS	10 % ---QUIZZES
25% ---OUT-OF CLASS ESSAYS (INC. RESEARCH PAPER)	

**WEEK 1** (Jan 20)

Readings:

Handout—Wolff—"Powder" and Updike—"A & P"

WED---Pick up Course Outline! Introduction to the course (3 x 5cards, course goals, grading, midterms, final, conferences, papers, and rewrites) Get a Flash drive for the computer to save your materials! Be sure you have a password for computer usage!

**WEEK 2** (Jan. 25, 27)

Reading:

BRP-Tennyson-"Break, Break, Break" -177, Frost "Fire and Ice" p. 35, Byron "She Walks in Beauty" p. 15,

Mon -Review Sentence Fragments, Talk about terms, Discuss Wolf and Updike, Start to discuss Tennyson and Frost

Wed -Write In-Class Essay #1-Diagnostic Essay on the Short Stories/Wolf and Updike

**WEEK 3** (Feb. 1,3)

Readings:

BRP—Browning, "Meeting at Night"-7, Masfield- "Sea Fever" p. 105

Burns, "To a Mouse"- pg 11, "Sandburg, "Fog" -149, "Chicago" -p 148

Mon— Make up **Terms** List, Discuss Browning and Masfield, Burns, and Sandburg, Review Comma Splices and Run-ons, exercises and quiz

Wed.—Start Out of Class Essay #2 in class (Poetry Paper Analysis), review thesis and structure of the analysis essay (Browning, Burns, Tennyson)

**WEEK 4** ( Feb. 8,10)

Readings:

BRP-Shelly-“Ozymandias” p. 163, \*Wordsworth –“Composed on Westminster Bridge” p. 200,\* “The World is Too Much with Us” p200, Kipling-“If” p. 78

MON-Review Apostrophes and quiz, Discuss Library Research Paper assignment. Discuss Shelly, Wordsworth, and Kipling

WED—Essay #2-Out of Class-Due today, Peer Review in class, Work on rewrite on one essay for a little bit!

**WEEK 5** (Feb. 15, 17)

Readings:

BRP-Keats—“Ode on a Grecian Urn” p. 68, \*Frost “Mending Wall”- p.34, Dickenson, “Because I could not Stop for Death” p. 24, Coleridge, “Kubla Kahn” p. 20, \*McCrae “In Flanders Field” p 102, \*Gray, “Elegy Written in a Country Churchyard

Read the Preface to HAMLET, pages vii-XII

MON –Pronoun-Noun Agreement exercises and quiz review, Discuss Keats, Frost, and Dickenson

WED—In class Essay #3 (on Keats, Dickenson, or Coleridge)—due at the end of Class

**WEEK 6** (Feb. 22, 24)

Readings:“Everyday Use” by Alice Walker-page 333-Alan and Bacon

HAMLET- Act I, pages 3-25

MON.—Review S-V Agreement and quiz, discuss argument and student paper, Start thinking of Research Paper Topic!!!!

WED—Turn in a written form of the Thesis for your Research Paper! Star Out-of-class Essay #4

**WEEK 7** (March 1, 3)

Readings:

Midterm Readings-HAMLET Act II

Melancholy- pages 109-112

MON —Turn in Research Paper outline, Discuss Midterm Readings(Frost, McCrae, and Wordsworth and Gray)

WED –Turn in Out of Class Essay #4, Work on rewrites for the first set of essays in class!

**WEEK 8** (Mar.8, 10)

Readings for Midterm—

HAMLET-Act III, pages 43-66, Demonology, pages 113-117

MON. —Discuss Midterm Readings (Poems ) and Study Guide Questions for test! Go over Evaluation Sheets for Midterm

WED—**MIDTERM EXAM!** Use the entire Class!

**WEEK 9** (Mar. 15, 17)

Readings:

HAMLET-Act IV, pages 66-84 , pages 149-153

MON –Review Quotation Marks and Punctuation for use in Research Paper!!! Discuss  
Research Paper, Works Cited Page Due in Class

WED.—\*Library Research work with Dennis Davies Wilson in class!

**WEEK 10** (Mar. 22,24)

Readings:

MON –CONFERENCES!!! Please keep yours! Work on your Research Paper!!!!

WED—CONFERENCES

**WEEK 11** (April 5, 6)

Readings:

MON – RESEARCH PAPER ROUGH DRAFT DUE Today!!

WED. –Review Semi-colons, exercises and Quiz, Discuss Rough Drafts

April 14 – Research Paper Due!

Final exam –May 8, Saturday

Readings for Midterm Wordsworth, Frost, and McCrae, and Gray

Readings for Final-HAMLET

**CJ130—Public Speaking (300)**

Fall 2010

Links in Learning 2: Alpha Males, Bodacious Babes, and Mere Mortals: Greek Mythology  
3 Credits, TTH 10-11:15 (Rm 625)

, OFFICE 411, Hours—11:15-11:45 or by Appt  
Phone—, school 662-5919, ext 351, email

**TEXT:**

PUBLIC SPEAKING-Stephen A. Beebe and Susan Beebe –Seventh Edition

**DATES:**

Aug. 23—Instruction Begins  
Sept.6—Labor Day Holiday  
Sept. 3—Last day to drop or add a class  
Sept. 17—Last day to change grading option  
Oct. 3—Last day to withdraw with no grade  
Oct 11—Columbus Day Holiday!!  
Oct 14--MIDTERM EXAM!!!!  
Nov. 11—Veterans’ Day Holiday!  
Nov. 12 Last day to withdraw with approval, W/P, W/F  
Nov. 25—Thanksgiving Holiday!  
Dec. 11 – Saturday—Final Exam!!!!!!!

**NO CELL PHONES ARE ALLOWED IN THIS CLASS!!!!**

The student who enters this class late is responsible for all work from the first day of class!

**Any student in this class who is disruptive and distracting to others will be dropped from this class!**

**ATTENDANCE POLICY:**

To the very best of your ability , you are expected to be punctual and to attend every session of this class. Because each class session introduces, reviews, or tests important concepts, prompt and regular attendance is strongly encouraged for ultimate success. Students who miss a total of more than one week’s worth of classes (2 classes) are urged to meet with the instructor to discuss dropping the class, and students who miss more than 2 weeks’ worth of classes (4 classes) FOR ANY REASON – INCLUDING THOSE BECAUSE OF LATE ENROLLMENT will be administratively DROPPED from the class with a W/No Credit or a W/Fail.

**American Disabilities Act:**

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## Computer Account Policy:

Each student is required to obtain two computer accounts: One is a UNM-LA campus account. This account allows the student access to the Los Alamos campus network and is what a student would use when writing a paper or getting internet access. Requests for one of these accounts can be made at the computer in the lobby of building 3. The account no longer has email associated with it. This service is provided by main campus through a UNM Net ID described in the next paragraph.

The second is a main campus account (NetID) . This account is accessed through [my.unm.edu](http://my.unm.edu) and is the account that is needed to register for classes, print transcripts, check financial status, and check degree progress. The account should be used for reading and sending email. The UNM email address looks like: [NetID@unm.edu](mailto:NetID@unm.edu) where netID is your personal login.

Students may access their email by selecting the MyUNM link from the UNMLA web page. UNM's main web page or by opening [my.unm.edu](http://my.unm.edu) and logging in with their NetID. Once logged in, they can click the e-mail icon or the email tab. Also, students may forward their email from their UNM account to another account of their preference. Information for that procedure can be had by opening [fastinfo.unm.edu](http://fastinfo.unm.edu), clicking on Find Answers, and entering 'forward email' as the search words.

## Course Description:

This course is designed to provide both a practical introduction to the fundamental principles of public speaking and a forum for practicing public speaking skills. Through a variety of instructional strategies—discussion, class workshops, readings, lectures, and presentations—the student will learn the processes by which effective speeches are conceived, prepared, and delivered. The topics for the speeches will be linked to another credit course in which the cadre of students are enrolled.

## Course Objectives and Outcomes:

1. To increase the student's confidence in his/her public speaking ability
2. To learn the principles of effective public speaking
3. To reinforce existing speaking skills and identify areas of improvement
4. To demonstrate effective aspects of speech preparation
5. To demonstrate effective aspects of speech delivery
6. To appropriately apply the skills of public speaking to a variety of speech contexts.

## Attendance/Late arrival/early departure Policy:

Because this course emphasizes live performance as well as a class discussion, attendance is essential. The Above Attendance Policy is in place.

1. You will have your first 2 absences without penalty. The second two will deduct 4 points for each. Use these absences wisely. Each extra absence will do the same.
2. You must be in class for the majority of the class to be considered present.
3. It is imperative that you be on time, so as not to disturb the student who is speaking.
4. /Any exception of this policy is at the discretion of the instructor after considering the circumstances. All absences after the first must be discussed with the instructor in advance of the class.

5. Make-up and Late Speeches must be scheduled with the instructor to earn credit. Not showing up for a scheduled speech will result in a grade of F.

### Assignments and Evaluation:

Each of the following assignments and speeches will be detailed in the Assignment Handout and the grading parameters will be outlined in the Rubric(grade sheet) for that speech.

In-class Impromptu Speech	25%
Ice Breaker Speech	7%
Informative Speech	17%
Demonstration Speech	17%
Fact Finding Speech	17%
Final-Persuasive-Presentation Speech	17%
	-----
	100%

Your grade for speeches will be based on content, delivery, and style, as well as improvement over the semester. Your grade will be based on the above averages minus the points for absences. It will be your responsibility to find out your grade via the computer as soon as the semester ends. You may be called upon to give student graded critiques for helping you fellow classmates with the execution of their speeches.

If you should decide to drop the class, please follow the policies in the University Class Schedule.

### COURSE SCHEDULE

This tentative schedule follows the details of assigned readings, information to be covered during each class session, presentation and exam dates, assignment due dates, and scheduled speech times---everything you need to know to stay on top of this class. It is tentative, because it is subject to change at the needs of this class: and students will be informed well in advance of these changes. Check the schedule before every class so that you are prepared for each session.

#### WEEK 1

8/24	Tuesday	Course Outline Overview and <b>student Introductions</b>
8/26	Thursday	Discuss Chapters 1 and 2

#### WEEK 2

8/31	Tuesday	Discuss Chapter 4-Listening <b>DUE: ICE BREAKER SPEECH</b>
9/2	Thursday	Discuss Chapter 5 Analyzing your Audience <b>DUE: ICE BREAKER SPEECH</b>

WEEK 3

9/7 Tuesday Discuss Chapter 6-Developing your Speech  
**DUE:ICE BREAKER SPEECH**

9/9 Thursday Discuss Chapter 8—Support  
Assignment---Informative Speech

WEEK 4

9/14 Tuesday Discuss Chapter 15--Informative Speech (May use some of your research from  
Olympic Deity Project)

9/16 Thursday Discuss Chapter 13-Visual Aids

WEEK 5

9/21 Tuesday **DUE: INFORMATIVE SPEECH**

9/23 Thursday **DUE: INFORMATIVE SPEECH**

WEEK 6

9/28 Tuesday **DUE: INFORMATIVE SPEECH**

9/30 Thursday **DUE: INFORMATIVE SPEECH**  
Assignment: Demonstration Speech

WEEK 7

10/5 Tuesday Discuss Chapter 5—Audience, Discuss Dem Speech

10/7 Thursday Discuss Chapter 7, and 3

WEEK 8

10/12 Tuesday **DUE: DEMONSTRATION SPEECH**

10/14 Thursday **DUE:DEMONSTRATION SPEECH**

WEEK 9

10/19 Tuesday **DUE:DEMONSTRATION SPEECH**

10/21 Thursday **DUE:DEMONSTRATION SPEECH**

**University of New Mexico – Los Alamos**

**NMHED Core Competencies Assessment 2009-2010**

**Area II Courses**

**Math**

Syllabi

Math 121- Algebra

Math 162 - Calculus

Stat 145 - Statistics

INSTRUCTOR:  
OFFICE:

NUMBER: Math 121  
TITLE: College Algebra  
MEETING TIMES:

CONTACT: Phone:  
e-mail:

OFFICE HOURS:

TEXTBOOK: College Algebra : A Graphing Approach 5<sup>th</sup> edition by Larson, Hostetler,  
Edwards ISBN 978-0618-85188-1

**THE UNIVERSITY OF NEW MEXICO — LOS ALAMOS**  
**COURSE SYLLABUS**  
**MATH 121 COLLEGE ALGEBRA (3 CREDIT HOURS)**

**Catalog Description:**

Preparation for Math 150 and 180. The study of equations, functions and graphs, especially linear and quadratic functions. Introduction to polynomial, rational, exponential and logarithmic functions. Applications involving simple geometric objects. Emphasizes algebraic problem solving skills. Prerequisite: fulfillment of department placement requirements or a grade of C (not C-) or better in Math 120.

**Assessment**

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**Course Objectives:**

1. Working with graphs: Students will demonstrate the connection between algebraic functions and their graphs based on the Cartesian plane. They will identify features such as domain and range, intercepts, asymptotes and general overall behavior for these graphs. (HED Area II: Mathematics, Algebra, Core Competency # 1)
2. Solve various kinds of equations: Students will solve a variety of equations from linear, polynomial, rational through to exponential and logarithmic. (HED Area II: Mathematics, Algebra, Core Competency # 2)

3. Communication: Students will use proper mathematical notation and terminology to communicate mathematical phrases. (HED Area II Mathematics, Algebra, Core Competency # 3)
4. Working with functions: Students will demonstrate an understanding of the behavior of the various families of functions from polynomial, rational, exponential and logarithmic. (HED Area II: Mathematics, Algebra, Core Competency # 3)
5. Modeling and solving applied problems: Students will construct mathematical models which reflect real world scenarios. They will identify the information given and find the requested information. (HED Area II: Mathematics, Algebra, Core Competency # 4)

### **Learning Outcomes:**

At the conclusion of the course, the student should be able to:

#### Course Objective # 1 Working with graphs:

1. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.
2. Sketch a graph using point plotting and analysis techniques.
3. Understand the basic transformations of functions: horizontal and vertical shifts, reflections, and non-rigid transformations
4. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic function.

#### Course Objective # 2 Solve equations:

5. Solve quadratic equations using various methods.
6. Use the Fundamental Theorem of Algebra with the Linear Factor Theorem to recognize how many roots a higher order polynomial has in the complex number system.
7. Solve basic inequalities and graph on the real number line their solution sets.
8. Recognize and use the standard equation for a circle.
9. Solve Exponential and Logarithmic equations.

#### Course Objective # 3 Communication:

10. Use and understand function notation,  $f(x)$ . Know vocabulary related to functions, for example, domain, range, independent variable, etc.
11. Understand the definition and some uses of absolute value notation.
12. Understand the definitions: “complex plane”, “absolute value of a complex number”, “addition” and “multiplication” of complex numbers, and “conjugate” of a complex number.

#### Course Objective # 4 Working with functions:

13. Graph a function using a graphing utility, and use that graphing utility to find intersections, zeros, relative extrema, and specific values of the function.
14. Add, subtract, multiply, divide, and compose functions.

15. Understand what is meant by a pair of inverse functions, know how to algebraically find the inverse of some functions, know the graphical characteristics of a pair of inverse functions, and know how to prove a function either is or is not an inverse of another function.
16. Write and simplify the difference quotient for a given function.

Course Objective # 5 Modeling and solving applied problems:

17. Apply knowledge of functions, especially linear, quadratic, exponential, and logarithmic functions, to many specific real-world applications.

### **American Disabilities Act**

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### **Evaluation Criteria/Grading**

Evaluation will be based on the following and weighted as indicated:

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### **Attendance Policy**

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**Dishonesty Policy Statement**

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**Course Outline/Assignments –**

*Please attach your outline including dates and chapters to verify compliance with catalog/main campus requirements. Including assignments in this part of the syllabus is encouraged.*

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Outcomes Assessment Matrix for **Math 121** Final  
Fall 2009-Summer 2010

Class: Math 121

Instructor:

Number of Students:

**Instructions:** This is the matrix on which each course section final examination results should be analyzed. Note that there is one row for each of the ten problems common to each instructor's final examination. On this matrix there are eleven rows as the instructors chose to use two problems for one of the learning outcomes. In each box containing a learning outcome there is space for the individual instructor to write the number of the related problem from the instructor's actual final examination.

**Explanation of levels:**

**Advanced Mastery:** Student completes problem perfectly including demonstrating understanding of concept, performance of any arithmetic needed, correct thought processes, organization of information and work, etc.

**Basic Skills Mastery:** Student demonstrates understanding of the concept and does most of the calculation correctly. Student could have some minor computational mistakes.

**Progress:** Student demonstrates some familiarity with the concepts

**No Progress:** Student demonstrates no understanding or familiarity with the concept.

INSTRUCTOR: NUMBER: Math 162  
 OFFICE: TITLE: Calculus I  
 MEETING TIMES:  
 CONTACT: Phone:  
 e-mail:

OFFICE HOURS:  
 TEXTBOOK: Calculus, Early Transcendental Functions, 4<sup>th</sup> By Larson, Hostetler,  
 Edwards; Cengage Publisher; ISBN: 0-618-60624-6

**THE UNIVERSITY OF NEW MEXICO — LOS ALAMOS**  
**COURSE SYLLABUS**  
**MATH 162: CALCULUS I (4 Credit hours)**

**Catalog Description:**

Derivative as a rate of change, intuitive, numerical and theoretical concepts, applications to graphing, linearization and optimization. Integral as a sum, relation between integral and derivative, applications of definite integral. Prerequisite: fulfillment of placement requirements or grade of C (not C-) or better in Math 123 and Math 150.

**Assessment**

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**Course Objectives:**

1. Students will demonstrate an understanding of the theoretical, geometrical underpinnings of the calculus. (HED Area II: Mathematics (Calculus) Core Competency # 1)
2. Students will use the concepts of functions, limit, continuity, derivative, and integral and apply the theory of calculus through manipulations. . (HED Area II: Mathematics (Calculus) Core Competency # 2)
3. Students will apply methods of calculus to optimization, graphing, and approximation. . (HED Area II: Mathematics (Calculus) Core Competency # 3)
4. Students will apply differential and integral calculus to problems in geometry, physics, and other fields. . (HED Area II: Mathematics (Calculus) Core Competency # 4)

**Learning Outcomes:**

At the conclusion of the course, the student should be able to:

**Course Objective # 1**

1. Show an intuitive understanding of the concept of limit.
2. Demonstrate understanding of the derivative as the rate of change of a function, in both analytical and graphical setting.
3. Apply first and second derivatives to graphing.
4. Understand and use the fundamental theorem of calculus.
5. Calculate Riemann sums and understand their uses.

**Course Objective # 2**

6. Determine the limit of a function and its continuity.
7. Perform the mechanics of differentiation on any combination of elementary functions.
8. Perform implicit and logarithmic differentiation.
9. Demonstrate an understanding of integration, both the antiderivative (indefinite integral) and definite integral.

**Course Objective # 3**

10. Apply derivatives to related rates, extrema, graphing
11. Understand the graphs of a function and its 1<sup>st</sup> and 2<sup>nd</sup> derivatives and how they relate.
12. Apply Newton's method.
13. Utilize the differential as an approximation to the finite change in a function.

**Course Objective # 4**

14. Apply derivatives and integrals to business applications and applications to growth and decay.
15. Utilize the definite integral to calculate area and other applications.

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**Course Outline/Assignments**

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INSTRUCTOR:

OFFICE: Room

COURSE NUMBER: STAT 145

TITLE: Introduction to Statistics

MEETING TIMES:

CONTACT: Phone:

e-mail:

OFFICE HOURS:

TEXTBOOK: The Basic Practice of Statistics (paperback with CD), by David Moore,  
5<sup>th</sup>. Publisher: Freeman. ISBN: 1-4292-2425-8

**THE UNIVERSITY OF NEW MEXICO - LOS ALAMOS**  
**COURSE SYLLABUS**  
**STAT 145: Introduction To Statistics (3 Cr. Hours)**

**Catalog Description:**

Techniques for the visual presentation of numerical data, descriptive statistics, introduction to probability and basic probability models used in statistics, introduction to sampling and statistical inference, illustrated by examples from a variety of fields. Prerequisite: fulfillment of department placement requirements or a grade of C or better in Math 120.

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**Course Objectives**

This course will help you develop a critical approach to analyzing claims based on statistics. You will be introduced to the basic terminology, many of the techniques used in descriptive statistics, and many of the procedures for making statistical inferences. Examples of the use of statistics (taken from local sources) will be discussed.

1. **Descriptive Statistics, Data Production and Inference** (HED Area II: Mathematics, Other College Math, Core Competency # 1)
2. **Data Exploration.** (HED Area II: Mathematics, Other College Math, Core Competency # 1 & 2)
3. **Procedures for data production:.** (HED Area II: Mathematics, Other College Math, Core Competency # 2 & 3)
4. **Probability Theory** (HED Area II: Mathematics, Other College Math, Core Competency # 1, 2, & 3)
5. **Sampling Distribution** (HED Area II: Mathematics, Other College Math, Core Competency # 1, 2, & 3)



6. **Making Inferences:** (HED Area II: Mathematics, Other College Math, Core Competency # 1, 2, & 3)
7. **Tests for Independence of two categorical variables:** (HED Area II: Mathematics, Other College Math, Core Competency # 1, 2, & 3)

### **Learning Outcomes**

At the conclusion of the course, you should be able to:

Course Objective # 1, Descriptive statistics

1. Understand the meaning of the basic terms in this discipline
2. Demonstrate knowledge of logic and procedures for data exploration, data production and statistical inference

Course Objective # 2, Data Exploration:

3. Demonstrate understanding of the principles of data exploration and differentiate between quantitative and categorical variables.
4. Illustrate by way of graphs and the use of tables how to interpret data.
5. Identify the underlying principles and measures used to analyze this data

Course Objective # 3, Data Production

6. Demonstrate the ability to use tables of random numbers to perform simple random sampling
7. Demonstrate the ability to distinguish differences between observational studies and experiments
8. Demonstrate techniques for the design of a controlled experiment

Course Objective # 4, Probability theory

9. Use the basic rules for probability to solve problems, working with simple models, both discrete and continuous.
10. Demonstrate an understanding of probabilities related to random variables.

Course Objective # 5, Sampling Distributions

11. Recognize and apply the terms population, sample, parameter and statistics as they pertain to sampling distributions.
12. Apply the concept of the Law of Large Numbers and Central Limit Theorem.
13. Demonstrate the ability to obtain the sampling distribution of sample means and spread of a population.

Course Objective # 6, Making Inferences

14. Demonstrate an understanding for the procedures involved in making inferences about quantitative populations.

Course Objective # 7 Tests for Independence

15. Interpret 20way tables, stating hypothesis, calculating expected counts and using Chi Square distribution to test for independence.

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