|  |  |
| --- | --- |
| 1. **Institution and Course Information** | |
| Name of Institution | **Navajo Technical University** |
| Department | **Arts & Humanities** |
| Course Number, Title, Credits | **HUM 170 The History of Native Americans in Media (3)** |
| Co-requisite Course Number and Title, if any |  |
| Is this application for your system (ENMU, NMSU, & UNM)? |  |
| Name and Title of Contact Person | **Anita Roastingear, Department Chairperson** |
| Email and Phone Number of Contact Person | **aroastingear@navajotech.edu; 505-786-4100** |

**Was this course previously part of the general education curriculum?**

Yes No

**This course will fulfill general education requirements for (check all that apply):**

AA/AS/BA/BS  **AAS**

|  |
| --- |
| 1. Content Area and Essential Skills |

**To which content area should this course be added?** *Indicate “Other” if the course is not associated with one of the six NM General Education content areas.*

Communications Mathematics Science Social & Behavioral Sciences

Humanities Creative & Fine Arts Other

**Which essential skills will be addressed?**

Communication Critical Thinking Information & Digital Literacy

Quantitative Reasoning Personal & Social Responsibility

|  |
| --- |
| 1. Learning Outcomes |

**This course follows the CCNS SLOs for**

|  |
| --- |
| HUMN 1130 Media and Culture. This course is designed to allow students to examine the careers and lives of American Indians with a focus on the history of American Indians in Media. Media is a word which encompasses a broad range of topics. Students will explore issues through film, the spoken word, the written word and live performance which may be relevant to the historical significance of how American Indians are viewed. This also includes contemporary fiction/non-fiction writings, films, acting, theater performances, music and spoken word recordings; and radio and television broadcasting. In addition, the course will attempt to broaden the student’s ability to analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics and diverse points of view, while exploring the voices of North American Indigenous Peoples. This course may be taken to fulfill the General Education Humanities requirement. |

**List all learning outcomes that are shared between course sections at your institution.**

|  |
| --- |
| **Common Course Student Learning Outcomes (find Common Course SLOs at:** [**http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx**](http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)**)** |
| 1. Participate in a constructive conversation and community about media and culture. 2. Read and critically engage with a variety of media forms. 3. Compose media reviews and book reviews in the context of media and culture. 4. Seek proof of tutoring and feedback from peers about their work. 5. Revise written based on peer feedback and critique. 6. Reflection on students' own writing and writing process is essential to understanding how media and culture affects students’ world view. 7. Evaluate and engage with the community about what has been revealed in the classroom. |

|  |
| --- |
| **Institution-specific Student Learning Outcomes** |
|  |

|  |
| --- |
| 1. Narrative |

**Explain what students are going to do to develop the critical skills** (selected above) **and how you will assess their learning?**

|  |
| --- |
| **Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.* |
| Students participate in question and answer sessions during class, thereby practicing the skills of active participation and open discussion. Students learn how different film genres affect their daily lives within their communities. Students read a wide variety of creative texts during the course, and are asked to write a media review based on the format and text in the Tribal College Journal Media Reviews. Students practice strategies for understanding and evaluating films and media reviews and they learn how to express their ideas and opinions verbally and in writing through assignments, class discussions, and question and answer sessions. Through subjective film responses students are allowed to express their emotions and opinions while writing in an academic format (e.g. Eighth Edition MLA, five paragraph film responses and TCJ Media Review book assignments and well as verbal expressions with classmate and the professor), students gain skills and confidence to communicate in diverse environments. |

|  |
| --- |
| **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion* |
| This course focuses on students’ abilities to accept the truth of Native American/American Indian/Indigenous/Dineh free thought and spiritual expression. Through a media and culture lens, students are allowed to write freely about how the films affect their feelings and opinions. By writing subjectively, each and every student is ejecting past experiences into the paper they write in the course. Many of their negative feelings and emotions now have an outlet and there is an uplifting of their essence during this process. The films deal with the treatment of Native Americans in the film industry and by the federal government. The text books are selected to accentuate the films and Native American authors from across the continent are selected. Adaptation of book to film is also explored. Critical Thinking is the ability to question everything and the ability to think for oneself. This course was created so that students would have a path to clear their minds and begin to question why their thoughts, ideas, opinions and dreams matter. |

|  |
| --- |
| **Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models* |
|  |

|  |
| --- |
| **Personal & Social Responsibility***. Intercultural reasoning and intercultural competence; Sustainability and the*  *natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global* |
| This course is designed to give students an indigenous media and culture writing experience and an exposure to the cultures and literature of and/or about other Native Nations on the North American Continent. This course provides hidden and lost historical experiences which leads each student to his or her understanding of local and global cultural. Creative writing as a means of expression is also incorporated into the course. The combination of academic and creative writing produces a balance with Intercultural reasoning and intercultural competence. Students were required to submit their creative writing to the 2019 Tribal College Journal Writing Contest. Through collaboration within the classroom, their work was submitted on time. Many of the students commented that they had never written a poem, fiction or nonfiction story, but have now gained that valuable experience of civic knowledge and engagement. Students will participate in a co-curricular project by reading a textbook created by a Dineh author to a member of their indigenous community and writing a refection essay on the experience. By using photography the student will produce an essay by reflecting on the actual photograph from the act of reading out loud with another human being. This will be submitted as their final project in the course. |

|  |
| --- |
| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |

|  |
| --- |
| 1. Supporting Documents |

**Sample Course Rubric Attached** (recommended) **Sample Assessment Attached** (required)

|  |
| --- |
| 1. Assessment Plan (Must be on file with HED by August 1, 2019) |

**Link to Institution’s General Education Assessment Plan** Click here to enter text.

This course meets Navajo Tech's institutional standards for General Education and has been reviewed and approved by our General Education Committee and Assessment Committee. Student learning data will be gathered from the last of the course's project assignments. Data summaries from all sections of the course will be compiled on a semester-by-semester basis by the University's Offices of Assessment and Institutional Research. Departmental faculty will review the data and design course and Gen Ed program improvements during Assessment Days each semester. An annual summary that includes summaries of program improvement will be prepared by the Assessment Committee and included in the University's Annual Student Learning Report. Curriculum revisions as needed will be designed by the General Education Committee and reviewed and approved by the Faculty Congress.

**This course meets institutional standards for general education.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Mar 14 2019

Signature of Chief Academic Officer Date

**HED Internal Use Only**

Presented to NMCC on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

Approved Denied

If denied, rationale:

Institution Notified on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

**Sample Assessment: Film Response Assignment with Rubric**

**Assignment Steps**

1. ALL Film Responses must use the Five Paragraph 8th ed. MLA style format and use Rubric categories and guidelines

2. Response will be 400 typed words, Double Spaced with one (1) inch margins, 12 point Times New Roman font

3. Please respond subjectively to the film

4. All assignments must be uploaded to MOODLE

5. Upload a draft to MOODLE receive constructive criticism and feedback from the professor.

6. Revise your first draft incorporating the Rubric; as well as Tutor and professor’s feedback.

7. Submit a second revision on the due date into MOODLE

**Rubric**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **HUM 170 The History of Native Americans in Media**  **Response Rubric for the film \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Professor: **Elizabeth A. Roastingear, MFA**   Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Sections**:\_1, 2 & 3\_\_\_\_\_\_**                                                         Due Date: \_\_\_\_\_\_\_\_\_\_\_ | | | | | | |  | |
| **CATEGORY** | **Points** | **(90-100)** | **(89-80)** | **(79-70)** | **(69-60)** | | |  | |
| The film response is typed in the MLA five paragraph format | | The entire paper is typed according to 8th edition MLA style of formatting. | Most of the paper is typed according to 8th edition MLA style of formatting. | Half of the paper is typed according to 8th edition MLA style of formatting. | The entire paper is not typed according to 8th edition MLA style of formatting. | |  | |
| Times New Roman 12 point | | The entire paper is in Times New Roman 12 point font with 1 inch margins. | Most of the paper is in Times New Roman 12 point font with 1 inch margins. | Half of the paper is in Times New Roman 12 point font without 1 inch margins. | The paper is not in Times New Roman 12 point font and does not have 1 inch margins. | |  | |
| 400 words long | | Exactly 400 words | < 400 words | <300 words | <200 words OR > 500 words | |  | |
| Double Spaced | | The entire paper is Double Spaced according to 8th edition MLA style of formatting. | Most of the paper is Double Spaced according to 8th edition MLA style of formatting. | Half of the paper is Double Spaced according to 8th edition MLA style of formatting. | The entire paper is not Double Spaced according to 8th edition MLA style of formatting. | |  | |
| One (1) inch margins. | | The entire paper has a margin of one inch according to 8th edition MLA style of formatting. | Most the paper has a margin of one inch according to 8th edition MLA style of formatting. | Half the paper has a margin of one inch according to 8th edition MLA style of formatting. | The entire paper does not have a one inch margin according to 8th edition MLA style of formatting. | |  | |
| Response is subjective | | The entire paper is written subjectively and contains many first person words, phrases and has a beginning, middle and end. | Most the paper is written subjectively and contains some first person words, phrases. The paper has a beginning and middle | Half the paper is written subjectively and contains very few first person words, phrases and has a beginning and end | The entire paper does not have subjective phrases and first person opinions. There is no order to the paper at all. | |  | |
| Film Substitution | | No film substitution | Native film substitution | Film with few native qualities. | Non-Native film substitution | |  | |

Copyright © 2000-2007 Advanced Learning Technologies in Education Consortia ALTEC