



## New Mexico General Education Curriculum Course Certification Form

Application Number

3259

### Institution and Course Information

Name of Institution	Clovis Community College
Chief Academic Officer Name	Dr. Robin Kuykendall
Chief Academic Officer Email	robin.kuykendall@clovis.edu
Registrar Name	Kari Smith
Registrar Email	kari.smith@clovis.edu
Department	Theater
Prefix	THEA
Number	1990
Suffix	
Title	Theatre Practicum
Number of Credits	1-2

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	THEA
Number	1990
Suffix	
Title	Theatre Practicum

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Identify and analyze theatrical terms, forms, and practices.
2. Apply various concepts and skills as part of the production or acting staff.
3. Identify and demonstrate a variety of skills that will enhance the presentation of the theatrical event.
4. Explain the process from page to stage.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students in this course will develop strong communication skills using the written word, spoken word, and non-verbal communication through their participation in the production of a theatrical piece. This course emphasizes Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

Students will enhance their communication skills through performance or design/technical work, involving various mediums to gain genre and medium awareness. For instance, design students will communicate in production meetings through verbal discussions and presentations of visual or auditory content. Acting students will communicate in rehearsals, through written work, and finally through acting performances. This involves communicating in a variety of mediums in order to gain genre and medium awareness.

Both groups must carefully evaluate scripts and employ multiple strategies to truly understand the material. Additionally, students are encouraged to use multiple sources to support their work, evaluating each source carefully to consider its validity and application to their own work. This involves strategies for understanding and evaluating messages, as well as the evaluation and production of arguments.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students in this course will explore multiple problems as they work in real-life circumstances to create a theatrical production. This will involve Problem Setting by identifying issues as they arise, evaluating the situation, and carefully creating solutions. For example, design students will face various problems in how to achieve specific theatrical outcomes with specific resources or limitations. It will be the students' task to research, seek advice, problem-solve, and attempt various methodologies to find the best solution. This will require the students to evaluate materials, demonstrate sound reasoning, and reach conclusions.

Acting students will similarly face problems in how to create characterizations. They will engage in research and careful text analysis to address the problem of the script and evaluate multiple sources of information to determine what influences to use in their own creative work. This involves Evidence Acquisition and Evidence Evaluation to ensure they are using the most relevant and valid information.

Students are expected to work together in a way that allows them the opportunity to discuss and identify what arguments are the strongest, thus allowing the work to be guided by the strongest material. This collaborative approach will enhance their Reasoning/Conclusion skills. Students will also engage in discussions, meetings, rehearsals, and performances wherein their ability to reason soundly and make conclusions will be tested through their work.

This course addresses all components of critical thinking by immersing students in real-life problem-solving scenarios, requiring them to acquire and evaluate evidence, and guiding them to reason and conclude effectively.

**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*

In this course, students will work in a vulnerable and personal manner to explore the breadth of human emotion and experience. This will allow them the opportunity to evaluate their own perspectives and biases as well as those of the characters they see reflected in their scripts. One of the interesting elements in acting is that you must find a way to understand your character, even if they are very different from you and do things you don't agree with. This type of exercise and work helps students gain deeper empathy and interpersonal skills, addressing Intercultural Reasoning and Intercultural Competence.

In addition, the experience of working on a theatrical production is one of the most collaborative things a person can do. Students will work together to create a production from start to finish, demonstrating accountability, teamwork, shared sensitivity, and respect. This collaborative effort enhances Collaboration Skills, Teamwork, and Value Systems. Students will have the opportunity to effectively complete a group project that is dependent upon strong teamwork. Students will also participate in a group discussion at the end of the project wherein the strengths and weaknesses of both the final product and the process are discussed. This allows for reflection and continued improvement, fostering Ethical Reasoning and Civic Discourse, Civic Knowledge, and Engagement – Local and Global.

This course addresses components of personal and social responsibility by encouraging students to develop empathy and interpersonal skills through intercultural reasoning and competence, as well as by enhancing their collaboration skills, teamwork, and value systems through the collaborative nature of theatrical production.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.clovis.edu/consumerinfo/assessment.aspx">https://www.clovis.edu/consumerinfo/assessment.aspx</a>
---	---

## Sample Assessment – Theatre Practicum

Congratulations!! You have been given the role of \_\_\_\_\_ in our production of \_\_\_\_\_. Please carefully review the rehearsal schedule, performance schedule, expectations and rule for the production. If you accept your role, please sign at the bottom of this form. You will need to sign up for the Theatre Practicum course in order to receive credit for your work. In addition, to earn full credit, you will need to adhere to all course expectations, schedules, and assignments. Your final assessment will be a rubric grading your overall performance. This will encompass your work during the rehearsal process and the public performances. Remember that aside from your grade, your participation in this production is part of a group effort and we are counting on every single person to do their best to make this production great. Thank you for being a part of this project!

I accept the role given to me and agree to fulfill all responsibilities and requirements attached to it.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## Theatre Practicum Final Rubric

Category	10-9	8-7	6-5	4-3	2-1
Character Development	Student creates a fully realized character through extensive research and analysis	Student creates a solid characterization through research and analysis	Student creates a mostly realized character and demonstrates elements of research and analysis	Student does not create a fully-realized character and does not do enough research or analysis	Student makes little attempt to use research and analysis to build a character
Collaboration	Student demonstrates excellent collaboration throughout the rehearsal process	Student demonstrates good collaboration throughout the rehearsal process	Student demonstrates occasional collaboration, but has some struggles.	Student struggles with collaboration, but continues to work towards improving their skills	Student makes little to no effort at collaboration and/or actively works against it.
Performance Skills	Student developed and demonstrated excellent performance skills based on the genre of the piece, clear understanding of the medium and message, and taking direction	Student developed and demonstrated strong performance skills based on the genre, message, and medium of the piece. Student mostly took direction well.	Student worked to develop and demonstrate improving performance skills based on the genre, message, and medium of the piece. Student may struggle to take direction.	Student made some attempt to develop performance skills based on genre, medium, message, or some combination thereof. They struggle to take direction.	Student makes little to no effort to use the genre, medium, or message of the piece to enhance their performance. Student does not take direction well.
Voice and Movement	Student demonstrates excellent voice and movement work	Student demonstrates strong voice and movement work	Student demonstrates developing voice and movement work	Student struggles with voice and movement work	Student makes little attempt to use voice or movement in their portrayal
Overall Performance	Student is fully memorized and prepared, present in the moment, committed, engaged, and supportive of the rest of the cast. Their overall performance is excellent	Student is fully memorized and prepared, present, engaged, and supportive. Their overall performance is strong.	Student is fully memorized and prepared. They may have one or two lapses. Their overall performance shows improvement.	Student is mostly memorized and engaged. They may struggle to remain fully present. Their overall performance shows effort.	Students is not fully memorized or present. They demonstrate a lack of effort and commitment. Their performance overall is poor.



## New Mexico General Education Curriculum Course Certification Form

Application Number

2657

### Institution and Course Information

Name of Institution	Clovis Community College
Chief Academic Officer Name	Dr. Robin Kuykendall
Chief Academic Officer Email	robin.kuykendall@clovis.edu
Registrar Name	Kari Smith
Registrar Email	kari.smith@clovis.edu
Department	Theater
Prefix	THEA
Number	2220
Suffix	
Title	Intermediate Acting
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	THEA
Number	2220
Suffix	
Title	Intermediate Acting

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Apply fundamental techniques of voice and movement for the stage.
2. Employ text analysis from an actor's point of view.
3. Perform specific choices to create and perform goal-driven characters.
4. Demonstrate various physical and mental relaxation techniques.
5. Identify internal and external techniques to increase actor's emotional range.
6. Demonstrate sensory exercises and apply this technique to scene work.
7. Articulate and implement key terminology of modern acting techniques.
8. Begin to develop professionalism and development of a critical eye—practice with giving and receiving peer feedback, adherence to deadlines, memorization, flexibility and coachability.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students in this course will develop strong communication skills using the written word, spoken word, and non-verbal communication. They will demonstrate these skills across various genres through the use of diverse source material, addressing Genre and Medium Awareness, Application, and Versatility. Students will read scripts and perform detailed analyses on works from different genres, learning to approach each text differently based on its genre. This will help them understand the strengths, limitations, challenges, and skills specific to each genre. They will identify appropriate performance techniques, character choices, and other skills based on their identification of the correct genre of written work. Students will identify and evaluate scripts of various styles, improving their comprehension and analysis skills. They will also differentiate between fact, opinion, and inferences through careful script analysis and character work, addressing Strategies for Understanding and Evaluating Messages. This will be done through character analysis writings, journals, and performances. Additionally, students will demonstrate the ability to produce sound arguments by critiquing their own work and that of others through discussions, essays, and journals. This process will enhance their skills in Evaluation and Production of Arguments.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will engage in research and careful text analysis to address the challenges presented by the script and evaluate multiple sources of information to determine what influences to incorporate into their creative work. This process involves Problem Setting, as students will research various scripts based on time period, setting, and other relevant factors. They will need to carefully and thoughtfully evaluate which elements of their research are most pertinent to their work. Students are expected to collaborate, providing them the opportunity to discuss and identify the strongest arguments, thus guiding their work with the most compelling material. This collaborative effort helps them develop Reasoning and Evaluation Skills. Throughout the semester, students will identify the views and perspectives of various characters. They will create character sheets, citing scripts to gather evidence that addresses their assigned character. This process teaches students to carefully evaluate sources, which is a key aspect of Evidence Acquisition and Evidence Evaluation. Students must then determine which pieces of information are most relevant to their portrayal, assessing the truthfulness and validity of each. Through performance, students ultimately develop a conclusion based on relevant material, which is evident through their characterization. This final step demonstrates their ability to apply Reasoning and Conclusion skills effectively.

**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*

In this course, students will engage in a personal and vulnerable manner to explore the breadth of human emotion and experience. This will provide them with the opportunity to evaluate their own perspectives and biases, as well as those of the characters they encounter in their scripts. This exploration will be conducted through character analysis via performances and written work, such as journals, character charts, and reflections. This process enhances Intercultural Reasoning and Intercultural Competence. Working with a scene partner is a highly collaborative experience. Students will demonstrate accountability, teamwork, shared sensitivity, and respect through their work with scene partners in both performance and the logistical and analytical preparation involved. This collaborative effort fosters Collaboration Skills, Teamwork, and Value Systems. Students will have the opportunity to effectively complete a group project that relies on strong teamwork. At the end of the project, students will participate in a group discussion to evaluate the strengths and weaknesses of both the final product and the process. This reflection allows for continued improvement and promotes Ethical Reasoning and Civic Discourse, Civic Knowledge, and Engagement – Local and Global. This course addresses components of personal and social responsibility by encouraging students to develop empathy and interpersonal skills through intercultural reasoning and competence, as well as by enhancing their collaboration skills, teamwork, and value systems through the collaborative nature of theatrical production.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.clovis.edu/consumerinfo/assessment.aspx">https://www.clovis.edu/consumerinfo/assessment.aspx</a>
---	---

## Intermediate Acting – Final Review Essay

Your most recent scene study was with a partner. After your final performance, you will need to reflect on the rehearsal process, your individual efforts, your collaboration, and your final performance. You will write a 1,000 word essay reflecting on the project.

Be sure to include the following elements in your reflection:

1. A brief description of the scene, including genre, theme, message, conflict in the play and in the scene specifically.
2. A brief description of your character and how you developed that characterization. This should include a discussion of your research and evaluation of the script.
3. A discussion of you and your partner's collaboration throughout the rehearsal process. Evaluate what you did well and what you could improve upon.
4. A discussion of the final performance.
5. A reflection on what you learned through this particular project and how you will use that information in the future.

Be thorough and thoughtful as you write this. If you have questions or concerns, please reach out and I will assist you. Use this reflection as a way to solidify and reinforce your good acting habits.

## Intermediate Acting Essay Rubric

Category	10-9	8-7	6-5	4-3	2-1
Essay Length	Essay met or exceeded the minimum 1,000 word length without relying on fluff or filler	Essay met the 1,000 word minimum with minor elements of fluff or filler	Essay was between 700-999 words with minimal filler or fluff	Essay was between 500-700 words.	Essay was less than 500 words
Collaboration and Teamwork	Student fully discusses and evaluates the collaboration and teamwork of the duo.	Student discusses and evaluates the collaboration and teamwork, but does not express it fully	Student makes some attempt to evaluate the collaboration and teamwork.	Student makes little effort to discuss or evaluate collaboration and teamwork	Student does not discuss collaboration or teamwork
Rehearsal Process	Student fully reflects on the research, evaluation, investigation, problem-solving, and reasoning that goes in to the rehearsal process.	Student reflects on most elements of the rehearsal process.	Student reflects on several key aspects of the rehearsal process, but misses some of significance	Student minimally discusses the rehearsal process, or focuses on the logistic of rehearsal rather than the deeper elements	Student makes little to no effort to discuss the rehearsal process
Performance	Student is able to offer a realistic and critical evaluation of their and their partner's overall performances. They use appropriate terminology.	Student is able to offer a mostly grounded evaluation of their and their partner's performances.	Student offers a critique of their and their partner's performance but it lacks clarity, specificity or reality	Student struggles to evaluate themselves and/or their partner.	Student makes little to no effort to evaluate themselves or their partner.
Learning	Student is able to link this experience to future projects, evaluate lessons learned, and reach conclusions	Student is able to reach conclusions about this project and make some evaluations	Student is able to reach some conclusions about this project	Student struggles to connect this project to other work, future endeavors, or make conclusions	Student makes no effort to evaluate this project in terms of conclusions, learning, or future projects.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3422

### Institution and Course Information

Name of Institution	CCC
Chief Academic Officer Name	Robin Kuykendall
Chief Academic Officer Email	robin.kuykendall@clovis.edu
Registrar Name	Kari Smith
Registrar Email	kari.smith@clovis.edu
Department	Psychology
Prefix	PSYC
Number	2140
Suffix	
Title	Child Psychology
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	PSYC
Number	2140
Suffix	
Title	Child Psychology

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Interpret infant and child behavior in terms of developmental norms.
2. Describe physical and psychological milestones and issues pertaining to infants and children.
3. Explain major theories of infant and child development.
4. Analyze sociocultural factors contributing to the development of infants and children.
5. Explain the impact of family structure, teachers, and peers on development of infants and children.
6. Connect theories, research, and practical applications of the study of humans from conception through the childhood years.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Child Psychology develops students' communication skills through various academic and interpersonal contexts, fostering their ability to articulate and critically evaluate psychological concepts.

Students engage in both formal class discussions and informal group discussions to analyze infant and child behavior in relation to developmental norms. These discussions provide opportunities for students to refine their verbal communication skills while interpreting and explaining psychological concepts across different communicative settings (genre and medium awareness).

Through written assignments, students summarize and critically analyze published psychological research on child development (genre and medium awareness). Students produce "Power of Process" writing assignments that focus on peer reviewed research articles, selected by the instructor, which require students to identify the steps of the scientific method, discuss findings, make connections to developmental theories, and connect findings to another research study. These assignments require students to describe key details, evaluate theories, and explore practical applications of psychological principles related to infants and children (evaluation and production of arguments).

Students are introduced to foundational child psychology theories and are tasked with critically assessing the credibility of sources and claims within these theories (strategies for understanding and evaluating messages).

Written assignments require students to construct well-supported arguments, evaluating whether psychological claims are substantiated by empirical evidence. These assignments assess students' ability to critically interpret messages, engage in scholarly evaluation, and effectively communicate their conclusions (Evaluation and Production of Arguments, application and versatility).

This approach ensures that students develop strong communication skills applicable across verbal and written formats, enhancing their ability to analyze, interpret, and articulate psychological concepts specific to child development with clarity and academic rigor.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Child Psychology cultivates students' critical thinking skills by emphasizing problem-solving, evidence acquisition, evidence evaluation, and reasoning. Students develop these skills through structured assignments that require them to state problems clearly, gather and assess evidence from diverse sources, and distinguish between weak and strong arguments.

As part of the course, students explore factors contributing to individual differences in children and apply their understanding in a written assignment. They begin by clearly defining a research problem, then gather evidence from library databases selecting peer-reviewed journal articles that support the selected argument. Through critical analysis, they determine the credibility and relevance of the selected sources, ultimately constructing a literature review that evaluates the strength of various arguments. (Problem-Solving and Evidence Acquisition)

Weekly quizzes require students to synthesize material from the textbook, lectures, and labs, demonstrating comprehension of core psychological concepts and learning objectives. Students participate in discussions that encourage them to integrate course concepts with real-world examples reinforcing their ability to reason and critically consider the validity and strength of their own ideas (reasoning/conclusion).

**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*

Child Psychology fosters personal and social responsibility by emphasizing intercultural reasoning and competence as well as civic discourse, civic knowledge, and engagement at both local and global levels. Through coursework, students develop an understanding of cultural influences on psychological phenomena and explore civic policies that impact child development. Particularly through scheduled Zoom meetings with local labor and delivery nurses, social workers, law enforcement, public school officials, and policy makers (type of visitor scheduled according to availability). Students are responsible for writing questions relevant and appropriate for the visitor and relevant and appropriate to the student learning outcomes in a particular module. After the meeting, students then evaluate existing government programs that support child development, identify gaps in these initiatives, and propose new policy solutions to improve developmental outcomes. By linking psychological theories and research with real-world applications, this assignment deepens students' understanding of the role of civic policies in shaping child development (Civic Discourse, Civic Knowledge, and Engagement – Local and Global)

To strengthen intercultural reasoning and competence, students analyze psychological phenomena across cultures by reading and citing two peer-reviewed journal articles. This assignment requires students to identify and describe personal and social issues embedded within different cultural contexts that contribute to these phenomena. By comparing shared and unique aspects of these phenomena, students critically evaluate how cultural norms shape developmental outcomes. This exercise enhances their ability to consider sociocultural factors in understanding infant and child development (Intercultural Reasoning and Competence).

These assignments encourage students to critically engage with cultural and civic issues, equipping them with the skills to analyze and contribute to discussions on child development within both academic and real-world contexts (collaboration skills, teamwork and value systems).

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

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.clovis.edu/consumerinfo/assessment.aspx">https://www.clovis.edu/consumerinfo/assessment.aspx</a>
---	---

## **PSYC 2140: Child Psychology**

### **Assignment: Cultural Influences and Civic Policies in Child Development**

#### **Overview:**

This assignment gives you the opportunity to engage with professionals who influence child development policies while developing your critical thinking and civic engagement skills. You will explore how cultural factors shape child development, evaluate government programs, and propose new policy solutions.

#### **Assignment Objectives:**

By completing this assignment, you will:

1. Analyze how cultural influences impact child development.
2. Participate in a live discussion with a guest speaker who works in child development (such as a nurse, social worker, or school official).
3. Evaluate existing government programs that support children and families.
4. Identify gaps in these programs and suggest new policy solutions.

#### **What You Need to Do:**

##### **Step 1: Prepare for the Zoom Meeting (Due Before the Live Session)**

- Read the assigned materials on cultural influences in child development and government policies.
- Post two thoughtful discussion questions in the online forum. Your questions should connect with the week's readings and be relevant to the guest speaker's role.
- Review and upvote at least one peer's question that you find insightful.

##### **Step 2: Attend the Live Guest Speaker Session on Zoom**

- Be prepared to ask questions and take notes on key points.
- Participate actively by engaging in the discussion and considering how the speaker's insights relate to child development policies.

##### **Step 3: Reflection & Policy Evaluation (Due Three Days After Zoom Session)**

- Write a **500-word reflection** that includes:
  - **Key takeaways** from the guest speaker's discussion.

- **Evaluation of a current government program** (e.g., WIC, Head Start, foster care). How well does it support child development?
- **Identification of gaps** in the program—what could be improved?
- **Your own policy suggestion** to address these gaps.
- Post your reflection to the discussion board and provide **constructive feedback on at least two classmates' reflections**.

#### **Grading Criteria:**

- **Participation in Discussion & Zoom Q&A (20%)** – Are your questions well-prepared and relevant? Did you actively engage in the discussion?
- **Reflection Paper (40%)** – Does your response show critical thinking? Did you clearly connect the guest speaker's insights with your evaluation of child development policies?
- **Peer Feedback (20%)** – Did you provide meaningful and constructive comments on your classmates' reflections?
- **Final Policy Proposal (20%)** – Is your policy suggestion well-supported by evidence and logically structured?

#### **Why This Matters:**

This assignment helps you see the real-world impact of child development policies and the role of professionals in shaping them. By engaging in discussions and proposing solutions, you will develop essential skills in communication, critical thinking, and civic engagement—important tools for making a difference in your community and beyond.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3664

### Institution and Course Information

Name of Institution	CCC
Chief Academic Officer Name	Robin Kuykendall
Chief Academic Officer Email	robin.kuykendall@clovis.edu
Registrar Name	Kari Smith
Registrar Email	kari.smith@clovis.edu
Department	Psychology
Prefix	PSYC
Number	2130
Suffix	
Title	Adolescent Psychology
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	PSYC
Number	2130
Suffix	
Title	Adolescent Psychology

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Explain how scientific methodologies are applied to the study of adolescent psychology.
2. Describe major theories explaining adolescent behavior.
3. Identify the relationships between sociocultural factors and adolescent behavior.
4. Evaluate the impact of family structure, teachers, and peers on development during adolescence.
5. Describe the influence of cognitive development on adolescent behavior

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Adolescent Psychology helps students develop strong communication skills through lectures, discussions, and written assignments that enhance their ability to analyze, interpret, and clearly express psychological concepts.

Students participate in both structured class discussions and informal group conversations to explore how family dynamics, teachers, and peer relationships influence adolescent development. Engaging in discussions across different formats improves their verbal communication skills and ability to adapt to different contexts (Genre and Medium Awareness, Application, and Versatility).

To strengthen their research and writing skills, students complete an assignment that requires them to investigate psychological topics related to adolescence using both online sources and peer-reviewed journal articles. This process enhances their ability to identify key ideas, evaluate the credibility of different sources, and effectively summarize complex information (Strategies for Understanding and Evaluating Messages).

Students also take part in a Research Methods assignment, where they examine the types of research that support claims about adolescent self-concept, self-esteem, and identity formation. By analyzing various research methods—including case studies, observational studies, correlational research, and experimental research—they determine the most appropriate approach for studying these topics. Additionally, they explain why other methods may be less suitable. This assignment helps students develop the ability to critically assess research and construct well-reasoned arguments, a crucial skill in both psychology and communication (Evaluation and Production of Arguments).

Through these activities, students refine their ability to communicate complex ideas clearly and effectively, preparing them for academic and professional success in fields related to psychology and beyond.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Adolescent Psychology helps students develop strong critical thinking skills through structured assignments that teach them to analyze psychological concepts, evaluate sources, and construct well-reasoned arguments specific to the adolescent stage of development. These activities enhance their ability to assess research critically and apply their knowledge to real-world situations.

Students are challenged to define a research problem by exploring how cognitive development influences adolescent behavior. This task requires them to identify gaps in existing research, explain why further investigation is needed, and refine their ability to ask meaningful research questions (Problem Setting).

To support their analysis, students gather evidence from a variety of sources, including peer-reviewed journal articles and credible online materials. By examining how previous studies have approached—but often failed to fully address—the identified research gap, students strengthen their ability to collect, evaluate, and synthesize relevant information (Evidence Acquisition, Evidence Evaluation).

Students investigate theorist's views of adolescent development and specifically apply Piaget's theory of cognitive development, focusing on the formal operational stage. They analyze a set of statements made by children in everyday situations and determine which best represents advanced cognitive reasoning. To justify their answer, they must use Piaget's framework while also explaining why the other options are less applicable. This exercise enhances their ability to think critically about developmental psychology theories and apply them to real-life scenarios (Reasoning and Conclusion).

Through research projects, discussions, and lectures, students cultivate essential critical thinking skills that allow them to evaluate complex psychological issues objectively, make informed judgments based on evidence, and participate in scholarly discussions with confidence.

**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*

Adolescent Psychology helps students develop key skills in cultural awareness, teamwork, and ethical collaboration—essential components of personal and social responsibility. By critically analyzing psychological research and participating in group projects, students gain a deeper understanding of how cultural factors shape adolescent development while refining their ability to work effectively in team environments.

To enhance their intercultural awareness, students examine research studies focused on adolescent development in different cultural contexts. By comparing behaviors, values, and developmental processes across cultures, they learn to recognize both unique and universal aspects of adolescence. This analysis fosters critical thinking about cultural diversity and its role in shaping individual experiences, promoting a more inclusive perspective on psychological development (Intercultural Reasoning and Competence, collaboration skills, ethical reasoning).

Collaboration and teamwork are further emphasized through small group activities specific to class discussions by module and chapter. Students are given real-world ethical dilemmas related to adolescent psychology (e.g., issues of consent in adolescent medical decisions, confidentiality in therapy, ethical concerns in social media use). In small groups, they discuss potential solutions, considering the perspectives of adolescents, parents, psychologists, and policymakers. Groups then present their reasoning and defend their conclusions, promoting critical ethical discussions. Students research an adolescent-related issue within their local community (e.g., teen mental health services, bullying prevention, substance abuse support) and explore existing policies or programs addressing the issue. They then work in groups to propose policy improvements or new initiatives, culminating in a short presentation (ethical reasoning, civic discourse, civic knowledge and engagement – local and global)

By engaging in these activities, students build a strong foundation in personal and social responsibility, equipping them with the skills necessary to navigate diverse cultural perspectives and work successfully in team-oriented environments.

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

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.clovis.edu/consumerinfo/assessment.aspx">https://www.clovis.edu/consumerinfo/assessment.aspx</a>
---	---

## Adolescent Psychology – Ethical Dilemmas Assignment

### Purpose:

This assignment will challenge you to think critically about real-world ethical dilemmas related to adolescent psychology. You will work in small groups to analyze a case, consider multiple perspectives, and present a well-reasoned solution. This activity will help you develop ethical reasoning skills, teamwork, and an understanding of the complex factors involved in decision-making.

### Instructions:

#### 1. Review Ethical Principles

Before beginning your group discussion, familiarize yourself with the four key ethical principles used in psychology:

- **Autonomy:** Respecting an adolescent's right to make decisions about their own life.
- **Beneficence:** Acting in the best interest of the adolescent.
- **Nonmaleficence:** Avoiding actions that could cause harm.
- **Justice:** Ensuring fairness and equal treatment.

#### 2. Analyze an Ethical Dilemma

Your group will be assigned one ethical dilemma related to adolescent psychology. Examples include:

- **Medical Consent:** A 15-year-old wants to begin therapy for depression but does not want their parents to know. Should the therapist honor confidentiality?
- **Social Media & Privacy:** A school counselor discovers that a student is sharing deeply personal struggles online. Should they intervene?
- **Juvenile Justice & Rehabilitation:** A 16-year-old with behavioral issues is caught shoplifting. Should they receive therapy instead of punishment?

In your discussion, consider the perspectives of:

- The adolescent
- The parent/guardian
- The psychologist/therapist

- A policymaker/lawmaker

Apply the ethical principles to evaluate possible solutions.

### 3. Group Presentation & Defense

- Prepare a **5-minute presentation** explaining your dilemma, your group's proposed solution, and the reasoning behind your decision.
- Support your argument using ethical principles and psychological research.
- Be ready to **defend** your position in a class discussion.

### 4. Individual Reflection (Written Response)

After the class discussion, write a **one-page reflection** answering the following:

- Which ethical dilemma was the most difficult to resolve? Why?
- How did considering multiple perspectives influence your decision-making process?
- What is one key takeaway from this activity that you can apply to real-life ethical decision-making?

---

### Grading Criteria:

✓ **Group Participation (20 points)** – Engaged in discussion, contributed thoughtful insights.

✓ **Presentation (30 points)** – Clearly explained the dilemma, applied ethical principles, defended reasoning.

✓ **Class Engagement (20 points)** – Asked and answered questions during discussion.

✓ **Written Reflection (30 points)** – Thoughtfully analyzed the ethical dilemma and personal learning experience.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3666

### Institution and Course Information

Name of Institution	CCC
Chief Academic Officer Name	Robin Kuykendall
Chief Academic Officer Email	robin.kuykendall@clovis.edu
Registrar Name	Kari Smith
Registrar Email	kari.smith@clovis.edu
Department	Psychology
Prefix	PSYC
Number	2120
Suffix	
Title	Developmental Psychology
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	PSYC
Number	2120
Suffix	
Title	Developmental Psychology

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Explain theories, methods and research findings of lifespan developmental psychology.
2. Describe the interaction between physical, cognitive, and psychosocial development across the lifespan.
3. Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology.
4. Identify factors that influence psychological development across the lifespan.
5. Apply basic principles of developmental psychology to one's own life experiences.
6. Analyze historical and cultural factors that influence development across the lifespan.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Developmental Psychology enhances students' communication skills by providing opportunities to articulate and critically evaluate psychological concepts across academic and interpersonal settings. Students participate in both formal class discussions and informal group discussions to analyze cognitive, social, and emotional development across the lifespan. These discussions help students refine their verbal communication skills by interpreting and explaining psychological theories and research findings in diverse communicative formats (Genre and Medium Awareness).

Through written assignments, students summarize and critically analyze published psychological research on human development. Students complete "Power of Process" writing assignments based on peer-reviewed research articles selected by the instructor. These assignments require students to identify key aspects of the scientific method, interpret findings, connect research to developmental theories, and compare findings across multiple studies. This process helps students describe central ideas, evaluate developmental frameworks, and explore practical applications of psychological principles across different life stages (Evaluation and Production of Arguments).

Students also assess the credibility of psychological theories and the sources supporting them. They engage in written assignments requiring them to construct well-supported arguments and evaluate whether psychological claims are

substantiated by empirical evidence. These tasks develop students' ability to critically interpret research, engage in scholarly evaluation, and effectively communicate their conclusions (Strategies for Understanding and Evaluating Messages, Application and Versatility).

This approach ensures that students develop strong communication skills applicable to both verbal and written formats, enhancing their ability to analyze, interpret, and articulate psychological concepts related to human development with academic rigor and clarity.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Developmental Psychology cultivates students' critical thinking skills by emphasizing problem-solving, evidence acquisition, evidence evaluation, and reasoning. Students develop these skills through structured assignments requiring them to identify research problems, gather and assess evidence from multiple sources, and construct well-supported arguments.

As part of the course, students explore factors contributing to individual differences in human development and apply their understanding in a written assignment. They begin by clearly defining a research question, then gather evidence from peer-reviewed journal articles accessed through library databases. Through critical analysis, students evaluate the credibility and relevance of the sources and construct a literature review assessing the strength of various arguments (Problem-Solving and Evidence Acquisition).

Weekly quizzes require students to synthesize material from textbooks, lectures, and discussions, demonstrating comprehension of core psychological concepts and their applications across different life stages. Classroom discussions encourage students to integrate theoretical concepts with real-world examples, reinforcing their ability to analyze, reason, and critically evaluate their own ideas (Reasoning and Conclusion).

By engaging in these activities, students strengthen their ability to think critically about psychological development, analyze research findings, and apply their knowledge to complex real-world scenarios.

**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*

Developmental Psychology fosters personal and social responsibility by emphasizing intercultural reasoning and competence, civic discourse, and collaboration skills. Students develop an understanding of how cultural, societal, and policy-related factors influence human development at both local and global levels.

To promote civic discourse and engagement, students participate in scheduled Zoom meetings with professionals such as healthcare providers, social workers, law enforcement officers, public school officials, and policymakers. Students are responsible for preparing relevant and appropriate questions for these guest speakers, linking their inquiries to course learning outcomes. Following these discussions, students analyze existing government programs supporting developmental well-being, identify gaps in these policies, and propose new initiatives to improve developmental outcomes. By connecting psychological theories and research with real-world applications, this

assignment deepens students' understanding of how civic policies shape human development (Civic Discourse, Civic Knowledge, and Engagement – Local and Global).

To strengthen intercultural reasoning and competence, students complete an assignment analyzing psychological phenomena across diverse cultural contexts. This task requires students to read and cite two peer-reviewed journal articles, identifying personal and social issues embedded within different cultures that contribute to developmental outcomes. By comparing both shared and unique aspects of human development across societies, students critically evaluate how cultural norms shape psychological growth across the lifespan. This exercise enhances students' ability to consider sociocultural factors in understanding developmental psychology (Intercultural Reasoning and Competence).

Through these activities, students gain the skills necessary to critically engage with cultural and civic issues, preparing them to analyze and contribute to discussions on human development in both academic and real-world settings (Collaboration Skills, Teamwork, and Value Systems).

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.clovis.edu/consumerinfo/assessment.aspx>

# Personality Predictors of Successful Development: Toddler Temperament and Adolescent Personality Traits Predict Well-Being and Career Stability in Middle Adulthood

Marek Blatný, Katarína Millová, Martin Jelínek, Terezie Osecká

## Abstract

The aim of the study was to predict both adaptive psychological functioning (well-being) and adaptive social functioning (career stability) in middle adulthood based on behaviors observed in toddlerhood and personality traits measured in adolescence. 83 people participated in an ongoing longitudinal study started in 1961 (58% women). Based on children's behavior in toddlerhood, three temperamental dimensions were identified – positive affectivity, negative affectivity and disinhibition. In adolescence, extraversion and neuroticism were measured at the age of 16 years. Various aspects of well-being were used as indicators of adaptive psychological functioning in adulthood: life satisfaction, self-esteem and self-efficacy. Career stability was used as an indicator of adaptive social functioning. Job careers of respondents were characterized as stable, unstable or changeable. Extraversion measured at the age of 16 proved to be the best predictor of well-being indicators; in case of self-efficacy it was also childhood disinhibition. Extraversion in adolescence, childhood disinhibition and negative affectivity predicted career stability. Findings are discussed in the context of a theoretical framework of higher order factors of the Big Five personality constructs, stability and plasticity.

**Citation:** Blatný M, Millová K, Jelínek M, Osecká T (2015) Personality Predictors of Successful Development: Toddler Temperament and Adolescent Personality Traits Predict Well-Being and Career Stability in Middle Adulthood. PLoS ONE 10(4): e0126032. <https://doi.org/10.1371/journal.pone.0126032>

**Academic Editor:** Robert D. Latzman, Georgia State University, UNITED STATES

**Received:** October 19, 2014; **Accepted:** March 27, 2015; **Published:** April 28, 2015

**Copyright:** © 2015 Blatný et al. This is an open access article distributed under the terms of the [Creative Commons Attribution License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited

**Data Availability:** Due to an ethical restriction imposed by our ethics committee, data cannot be made publicly available. However, data are available from the Institute of Psychology of Academy of Sciences of the Czech republic Ethics Committee for researchers who meet the criteria for access to confidential data. Contact details: [info@psu.cas.cz](mailto:info@psu.cas.cz).

**Funding:** This work was supported by the Czech Science Foundation (Grant No. P407-10-2410) and Czech Republic's support for long-term strategic development of research organization (RVO: 68081740). The funders had no role in study design, data collection and analysis, decision to publish, or preparation of the manuscript.

**Competing interests:** The authors have declared that no competing interests exist.

## Introduction

The past almost 100 years of personality research has yielded ample evidence that personality dispositions significantly co-determine human life. Based on personality traits we are able, to a certain extent, to predict how people will experience and behave in certain life domains. One of the most studied areas are life satisfaction and well-being, where it has been established that

personality traits contribute significantly to how people evaluate their lives [1–4]. But personality traits play an important role in other areas of human life as well—they influence academic achievement [5], occupational choice [6], stress resistance and selection of coping strategies [7], likelihood of burnout [8], partner choice [9] and even fertility and number of children [10]. We can therefore say that personality traits largely determine the future course of life. One of the most suitable frameworks for the study of how traits influence human life is lifespan psychology and its topic of successful development. This study builds on recent studies that have considered the relations between personality and psychological functioning, wellbeing or the relations between personality and social functioning. It strives to enrich it in two ways—in prediction it focuses on both components of successful development and takes toddler temperament into account.

### Life-span Psychology and successful development

Lifespan psychology is a field of developmental psychology that deals with human development from conception to death [11]. The first comprehensive theories attempting to explain the evolution of man were formulated at the beginning of the 20th century [12, 13], but development throughout life had not been systematically described before the mid-20th century [14]. One of the areas of life-span psychology is successful development, which has received more attention in recent years [15]. Successful development is associated with maintaining a balance in different levels of psychological and social functioning [16, 17], with good health [18] or effective social functioning [19]. Paul B. Baltes defined successful development as maximizing gains and minimizing losses [20]. Current empirical research usually distinguishes

Current empirical research usually distinguishes between two aspects of successful development. It is approached primarily in terms of external (objective, social) and internal (subjective, psychological) criteria. External criteria relate in particular to adaptation to social norms and to comparisons with social requirements and are dependent on culture [13, 20, 21]. Internal criteria relate mainly to well-being and comparisons with own expectations and the ideal self [22, 23].

Both components of adaptive functioning are highly interconnected [24–26]. The professional domain, for instance, plays a significant role in human well-being: as research findings have shown, unemployment tends to considerably decrease its level [27]. At the same time, occupational status and job satisfaction count among important predictors of well-being [28]. In addition, higher education might enhance personality coherence [29]. Other aspects of social functioning that seem to have a profound impact on well-being include quality of attachments, marriage/partnership satisfaction [30, 31] and socioeconomic status [32, 33].

### Personality and adaptive psychological functioning: well-being

In recent decades, well-being has become one of the most widely studied areas of psychological research [34, 35]. During that period, a series of theoretical concepts of well-being were created, of which two assumed a significant position among researchers—subjective well-being (SWB) [36, 37] and psychological well-being (PWB) [38, 39]. SWB is based on the hedonic tradition [40] and it involves a high level of experienced positive emotions, low level of experienced negative emotions and cognitive evaluation of one's own life as a whole—life satisfaction [36]. PWB is based on the eudaimonic tradition [41] and it is considered to be the result of the implementation of positive life pursuits such as autonomy, personal growth, environmental mastery and purpose in life [38, 42].

Previous research has studied mainly SWB to identify variables or factors that are associated with well-being. Only modest connections were found between well-being and situational factors [43], whereas research has shown significant and mainly stable relations between wellbeing and personality variables [4].

SWB is primarily associated with extraversion and neuroticism [1, 44]. With the establishing of the five-factor model of personality, the research has extended to other personality traits—conscientiousness, agreeableness and openness to experience [45]. In addition to extraversion and neuroticism, conscientiousness and agreeableness turned out to be other significant correlates [46]. The results of these studies were summarized in their meta-analyses by DeNeve and Cooper [47] and Steel, Schmidt, and Schulz [48]. DeNeve and Cooper [47] found correlations between SWB and personality traits in the expected direction—positive with extraversion, conscientiousness, agreeableness and openness to experience, and negative with neuroticism—but not in the expected size, as suggested by previous research: personality traits explained only 4% of the variance of the indices of SWB. This meta-analysis was followed up by Steel, Schmidt, and Schulz [48], who took into account the effect of commensurability, i.e. the construct variation in personality and construct variation in SWB, and they used the multivariate approach. According to their findings, the relations between well-being and personality are much stronger; SWB total variance accounted for by personality reached as high as 39% or 63%, disattenuated.

Stable relations between personality and well-being were proven, particularly by longitudinal studies. Kokko, Tolvanen, and Pulkkinen [49] analyzed whether the level and possible changes in the level of traits and well-being across the middle adulthood are linked to each other. According to their findings, well-being is more related to the initial level of traits at age 33 than to changes in their levels. Hill, Turiano, Mroczek, and Roberts [50] came to a similar conclusion when they examined the relation between the Big Five traits and social well-being. Their findings provided support that trait development and social well-being development coincide during adulthood. Gale, Booth, M?ttus, Kuh, and Deary [51] looked at whether personality traits predict well-being in the longer term as well. They found that extraversion and neuroticisms measured in young adulthood (16–26 years) predict well-being 40 years later, when the study participants reached age 60–64.

### Personality and adaptive social functioning

Adaptive social functioning is often classified as an objective criterion of successful development in terms of comparison with the norm [23] or adaptation to social norms [52]. The criteria of adaptive social functioning include indicators such as fulfillment of developmental tasks (starting a family, finding a job, etc.), adjustment to social norms (absence of risk or antisocial behaviors, academic achievement, etc.) or medical records as objective measures of health [22].

Social functioning builds on previous human development [53–55]. According to some authors, adaptive social functioning is more firmly rooted in development than psychological functioning, which may be more dependent on actual experience [29]. Work is one of the major areas of adult life in all societies, especially career stability.

Career stability research shows that besides the influence of the family and motivation [53, 56, 57], personality traits play a substantial role as well. At present, there are a large number of studies dealing with the relation between career and adult personality. Relations between personality and subjective and objective career success were demonstrated (job satisfaction on

the one hand and employment status or salary on the other) throughout adulthood [26, 58], between low neuroticism, high emotional regulation and stable career [59] or between high sense of coherence and stable career [60]. Other studies point to the relation between career stability and high agreeableness [61] and high extraversion, especially in women [59]. An unstable career, especially in the context of long-term unemployment, is associated with low subjective satisfaction and self-esteem [27, 52], high neuroticism [52], aggression [59] and higher openness to experience [61, 62].

### Current study

The current knowledge about the relationships between personality traits and well-being and adaptive functioning is mostly based on correlation studies, which do not provide information on the causality of the relationships. However, relations between personality and adaptation are bidirectional [63] and personality traits can influence life's events and be influenced by them [64]. For example, characteristics associated with unstable careers and long-term unemployment—low self-esteem or aggression—can be both a cause and a consequence of this life situation [27, 65, 66].

Previous research has also not taken into account the life-span perspective, while existing longitudinal studies have tended to focus either on prediction of adaptive functioning during childhood and adolescence [67] or during adulthood, i.e. from adolescence or young adulthood to old age [51]. However, an increasing number of studies deal with the relationship between the child's personality, temperament traits or behavioral styles and not only adult personality, but also adaptive (psychological and social) functioning in adulthood [68–72].

Shiner and Caspi [63] provided a conceptual framework for the role of childhood temperament traits in personality development and in shaping of adaptive functioning. According to their model, temperament traits that appear in early childhood before the development of other aspects of personality significantly influence children's experience of the world and shape the personality of the child, i.e. personality traits, characteristic adaptations (e.g. mental representations, typical motivations) and personal narratives [73].

Temperament widely and pervasively affects the individual's experience as well as his or her interaction with the environment namely by means of learning process, environmental elicitation, environmental construal and environmental selection and manipulation [63]. Individual differences in temperament influence learning mechanisms such as the child's sensitivity to positive and negative reinforcement, punishment, discrimination learning and extinction. Rothbart [74] believes that temperament provides a "meaning structure" of experience before the language develops. Whether the child will experience an event as positive or negative therefore depends on his or her emotional dispositions. Individual differences in temperament further elicit different environmental responses and affect the way other people react to the child [75]. As soon as higher cognitive functions emerge and cognitive structures develop (i.e. system of beliefs and expectations, self-concept, self-regulation mechanisms), individual differences in temperament start to gradually influence the ways children interpret (construct) their experiences with the environment, select such environment, modify it and handle it in the manner that corresponds with their personality [76]. Why temperament traits should so widely influence individual experience and environmental interactions can be explained by the fact that they are elaborated forms of basic behavioral systems such as behavioral inhibition system (BIS), behavioral activation system (BAS) or fight/flight system (FFS) [77–80].

In adulthood, personality traits remain to play an important role in influencing well-being and adaptive functioning. Similarly as in childhood, this influence is direct (emotional responses) and indirect (environmental elicitation, or selection and modification of the environment) [3, 4, 48]. Traits such as extraversion and neuroticism usually influence well-being directly by means of their emotional components (positive affectivity, negative affectivity). The indirect influence (or instrumental, as it is sometimes termed) is based on the fact that the personality traits are the source of behavior which, in the end, leads to life satisfaction. In extraverts, whose significant behavioral characteristics include sociability, well-being may be caused by positive feedback associated with a larger number of social contacts [43]. In general, personality traits are involved in many behaviors and outcomes that ensure adaptive functioning (quality of relationships, community involvement and occupational choice, satisfaction and performance) and thus contribute to well-being [81].

Today, many authors believe that the temperament is not invariable, but that it develops over time [82]. Temperament is affected mainly by parenting [75] and, subsequently, by experience and life events [64]. However, it maintains certain continuity with personality traits, both in childhood [83] and adulthood [84]. The temperament traits and later personality traits further influence how an individual adapts to his/her environment. We can therefore assume that personality characteristics from childhood and adolescence will be related to adult wellbeing indicators and adaptive social functioning, although these relationships are likely to be modest.

The primary objective of this study was therefore to determine whether personality traits predict well-being and stability of career in a lifelong perspective. The study also aimed to enrich existing longitudinal studies on the relationship between personality and good adaptation in two ways: 1) it dealt with the prediction of successful psychological functioning (well-being) and successful social functioning (career stability), 2) in prediction of adaptive psychological and social functioning, it took into consideration not only the personality traits from adolescence, but also child temperament from the toddler period.

As an indicator of adaptive social functioning, we used career stability, because work is an important part of life for people in middle adulthood [13, 85, 86]. Among the well-being indicators beside life satisfaction, we focused on the self-concept variables, self-esteem and self-efficacy, which is an important part of adaptive psychological functioning [38]. Like life satisfaction, self-esteem shows high stability over time [87, 88] and similar relations to personality [89, 90]. Similar relations were found between personality and self-efficacy [91–93].

## **Method**

### **Sample**

The original longitudinal study titled “The psychological development of school children coming from different social environments” was carried out by The Institute of Psychology of the Academy of Sciences of the Czech Republic between 1961 and 1980. In the beginning, the study comprised 557 children born between 1961 and 1964, the ratio of boys and girls was equal. During the longitudinal study, the dataset suffered from attrition as expected. The missing value pattern analysis revealed the anticipated regularity—the data concerning the subjects involved are usually complete until their leaving the research for different reasons. Thus, if there is a data missing concerning an individual at a certain age level, there is a high probability that there are no further details available regarding this individual. Out of the former number of 557 subjects, 331 were examined at the age of 16 (49.8% of girls). The decrease of subjects at the age of 16 years was caused by the transition from primary school to secondary school.

In 2001, the project was reactivated and attempts were made to find the original participants. A subset of the original participants was found ( $N = 332$ ) and was asked to co-operate in the follow-up study focused on the life span human development. Our request letter was answered by 142 persons: 138 persons agreed to participate (54 men and 84 women), whereas three women and one man declined to co-operate. In the end, the meeting in the Institute of Psychology was attended by 83 persons (mean age at first contact, 39.7 years 48 women) between 2001 and 2005: 33 of respondents were university graduates, 39 completed secondary education and 11 finished professional school; 52 persons were married for the first time, six were unmarried, 12 were divorced, eight married again after divorce, four in another form of cohabitation after divorce, one woman married again after becoming a widow; seven persons remained childless, 21 had one child, 39 had two children, 14 had three children, one participant had 4 children, and one participant had five children (average = 1.81). The Life History Calendar method was administered in a separate session. This fact is reflected in the different number of respondents ( $N = 74$ , 41 women) in the corresponding analyses and different mean age of respondents (42.42 years). The second wave of investigations within the adulthood was done in 2011, when 76 people participated in the study (44 women, mean age 48.1 years). The amount of missing data for each method followed in adulthood did not exceed the limit of 5%; missing scores were replaced using the Expectation-Maximization method, always based on other available data in the survey wave. In both waves, missing answers can be considered as missing completely at random (Little's MCAR test for wave 1: Chi-Square = 11.122,  $DF = 11$ , Sig. = 0.433, Little's MCAR test for wave 2: Chi-Square = 4.748,  $DF = 5$ , Sig. = 0.447). Due to the variable number of persons for which complete data were available for the corresponding longitudinal analysis, the results of these analyses were complemented by the effective size of the analyzed sample.

### Ethics Statement

The present study was approved by the Institutional Board of the Institute of Psychology of Academy of Sciences of the Czech Republic and written consent was obtained from participants before commencing both stages of the longitudinal study in adulthood.

### Instruments

**Childhood.** To assess children's temperament, we used examiner's ratings of various aspects of children's behavior during the examination. The rating scales had a 5-point response format reflecting the intensity of particular behavior. We selected twelve scales and computed their individual mean values across ages 12, 18, 24 and 30 months in the toddler period. Specifically, the following scales were used: interest in examination ( $m = 2.78$ ,  $sd = 0.55$ ), nervousness/neuroticism ( $m = 2.50$ ,  $sd = 0.64$ ), positive emotional expressions ( $m = 2.50$ ,  $sd = 0.48$ ), negative emotional expressions ( $m = 1.68$ ,  $sd = 0.51$ ), frequency of positive social responses ( $m = 2.48$ ,  $sd = 0.52$ ), intensity of positive social responses ( $m = 2.58$ ,  $sd = 0.64$ ), frequency of negative social responses ( $m = 1.62$ ,  $sd = 0.54$ ), intensity of negative social responses ( $m = 1.59$ ,  $sd = 0.52$ ), general reactivity ( $m = 3.01$ ,  $sd = 0.59$ ), general activity ( $m = 3.19$ ,  $sd = 0.66$ ), aggression against things/objects ( $m = 1.67$ ,  $sd = 0.59$ ), conformity/obedience ( $m = 3.08$ ,  $sd = 0.54$ ). The values were computed on sample  $N = 386$ . Using the factor analysis (for details of the procedure see Blatný, Jelínek, Osecká [84]) three scores reflecting the temperament traits of positive affectivity, negative affectivity and disinhibition were obtained.

**Adolescence.** At age 16, personality characteristics were measured using the Maudsley Personality Inventory [94]. Reliability in terms of internal consistency for extraversion and

neuroticism scales found in our sample is satisfactory (Cronbach's  $\alpha_E = 0.675$ ; Cronbach's  $\alpha_N = 0.857$ ).

**Adulthood.** In both waves of data collection in adulthood, the same set of measures was administered: Eysenck Personality Inventory, NEO-FFI questionnaire, Satisfaction With Life Scale, Rosenberg Self-Esteem Scale, Generalized Self-Efficacy Scale and Life History Calendar.

Eysenck Personality Inventory [95] (EPI, Czech version by Vonkomer and Miglierini [96]) measures two dimensions—extraversion and neuroticism. Each dimension has 24 items with yes/no response format. The inventory is validated for the Czech population. Internal consistency in the first wave (Cronbach's alpha) was 0.73 for extraversion, 0.77 for neuroticism.

NEO-FFI questionnaire [97] (Czech version by Hřebíčková and Urbánek [98]) measures five personality dimensions: extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. Each dimension has 12 items with 5-point Likert scale response format. The questionnaire is validated for the Czech population. Internal consistency in the first wave was 0.85 for extraversion, 0.84 for neuroticism, 0.55 for openness, 0.70 for agreeableness and 0.80 for conscientiousness.

Satisfaction With Life Scale [99] measures overall life satisfaction. It consists of five statements with response scale expressing the degree of agreement on a scale from 1 to 5 (in the second wave of the survey, a fine-grained 9 degree response scale was used). Internal consistency in the first wave was 0.82. Rosenberg Self-Esteem Scale [100] consists of ten statements with the response scale showing the degree of agreement on a scale from 1 to 4. Cronbach's alpha in the first wave was 0.79. Generalized Self-Efficacy Scale [101] consists of ten statements with response scale showing the degree of agreement on a scale from 1 to 4. Cronbach's alpha in the first wave was 0.89.

Life History Calendar is a method focused on objective life events (Caspi et al., [102], modified by L. Pulkkinen, University of Jyväskylä, Finland). The method made it possible to obtain retrospective information about important events from the respondent's life and to structure his or her autobiographical memories [103]. Two dimensions were taken into account when identifying significant life events: time (chronological) and thematic (parallel) level. Horizontal axis demonstrated time intervals (units) during which life events were recorded (in the present study, one year was established as a basic time unit—events were recorded from the 15th year of age onwards). Individual domains of human life to be studied were plotted vertically [103, 104]. We focused on the following domains: living arrangements, partnership, parenthood, occupation and non-normative events (accidents, bereavement etc.). Using these data, we created a variable characterizing the respondents in terms of lifelong course of career line. According to the Finnish methodology, the career line was characterized as stable, unstable or changeable [59]. Like Rönka, Kinnunen and Pulkkinen [105], we evaluated the stability of a career from 27 years of age, to better compare people with different levels of education. A stable career is characterized by a job in the same field without periods of unemployment. The data published by the Czech Statistical Office in 2008 [106] indicate that the inhabitants of the Czech Republic spend on average 5–6 years working for the same employer without interruptions. For a stable career, the minimum duration of work for the same employer was therefore set to 5 years. Changeable careers occur among people who interrupted their careers to study or left to take care of a household (care for children, parents, etc.). If they work in the same field, they often change jobs (less than 5 years of work for the same employer). An unstable career is characterized by high variability of jobs (less than 5 years of work for the

same employer) together with employment outside the field of attained education. In this group, periods of unemployment longer than 6 months can occur (not associated with waiting to be employed on a new job).

### Methods of Analysis

Relations between dimensions of temperament in toddlerhood, personality traits in adolescence and adulthood and aspects of well-being in adulthood (life satisfaction, self-esteem and self-efficacy) were described by correlation analysis. A more detailed analysis of predictors of well-being in adulthood was performed using sequential regression analysis. To determine differences between groups of persons defined according to the course of their professional career in aspects of well-being in adulthood we used analysis of variance. To predict the course of a professional career on the basis of temperament dimensions in toddlerhood and of the personality traits in adolescence we used Multinomial logistic regression analysis. In the context of regression analysis, we used the bootstrapping method (1000 samples, percentile based confidence interval).

### Results

In the first step of the data analysis, we analyzed relationships between aspects of well-being and typology based on the course of career. Table 1 summarizes comparisons of groups of persons defined by the nature of their careers in self-esteem, life satisfaction and self-efficacy in the both waves of the survey. For simplicity we will hereafter use the first wave designation of *at age 40*, the second wave designation of *at age 50*.

In cross-sectional analysis of the relations between the aspects of well-being and career course at age 40 we found significant differences in life satisfaction. Respondents with unstable careers show the lowest life satisfaction. Based on Tukey's post-hoc tests, it was found that these persons differ from people with stable careers and from people with changeable careers alike. As at 40 years of age, at age 50 there are also significant differences between groups of persons defined according to the course of their career only in life satisfaction. When specifying differences using post-hoc tests, it was found that people with unstable careers differ significantly (lowest life satisfaction) from people with changeable careers (highest life satisfaction). The next stage of data analysis cross-sectionally investigated relations between personality characteristics and aspects of well-being using correlation analysis. Table 2 lists the values of correlation coefficients for age 40 and the values for age 50.

On the basis of correlation analysis, we can conclude that with the exception of openness to experience, personality traits are relatively closely linked to the characteristics of well-being. From the basic personality traits measured by the NEO-FFI questionnaire, the traits of neuroticism, extraversion and conscientiousness are most associated with well-being. The relations found are thus consistent with the findings of other studies on the relation between personality and well-being.

In the main part of the analysis, we focused on prediction of aspects of well-being in adulthood using data on the characteristics of temperament in toddlerhood and personality traits in adolescence. Table 3 shows the values of the corresponding correlation coefficients.

Table 3 shows that the level of aspects of well-being in adulthood are associated in particular with extraversion in adolescence, with neuroticism in the same period and level of disinhibition observed in toddlerhood. To clarify the role of temperament and personality characteristics in predicting the characteristics of individual well-being in adulthood, we used the method of sequential regression analysis. In the first block children's temperament dimensions were

entered as predictors (positive affectivity, disinhibition, negative affectivity), in the second block we used variables capturing personality in adolescence (extraversion, neuroticism).

Of the three studied early temperament characteristics only the dimension of disinhibition allows the prediction of well-being (model 1 in Tables 4 and 5). Specifically, we found a statistically significant regression coefficient for the relation between child disinhibition and self-efficacy at the age of 40. At the age of 50, this relation was close to 5% level of significance ( $p = 0.054$ ). If we focus on the results of model 2 (with predictors from block 1 and block 2), we can conclude that the addition of the block of personality variables collected during adolescence almost always resulted in a statistically significant increase in the explained variance of predicted indicators of well-being (the only exception is life satisfaction at age 50). The increase in the explained variance can be attributed almost uniquely to extraversion.

The next step of the analysis monitored the relation between dimensions of toddler temperament, personality characteristics in adolescence and typology based on career characteristics at age 40 and 50. At age 40, respective data was available from 22 respondents with unstable careers, 24 respondents with changeable careers and 14 respondents with stable careers. At the age of 50 years, the number of persons with unstable careers was 22, 18 with changeable and 24 with stable careers.

Although using Multinomial logistic regression we found that the dimensions of children's temperament and personality traits in adolescence allow the prediction of the career course at age 40 ( $\chi^2 = 19.188$ ;  $df = 10$ ;  $p = 0.038$ ; Cox and Snell pseudo  $R^2 = 0.274$ ; Nagelkerke  $R^2 = 0.310$ ), no predictor showed any statistically significant independent effect on overall career course (positive affectivity:  $\chi^2 = 1.191$ ;  $df = 2$ ;  $p = 0.551$ ; disinhibition:  $\chi^2 = 3.663$ ;  $df = 2$ ;  $p = 0.160$ ; negative affectivity:  $\chi^2 = 5.259$ ;  $df = 2$ ;  $p = 0.072$ ; extraversion:  $\chi^2 = 4.739$ ;  $df = 2$ ;  $p = 0.094$ ; neuroticism:  $\chi^2 = 0.355$ ;  $df = 2$ ;  $p = 0.837$ ).

Dimensions of children's temperament and personality traits in adolescence allow prediction of the career course at age 50 ( $\chi^2 = 22.328$ ;  $df = 10$ ;  $p = 0.014$ ; Cox and Snell pseudo  $R^2 = 0.295$ ; Nagelkerke  $R^2 = 0.332$ ). In this case, the significant predictors include disinhibition, negative affectivity and extraversion (see Table 6).

It is evident that disinhibition and negative affectivity play an important role in the prediction of professional career type. Based on the size of odds ratios we can conclude that their influence is of similar magnitude. More specifically, higher level of disinhibition increases the likelihood of a stable career in comparison with an unstable career; with higher level of negative affectivity, on the contrary, the likelihood of a stable career decreases in comparison with an unstable career. Higher level of disinhibition also increases the likelihood of changeable career, compared with an unstable career, and higher level of negative affectivity decreases the likelihood of changeable career compared with unstable career. It was also found that higher level of extraversion increases the likelihood of the career being changeable, compared to unstable.

**Table 1. Comparison of groups of persons defined according to the course of a career in the aspects of well-being at age 40 (wave 1) and 50 (wave 2).**

**Table 2. Relations between personality dimensions and aspects of well-being at age 40 and 50.**

**Table 3. Relations between temperament in toddlerhood (1–3 y.), personality in adolescence (16 y.) and aspects of well-being at age 40 (N = 69) and 50 (N = 64).**

**Table 4. Prediction of well-being at age 40 based on the characteristics of temperament in toddlerhood (1–3 y.) and personality characteristics in adolescence (16 y.).**

**Table 5. Prediction of well-being at age 50 based on the characteristics of temperament in toddlerhood (1–3 y.) and personality characteristics in adolescence (16 y.).**

**Table 6. Prediction of professional career type at age 50 based on the characteristics of temperament in toddlerhood (1–3 y.) and personality characteristics in adolescence (16 y.).**

## **Discussion**

In this study, we used longitudinal data to examine whether it is possible to predict adaptive psychological and social functioning in adulthood on the basis of temperament from toddlerhood and personality traits from adolescence. We found that 1) the child's temperament and personality from adolescence predict both adaptive psychological functioning, well-being (life satisfaction, self-esteem, self-efficacy) and adaptive social functioning (career stability), 2) more specifically, extraversion from the age of 16 and toddler temperament dimension of disinhibition apply in the prediction of well-being and career stability; an unstable career is further predicted by negative affectivity in childhood.

To describe the child's temperament, we used the assessment of children's behavior by an examiner during regular psychological examinations [84]. The study initiated in 1961 (in fact in 1960, because the parents were contacted before the birth of a child) did not include the standard method for diagnosing child temperament. The scales we used could thus influence the identified factor structure of child temperament. However, the dimensions found—positive affectivity, negative affectivity and disinhibition—corresponded with e.g. Clark's [107] general structure of temperament based on the review of temperament and personality psychopathology researches.

The positive affectivity factor (positive social responses, positive emotional expressions and interest in examination) and the negative affectivity factor (negative social responses, negative emotional expressions and nervousness) can be clearly interpreted. The factor referred to as disinhibition covers a scale of aggression against things/objects, general activity, low conformity/ obedience, and general reactivity and can therefore be interpreted as an assertion/activity factor. We must continue to take this into account when interpreting the results of relations between children's temperament and psychological characteristics and social functioning in adulthood.

As to the results of this study, we first examined the relationship between adaptive psychological and social functioning in adulthood. We found, as in other studies, that adaptive psychological and social functioning are related: the lowest level of life satisfaction was found in people with an unstable career. Also, self-esteem and self-efficacy were the lowest among people with an unstable career, as expected, although these differences did not prove to be statistically significant. The relationship between well-being and social functioning, namely career stability, has been confirmed repeatedly: an unstable career associated with unemployment significantly reduces the level of life satisfaction [27, 108, 109]. On the other hand, career success is a significant predictor of well-being. A stable career, job satisfaction, good relationships in the workplace and reasonable income increase the level of well-being [28, 110]. In certain cultural and social conditions, differences between the unemployed (people with unstable career) and the employed do not manifest themselves at all [111], especially where unemployment (unstable career) has become the norm in society [112].

The main objective of this study was to explore the relationships between adaptive psychological and social functioning in adulthood and temperamental and personality characteristics in childhood and adolescence. Regarding adaptive psychological functioning, relationships between aspects of well-being and personality traits in adulthood show usual pattern of relationships, in which neuroticism correlates most negatively with life satisfaction, self-esteem, and self-efficacy, whereas extraversion and conscientiousness correlate positively [113, 114]. There is only one difference between the ages of 40 and 50: it is the relationship between aspects of well-being and agreeableness, which does not correlate with well-being at the age of 40, while at the age of 50 it does. Kokko et al. [49] came to similar results—they

found, based on longitudinal data with the same persons, that agreeableness does not correlate with life satisfaction at age 36 and 42, while at 50, it does. Similarly, in a cross sectional study with adolescents and middle and late adults Butkovic, Brkovic, and Bratko [115] found that agreeableness was linked to well-being in the older cohort, but not in adolescents. Although the literature provides insufficient sources for reliable interpretation of these findings, Shallcross, Ford, Floerke, and Mauss [116] observed that feelings of anger and anxiety decrease with increasing age and that increasing age is associated with increased acceptance of negative emotional experiences and this process mediates the relationship between age on the one hand and anger and anxiety on the other hand. In the five factor model of personality, anger/hostility is a component of neuroticism which, however, correlates with several facets as well with a total agreeableness score [97, 98]. Changes in negative emotions and their acceptance therefore can relate to changes in relationships between agreeableness and emotional well-being.

However, from a longitudinal perspective, neuroticism is not the best predictor of aspects of well-being in adulthood (it is not involved in prediction at all), it is extraversion: extraversion at 16 years of age predicts self-esteem and life satisfaction at 40 and self-esteem at 50. Taking into account the correlation analysis results, extraversion from adolescence is related to all aspects of well-being at both ages in adulthood, whereas neuroticism correlates (negatively) only with self-efficacy at 50. This observation is rather surprising, as for example Gale et al. [51] found that mental well-being and life satisfaction at age 60–64 are predicted by data on the level of extraversion and neuroticism for the period of 16 to 26 years of age. On the other hand, our results are supported by a study by Gomez, Krings, Bangerter, and Grob [117], who found on the basis of cross-sectional data from three age cohorts (young adults—average age 26 years, middle-aged adults—51 years and old adults—76 years) that extraversion is only a predictor of SWB in young adults and the effect of neuroticism is more pronounced in old adults. Moreover, non-significant correlations between neuroticism and well-being identified in the present study cannot be interpreted as the absence of the relationships due to the relatively small number of respondents. The correlation between neuroticism in adolescence and aspects of well-being in adulthood range from -0.089 to -0.267 (median correlation = -0.211), and with a larger sample, the relationships might prove significant.

Temperament in toddlerhood also applies in the prediction of adult adaptive psychological functioning, namely the disinhibition dimension predicts self-efficacy at age 40 and 50 (at 50, this relationship was close to 5% level of significance,  $p = 0.054$ ). Research with which we could compare our results is scarce. However, our results correspond with the work of Caspi and colleagues [118, 119] who investigated the relationship between children's early-emerging behavioral styles at 3 years of age and their characteristic behaviors, thoughts, and feelings as adolescents and adults. Children diagnosed as inhibited had, in comparison with other types, in adolescence and young adulthood (18–26 years old) the highest trait levels of constraint (particularly harm avoidance) and the lowest trait levels of positive emotionality (particularly social potency, achievement, and well-being), were assessed by others as low affectionate, outgoing and vital, and were significantly more likely to be diagnosed with depression. Further comparison with Caspi's research is difficult because Caspi and colleagues used typological approach to temperament and diagnosed behavioral styles at age 3 and therefore more characteristics were included, including those that reflected self-consciousness.

However, not only well-being, but also social functioning and career stability can be predicted from the personality traits of childhood and adolescence. At age 50, a higher level of

extraversion increases the likelihood that the individual's career will be changeable compared to unstable; career stability is further predicted by child disinhibition and negative affectivity: a higher level of disinhibition increases the likelihood of a stable and changeable career compared to an unstable career, while higher level of negative affectivity decreases the likelihood of a stable and changeable career compared to an unstable career. So far, most studies have examined the relationship between personality and career in adulthood and found a relationship between stable career and low neuroticism, high extraversion and agreeableness [59, 61]. Our results thus support the existence of the relationship between extraversion and career stability also from the longitudinal point of view. The absence of significant relationship between neuroticism and occupational aspects of social functioning corresponds with a weak relationship identified between neuroticism and aspects of psychological functioning in adulthood (wellbeing).

Our research has shown that a stable career is associated with disinhibited temperament in early childhood (assertiveness, activity, low conformity, general reactivity) and an unstable career is associated with negative affectivity (negative social responses, negative emotional expressions and high nervousness). Similarly, other longitudinal studies on the prediction of social (career) functioning have found an association with early temperament. Caspi and colleagues [120, 121] found that well-adjusted children had good results in the area of work and under-controlled children had poor work social interactions. In particular characteristics of under-controlled children are very similar to our group of children with high negative affectivity: they are negativistic, very irritable with emotionally labile responses.

Unlike other studies that link extraversion to stable career [122], our results rather point to the relationship between extraversion and changeable career. Changeable career occurred more frequently in our sample than in other studies [27]. This result can be explained on the basis of macro-social changes that occurred in the Czech Republic at the time when the careers of the longitudinal study participants were in their initial stages.

In 1989, the so-called Velvet Revolution took place in the former Czechoslovakia, which led to the dissolution of the totalitarian communist regime and the transition to a democratic society, with the dissolution of Czechoslovakia following shortly afterwards in 1993. At the time of this study, the participants were in their young adulthood—in the period of life when people set up their own families, enter the job market and therefore are much more sensitive to changes taking place in their social environment than in other developmental stages [123]. The Velvet Revolution led to significant macro-social changes and a relatively stable society was transformed into a transitional society. In the field of employment—in common with other post-communist countries (Poland, Hungary)—this change manifested itself by a phenomenon affecting career stability that was previously virtually non-existent: unemployment [124, 125], which started to increase mainly in young people [126]. The economic system of the former Czechoslovakia underwent major changes such as transformation of industry, closure of heavy manufacturing, privatization of state-owned enterprises etc. These changes significantly contributed to the diversification of career trajectories that used to be rather uniform before 1989 [127]. According to previous research [111, 128], macro-social changes first lead to changes in social functioning characteristics. The 1989 events in Czechoslovakia brought about significant and sudden positive changes in areas such as education or travel (free choice of study, free travel abroad), but also shook the existing “security” in relation to jobs [129, 130]. The macro-social change therefore may not always be perceived as only positive or only negative. Depending on the circumstances, people can perceive the new demands of society as

a challenge or as a threat [131]. In the field of employment, especially in comparison with the previous and upcoming historical period, people got a chance to experiment more—to establish their own business, work abroad and try new, unusual or previously untested professions [124]. Some longitudinal studies focusing on the lifelong course of career of young people living in postcommunist countries describe the so called “cohort of winners” [132]. These people were 20 to 30 years old at the time of political transition. As they were young and had just started their career, they were more inclined than older workers to change their career direction or to take entrepreneurial opportunities [133].

In predicting both adaptive psychological and adaptive social functioning, extraversion measured at 16 years of age and the dimension of child disinhibition are therefore mainly applied. Common components of extraversion and child disinhibition are activity and assertiveness. So it seems that characteristics such as activity, vigor and assertiveness are more important at the beginning of adulthood for good future adjustment than emotional stability or agreeableness, which becomes increasingly important in later life. This composition of traits could be interpreted as a kind of viability/vitality which could be viewed as a tendency towards a positive approach to life and active adaptation to life conditions.

Even though we had only the traits of extraversion and neuroticism available in our research in adolescence, the concept of higher order traits of the Big Five personality constructs is becoming an ever more appropriate interpretative framework for the interpretation of our results. Digman [134] found out the existence of higher-order factors, which he referred to as alpha and beta. Alpha includes emotional stability, conscientiousness and agreeableness and reflects the process of socialization and expresses the relative ability to control one's behavior. Beta includes extraversion and openness to experience and expresses the characteristic of personal growth. DeYoung [135, 136] proposed referring to higher order factors as stability (emotional stability, conscientiousness and agreeableness) and plasticity (extraversion and openness to experience). Whereas Digman conceived of the higher order factors rather as life outcomes, De Young suggested re-conceptualizing the stability dimension as reflecting individual differences in the basic tendency of human beings to maintain a stable constitutional organization and the plasticity dimension as reflecting individual differences in the basic tendency to incorporate novel information into that organization.

Subsequent research has verified the existence of higher-order factors [137–139] and showed the expected distinct relationships to other variables—to conformity [135], externalized psychopathology [140], engagement and restraint [141], threat and exploration narratives [142], job performance [143] and mental health [139]. Plasticity is associated with low conformity, externalized psychopathology, engagement, exploration and PWB (specifically the facets of personal growth and autonomy), whereas stability is associated with conformity, restraint, absence of threat narratives and life satisfaction.

Wang, Chen, Petrill, and Deater-Deckard [144] and Slobodskaya [145] identified the traits of stability and plasticity in children and adolescents aged 3.5 to 12 years and 3 to 17 years. In addition, Wang's et al. cross-sectional analyses indicated higher plasticity among younger children and higher stability among older children. It seems, therefore, that the stability and plasticity factors may play different roles at different stages of development. Research on the development of meta-traits is scarce, but we can build on the Big Five investigation: the levels of extraversion and openness to experience, i.e. the level of traits constituting plasticity, decrease in the course of life, whereas the levels of emotional stability, conscientiousness and agreeableness, i.e. the level of traits constituting stability, increase [146] (recent investigations

suggest that e.g. agreeableness and conscientiousness increased among young cohorts, are stable among middle-aged cohorts and declined among the oldest cohort [147]). These changes may reflect different importance of personality traits for adaptive functioning throughout life. While active adaptation and acquisition of new information are important in young adulthood, the tendency to maintain stable relations and their optimization come to the foreground in middle adulthood [20].

Even though from adolescence we only had data on the level of extraversion and neuroticism, each of these traits represents a different meta-trait—extraversion represents plasticity and neuroticism (or emotional stability) represents stability. Our results seem to support the hypothesis that in adolescence and young adulthood, traits associated with plasticity are important for later adaptive functioning (flexibility, agency, development and personal growth), while traits associated with stability gain importance in middle adulthood (ability to maintain stable interpersonal relationships, motivational system and emotional conditions).

### **Limitations**

One of the main objectives of the study was to predict adaptive functioning in adulthood based on temperament traits identified in toddlerhood. As mentioned in the introduction to the discussion, temperament in childhood has not been determined using standard measurement tools, but rather derived from rating scales of children's behavior from psychological examinations. Although the found temperament structure could have been influenced by this factor, the temperament dimensions we identified correspond to theoretical assumptions.

Other limitations of the study stem from the relatively low number of subjects for whom the necessary data for analysis of hypothesized relationships were available. Although the research sample was quite large at the beginning of the longitudinal study (over 500 children), we managed to contact only a relatively small portion of the original sample in adulthood. The sample attrition rate was, apart from standard factors, definitely affected by the long time span between the end of the original research (in middle adolescence of the respondents) and the initiation of the new follow-up study in middle adulthood. The relatively low number of respondents to some extent limits the validity of the conclusions made on the basis of inferential statistics procedures.

Another limiting factor is that well-being was not measured in adolescence. Consequently, we could not verify the relationship between WB and personality traits, as we did in adulthood. If we had cross-sectional data from adolescence at our disposal, we would have been able to better clarify the predictive potential of personality traits for WB in adulthood.

## Assignment: Article Analysis and Reflection

**Objective:** This assignment aims to engage you in a critical reading and reflection process on a scholarly article. You will analyze various components of the article, such as its title, abstract, research questions, methodology, findings, and sample representation. This exercise will help you develop your skills in understanding and critiquing research literature.

---

### BEFORE READING

1. **Consider the Title**
    - What does the title make you think the article will discuss?
    - What do you expect to learn from this article based on the title?
  2. **Read the Abstract**
    - Read the abstract of the article.
    - Based on the abstract, what do you think you will find in this article?
  3. **Highlight New Vocabulary**
    - As you read the article, highlight any new vocabulary or key terms.
    - Identify any unfamiliar methodological terms, including analytic procedures that are new to you.
  4. **Highlight Important Information**
    - Throughout your reading, highlight the important information presented.
    - Identify and note the important scales or measures used in the article.
- 

### DURING READING

1. **Identify the Research Question(s)**
    - Highlight the research question(s) of interest in this study.
    - What are the specific questions the article is trying to answer?
  2. **Identify the Sampling Strategy**
    - What type of sampling strategy was used in the study?
    - What was the final sample size?
    - Does this sample accurately represent the population in question (e.g., age, gender, ethnicity, etc.)?
  3. **Engage in Self-Explanation**
    - Summarize the methods and procedures used in this study in your own words.
    - Explain the approach taken by the researchers to conduct the study, including any key processes or tools they used.
-

## **AFTER READING**

### **1. Summarize the Findings**

- Put the findings of this study into your own words.
- What were the main outcomes or conclusions of the study?

### **2. Describe Findings**

- Describe at least one finding from the study that you found particularly interesting or surprising.
- Why did this finding stand out to you?

### **3. Generalize the Sample**

- Describe how well you think the sample of participants in this study generalizes to other groups of people.
- Consider factors like age, gender, race, socioeconomic status, and region. How applicable are the findings to a broader population?

## **Submission Instructions:**

- You may submit an electronic copy of the article that you highlighted according to the sections above OR you may submit a hard copy that is highlighted according to the sections above
- Be sure to organize your answers according to the sections provided above.
- Cite the article you analyzed appropriately.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3670

### Institution and Course Information

Name of Institution	CCC
Chief Academic Officer Name	Robin Kuykendall
Chief Academic Officer Email	robin.kuykendall@clovis.edu
Registrar Name	Kari Smith
Registrar Email	kari.smith@clovis.edu
Department	BAD
Prefix	ECON
Number	1110
Suffix	
Title	Survey of Economics
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	ECON
Number	1110
Suffix	
Title	Survey of Economics

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Gain and demonstrate a contextual understanding of economic terms and concepts.
2. Recognize and analyze common economic issues which relate to individual markets and the aggregate economy.
3. Learn basic economic principles that influence global trading and challenges relating to globalization.
4. Outline the implications of various economic policies on individuals and on economies.
5. Demonstrate ability to use diagrams and graphs to explain economic principles, policies and their applications.
6. Appreciate and understand how individual decisions and actions, as a member of society, affect economies locally, nationally and internationally.
7. Explain the roles of governments in influencing buyer and seller behavior in the market and how government failure occurs when intervention fails to improve or actually worsens economic outcomes.
8. Be able to apply course concepts to interpret, evaluate and think critically about economic events and policies, especially as regularly reported in the media and other public forums.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will explore economic principles and their impact on everyday life, from personal finances to national and global policies. The course enhances economic literacy, helping students understand markets, government influence, and individual roles in the economy.

Students will first develop a contextual understanding of key economic terms and concepts. Through discussions and real-world examples, they will learn how supply and demand, inflation, and market structures shape decisions (Strategies for Understanding and Evaluating Messages). They will then analyze issues like unemployment and market competition using case studies and current events (Application and Versatility).

A key component is understanding the global economy. Students will examine trade, globalization, and economic policies affecting businesses and individuals worldwide (Genre and Medium Awareness). Students will use diagrams and graphs to illustrate concepts, enhancing their ability to explain economic principles and policy implications (Strategies for Understanding and Evaluating Messages). They will explore government roles in markets and how interventions can sometimes have unintended consequences (Evaluation and Production of Arguments). Assessment will ensure meaningful application of learning. Quizzes and reflections will test comprehension, while problem-solving exercises reinforce analytical skills (Application and Versatility). Group discussions and debates will foster critical thinking about economic events (Evaluation and Production of Arguments). A final project will require students to apply course concepts to a real-world issue, demonstrating critical thinking and communication (Genre and Medium Awareness). By the end of the course, students will not only grasp economic theories but also appreciate their relevance. They will be empowered to make informed decisions as consumers, workers, and citizens, recognizing their impact on local, national, and global economies.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will begin by developing critical thinking skills to identify and define economic problems (Problem Setting). Through discussions and real-world examples, they will gather and analyze information related to economic issues such as supply and demand, inflation, and market structures (Evidence Acquisition). Case studies and current events will be used to assess economic problems and explore potential solutions (Evidence Evaluation). A key component is understanding the global economy. Students will evaluate trade policies, globalization, and government interventions, assessing their effectiveness and consequences (Reasoning/Conclusion). They will use diagrams and graphs to interpret economic data, strengthening their ability to explain economic concepts with clarity (Evidence Evaluation). Assessment will ensure meaningful application of learning. Quizzes and reflections will test comprehension, while problem-solving exercises reinforce analytical skills (Problem Setting). Group discussions and debates will challenge students to construct and defend arguments based on economic evidence (Evidence Acquisition and Reasoning/Conclusion). A final project will require students to apply course concepts to a real-world issue, synthesizing evidence to reach a well-reasoned conclusion (Reasoning/Conclusion). By the end of the course, students will not only understand economic theories but also develop essential skills in critical thinking, problem analysis, and decision-making. They will be empowered to make informed choices as consumers, workers, and citizens, recognizing their impact on local, national, and global economies.

**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*

Students will examine how economic policies affect different cultural and social groups, fostering an appreciation for diverse perspectives (Intercultural Reasoning and Intercultural Competence). Through discussions on trade, labor markets, and income distribution, they will analyze how economic systems impact sustainability and both the natural and human worlds (Sustainability and the Natural and Human Worlds).

Ethical dilemmas in economics, such as wealth inequality and environmental responsibility, will be explored to encourage students to develop moral reasoning skills (Ethical Reasoning). They will engage in collaborative group projects that require teamwork to evaluate economic policies and their societal impact (Collaboration Skills, Teamwork, and Value Systems).

Civic discourse will be emphasized through structured debates and discussions on local and global economic issues, allowing students to practice articulating informed perspectives and engaging with diverse viewpoints (Civic Discourse, Civic Knowledge, and Engagement – Local and Global). By critically examining government interventions and public policies, students will develop an awareness of their role as engaged citizens in shaping economic decisions.

Assessment will include written reflections, group discussions, and projects analyzing economic policies. These activities will help students apply ethical reasoning and intercultural competence to real-world challenges, fostering responsible and informed decision-making.

By the end of the course, students will have a deeper understanding of how economic principles intersect with social responsibility, sustainability, and civic engagement, equipping them to contribute meaningfully to their communities and the global economy.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.clovis.edu/consumerinfo/assessment.aspx">https://www.clovis.edu/consumerinfo/assessment.aspx</a>
---	---

## ECON 1110-Final Project (Assessment)

Conduct an in-depth analysis of a contemporary economic issue of their choice, examining its ethical, social, and environmental implications. Students are required to research multiple perspectives, use economic theories to support their analysis, and propose a policy recommendation. The project will include a written report, a visual presentation, and a class discussion component.

1. **Topic Selection:** Choose a contemporary economic issue that has significant social, ethical, or environmental implications. Topics may include income inequality, climate change policies, globalization, labor rights, healthcare economics, or government intervention in markets.
2. **Research:** Gather credible sources, including academic articles, government reports, and media analysis. Identify different perspectives on the issue and evaluate their strengths and weaknesses.
3. **Economic Analysis:** Use economic theories and models to explain the issue. Consider factors such as market structures, government regulations, and economic incentives.
4. **Ethical and Social Considerations:** Discuss the ethical dilemmas and social impacts related to the issue. How does it affect different communities, both locally and globally?
5. **Policy Recommendation:** Develop a well-supported policy proposal to address the issue. Consider feasibility, potential trade-offs, and long-term consequences.
6. **Written Report:** Structure your report with an introduction, background research, economic analysis, ethical/social discussion, policy recommendation, and conclusion. Use clear language and proper APA citations (2-3 pages, double-spaced, 12-point Times New Roman, with a reference page).
7. **Visual Presentation:** Create a presentation summarizing key findings. Use slides, graphs, or infographics to enhance clarity and engagement (5-7 slides).
8. **Class Discussion:** Be prepared to present your findings and answer questions from peers, fostering an interactive discussion.

### Grading Rubric:

1. **Research and Evidence (30%) –**

- Uses a minimum of three credible sources (academic journals, government reports, reputable media).
- Clearly integrates economic theories and models to support analysis.
- Demonstrates depth in research, evaluating multiple perspectives and supporting claims with evidence.

**2. Critical Analysis (30%) –**

- Identifies key issues and evaluates multiple perspectives on the economic problem.
- Constructs a well-reasoned argument using economic principles and real-world examples.
- Demonstrates logical reasoning and depth in evaluating policy options.

**3. Presentation and Communication (20%) –**

- Organizes information clearly and effectively in both written and oral formats.
- Uses engaging visuals, such as graphs, charts, or infographics, to support key points.
- Demonstrates confidence, clarity, and professionalism in class discussion and presentation.

**4. Ethical and Social Considerations (20%) –**

- Identifies and explains ethical dilemmas and social implications of the chosen economic issue.
- Analyzes the impact on different communities, considering equity and social responsibility.
- Proposes a policy recommendation that aligns with ethical reasoning and sustainability concerns.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3683

### Institution and Course Information

Name of Institution	CNM
Chief Academic Officer Name	Amardeep Kahlon
Chief Academic Officer Email	akahlon@cnm.edu
Registrar Name	Noemi Hernandez
Registrar Email	nhernandez81@cnm.edu
Department	Liberal Arts
Prefix	HNRS
Number	2167
Suffix	
Title	Humanities in Society and Culture
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	HNRS
Number	2167
Suffix	
Title	Humanities in Society and Culture

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☒ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

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

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In this course, students engage in written and verbal analysis, gathering and assessing information from diverse sources, testing expert conclusions, and compiling their own data sets (Evidence Acquisition). Through discussions, short writing assignments, group presentations, and analytical essays or research papers, they construct and evaluate arguments, drawing from primary texts and additional sources (Evidence Evaluation). A key component is developing a research project from an open-ended analytical prompt. This requires integrating their perspectives with newly acquired knowledge, refining their ability to define and articulate complex problems (Problem Setting). As they

examine multiple viewpoints, students develop well-reasoned positions based on careful analysis and synthesis of evidence. They reflect on their findings and propose future inquiries, demonstrating their ability to draw informed conclusions (Reasoning and Conclusion).

For example, students in the sample course engage with interdisciplinary texts and media, analyzing how humans, animals, and the environment are represented across genres. They actively question assumptions about nature and humanity's role in it. Through discussions, responses, presentations, and research projects, they interpret multiple sources to build well-supported arguments (Evidence Evaluation). The final project requires students to identify a research question (Problem Setting), gather and assess sources (Evidence Acquisition), and develop a well-reasoned argument in a multimodal format (Reasoning/Conclusion). In this sample assignment, a student researching industrial farming's environmental impact might compare data from scientific reports, historical accounts, and personal narratives, crafting a project that highlights both macro-scale consequences and individual experiences.

**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 encourages students to connect its content to their lives and the world around them. By examining a central theme, students explore questions of responsibility, systemic bias, justice, and reform (Intercultural Reasoning and Competence). Through discussions, writing assignments, group presentations, and analytical essays, they critically analyze how perspectives shape societal norms and ethics (Ethical Reasoning). Students take responsibility for their research while contributing to a shared learning environment (Collaboration and Teamwork). They must come prepared, engage with readings, and work collaboratively to lead discussions and present research, reinforcing accountability to peers. The course challenges students to analyze how human-made systems intersect with the natural world, shaping access to resources and opportunities (Sustainability). Beyond identifying causes and effects, they evaluate social structures and consider changes for a more just society (Civic Discourse). Engaging with diverse sources and perspectives, students refine their ability to think critically about cultural differences, power structures, and global challenges (Civic Knowledge and Engagement).

For example, students in the sample course examine ethical, cultural, and environmental dimensions of human relationships with nature. They consider how literature, journalism, and science frame sustainability, environmental justice, and human-animal interactions (Intercultural Reasoning, Civic Knowledge and Engagement). Their projects ask them to think critically about ethical concerns—such as conservation efforts or climate policy—while reflecting on their own responsibilities (Ethical Reasoning). Collaboration plays a key role in discussions and peer reviews (Collaboration Skills). The final project invites students to propose solutions or critiques, fostering civic engagement (Civic Discourse). For example, a student creating a documentary on urban green spaces might highlight intersections of environmental policy, public health, and social equity, advocating for sustainable development (Sustainability and the Natural and Human Worlds). By presenting their research in an engaging format, students encourage reflection among their peers, deepening their civic awareness.

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

This interdisciplinary course explores a central theme, requiring students to analyze information from diverse sources. They assess research credibility, recognizing how authority and methodology shape information value (Authority and Value of Information). Students work with primary texts, scholarly monographs, government databases, and digital search tools to locate and evaluate information effectively (Information Structures). Through discussions, writing, and presentations, students refine research questions and adjust their approach as they uncover new insights (Research as Inquiry). They gain experience refining research focus, identifying relevant sources, and modifying arguments as they gather evidence. While library research remains essential, students also develop digital literacy by using academic repositories, citation management software, and digital presentation tools like PowerPoint and Prezi (Digital Literacy). The course also emphasizes responsible information use, teaching students to recognize intellectual property rights, avoid misinformation, and apply proper citation methods.

For example, students in the sample course engage with sources such as poetry, journalism, scientific reports, and film, critically evaluating each for credibility and authority (Authority and Value of Information). They navigate digital repositories, government databases, and search engines to access scholarly materials (Information Structures). The final multimodal project challenges students to integrate research effectively using text, images, and audiovisual elements (Digital Literacy). In this sample assignment, a student creating a podcast on indigenous ecological knowledge might incorporate interviews, archival recordings, and environmental data visualizations to support their argument, demonstrating their ability to synthesize diverse sources in a meaningful way (Research as Inquiry). By selecting and integrating digital elements strategically, students enhance argument clarity while developing essential multimedia communication skills.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

## Proposal: Due by the end of Week 12 (no later than Tuesday of Week 13)

In 1-2 pages, describe:

- The proposed topic and specific question(s) your research will explore
- a discussion of why you have chosen the specific topic. Why does it matter to you?
- A working thesis (subject to change, of course, as your project progresses)
- The rhetorical situation: intended audience, purpose, and
- The format/media you intend to use
- At least two of the sources you intend to use (MLA citation style). Say why you intend to use these sources; how will they be useful to you, specifically? (Note that I know sources *might* change as you research...)
- A discussion of why you are choosing the format/media and how that presentation will be well suited to your topic and chosen audience and intent.
- Description of how you'll incorporate some multi-modal elements (this might be folded into the previous point)

40 points

(There is also an annotated bibliography of 3-5 sources for sources due week 13, and peer review week 14.)

---

## The Nature of Nature Final Project Guidelines

**Final Project:** The final project for the class consists of a researched multimodal product and presentation on a topic of your choice (related to material and concepts covered this semester).

The presentation could take the form of a traditional essay, video, slideshow, podcast, or some other audio or visual presentation, but must include more than one kind of media. (So, for example, an essay would also need images and/or embedded links to audio or video, etc.)

Essay: 5-6 pages, MLA format, additional works cited page, in-text attributions. (Research essay or researched creative non-fiction such as personal narrative or personal journalism.) To make it multi-modal, incorporate relevant visual or audio components, in addition to text.

Audio/visual presentation: The central purpose of the student work must be clear, with well-focused supporting ideas, clear intended audience. Details must be relevant and enrich the work. Presentation must be thorough. Research must be clearly attributed and cited.

110 points

## Presentation

During the last week of class each student will present their final project to the class. Each student will have about 12 minutes in which to present. Focus on main points, evidence, discoveries/surprises, significance, and take-aways. Use visual aids. Practice presentations ahead of time for clarity, length, and confidence.

40 points

Criteria	Level 4	Level 3	Level 2	Level 1	Criterion Score
<b>Rhetorical Purpose</b> The topic, audience, purpose, stance, and thesis are clear and logical.	15–20 points	10–14 points	5–9 points	0–4 points	Score of Rhetorical Purpose The topic, audience, purpose, stance, and thesis are clear and logical. / 20
<b>Form/Media</b> The form/media is consistent with the rhetorical purpose and supports the topic. There is some multimodal element used (audio or visual, in addition to text). Regardless of format (essay, video, audio, etc.) the information is clear, relevant, well organized and well supported.	24–30 points	14–23 points	7–13 points	0–6 points	Score of Form/Media The form/media is consistent with the rhetorical purpose and supports the topic. There is some multimodal element used (audio or visual, in addition to text). Regardless of format (essay, video, audio, etc.) the information is clear, relevant, well organized, and well supported. / 30
<b>Research/Citations</b> The research is relevant, reliable, and introduced/attributed and cited correctly and clearly.	19–25 points	11–18 points	6–10 points	0–5 points	Score of Research/Citations The research is relevant, reliable, and introduced/attributed and cited correctly and clearly. / 25
<b>Content/Organization</b> The main points are clear, well supported, and there are logical transitions to connect one idea to the next	24–30 points	16–23 points	7–15 points	0–6 points	Score of Content/Organization The main points are clear, well supported, and there are logical transitions to connect one idea to the next. / 30

Criteria	Level 4	Level 3	Level 2	Level 1	Criterion Score
<b>Grammar/Mechanics</b> There are few if any grammatical errors or typos	4.1–5.0 points	2.1–4.0 points	1.1–2.0 points	0–1.0 points	Score of Grammar/Mechanics There are few if any grammatical errors or typos. / 5
Criteria	Level 4	Level 3	Level 2	Level 1	Criterion Score
Presentation is clear and well organized and makes appropriate use of time. There is a thesis, evidence, and discussion of significance.	19–25 points	15–18 points	6–14 points	0–5 points	Score of Presentation is clear and well organized and makes appropriate use of time. There is a thesis, evidence, and discussion of significance. / 25
Presentation includes useful visual (or other) aids to support and illustrate information.	12–15 points	8–11 points	5–7 points	0–4 points	Score of Presentation includes useful visual (or other) aids to support and illustrate information. / 15

Total

Score of Final Project and Presentation,  
/ 150

**Overall Score**



## New Mexico General Education Curriculum Course Certification Form

Application Number

3678

### Institution and Course Information

Name of Institution	CNM
Chief Academic Officer Name	Amardeep Kahlon
Chief Academic Officer Email	akahlon@cnm.edu
Registrar Name	Noemi Hernandez
Registrar Email	nhernandez81@cnm.edu
Department	MSE
Prefix	BIOL
Number	2161
Suffix	
Title	Medical Imaging Anatomy & Physiology II
Number of Credits	4

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	BIOL
Number	2161
Suffix	
Title	Medical Imaging Anatomy & Physiology II

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☒ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Describe and identify chemistry concepts while applying the autonomic nervous system to understanding homeostasis of organ systems.

Explain how fluid and electrolyte balance is maintained by the human body.

Describe the structure and function of the endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems.

Apply learned knowledge of cardiovascular, digestive, urinary, endocrine, and reproductive systems to solve case studies using medical images that include x-rays, MRIs, ultrasound, and EEGs.

Describe pregnancy from conception to parturition including human growth and development from zygote to newborn.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This intentionally general education course, which requires no science prerequisites, is designed more to feed into our future CTE partners than as a university transfer course and to give students hands on learning and skills that they can use in the marketplace. This course covers five basic sets of Student Learning Outcomes, each of which is taught using models of organs students will care for in their own daily lives and standard diagnostic tools that they will also routinely encounter throughout their lives, like blood pressure devices, X-rays, ultrasounds, and even EKGs and EEGs.

Students will acquire some familiarity with broad, introductory-level biology and chemistry topics not covered in 2151 such as those discussed in the SLOs and below.

Because critical thinking is so vitally important in daily life, this course places a great deal of weight on the acquisition of critical thinking skills. At the beginning of each unit (there is one unit for each SLO), students will be given a hypothetical patient with a common health problem with which most people are familiar and which will guide their learning throughout that unit and which will cultivate their critical thinking skills on a host of levels that they can then use in area of their life. From learning through lectures to hands-on lab activities, including manipulating models, and being exposed to various diagnostic tools, like those noted above, they will work together to identify and articulate the problem and state its context and formulate a hypothesis concerning what is ailing the patient. They will learn to identify what kinds of evidence they need to acquire to determine the validity of their hypothesis and acquire that evidence, all through lab activities, internet searches, and guided discussions amongst each other and with the instructor. They will then evaluate the evidence that they learned, identify what additional information needs to be acquired and compare it to what they have been given, make a conclusion as to what is ailing their particular patient and why, and then present their conclusions and the reasoning behind it in class presentations, case study write-ups, and class discussion. To ensure that students are learning along the way, formative assessments such as weekly low-stakes quizzes and quick end of class summaries and check-ins will be administered.

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

Because students will encounter quantitative reasoning throughout their lives in the most common of contexts (how to make a personal or family budget, which cellphone plan to sign up for; what health insurance policy and with what coverages are best for their own unique circumstances; what car to affordably buy; etc.), this course stresses the importance of quantitative reasoning. This course covers five basic sets of Student Learning Outcomes, each of which is taught, as noted above in the discussion of critical thinking, using a broad case study approach where students are given a hypothetical patient with a common health problem with which most people are familiar and which will guide their learning throughout that unit.

In the context of understanding what the issues are related to the hypothetical patient that they are given at the beginning of each unit and how to assess those issues, the students will learn the importance of using data in formulating a well-reasoned hypothesis, what kind of data needs to be acquired, how to analyze that data, and how to use that data in presenting their hypothesis, the support for their hypothesis, and then their conclusions, including why their hypothesis may or may not have been correct. Through what students learn during weekly lectures, through the use of weekly internet searches and the reading of various articles (both those provided by the instructor and those discovered in literature searches), students will learn how quantitative information is represented and communicated. By analyzing what they learn from lecture, what they discover from internet searches and literature review, and by interacting with each other in daily discussions as they formulate their hypotheses and find data related to their hypotheses, students will acquire the skills necessary to analyze the validity of quantitative arguments and also use quantitative arguments in presenting their ultimate findings for the case study due for each unit in class presentations and write-ups of their findings. Finally, and significantly, students will learn various simple but useful quantitative models that people with ordinary health care issues typically discuss during their visits to their health care professionals that they will be able to apply in each of their unit-case study assignments. They will use such quantitative models to better understand the patients in the case studies that their group was assigned, to formulate their hypotheses, and then to evaluate the validity of their hypotheses, the findings of which they will present to the

class and the instructor as both class presentations, using data and graphs, and in their case-study write-ups at the end of each unit.

**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 intentionally created as a general education course requiring no prerequisites and that can serve as an innovative way to prepare students for CTE at our future partner institutions, preparing those who want to pursue technical careers right out of community college in health care fields that use or evaluate imaging studies. As such, these students will be at the forefront of interaction with their professional fields and their patients, a nexus that demands a profound grasp of personal and social responsibility.

Because New Mexico is so rich in cultural diversity, in terms of students attending colleges throughout the state and, therefore, in terms of its patient populations who utilize health care resources, students will, in using the case study paradigm discussed throughout this application, learn, through weekly lectures and readings and in interacting in small group discussions and activities that will require teamwork and collaboration throughout each unit, how different people and groups understand and approach learning, how they understand, hear, and see health and ill health, how to have meaningful discussions with those who see things differently, and how to cultivate a richer, broader way of communicating with others. This acquisition of intercultural reasoning and competence will deeply enrich every aspect of the students' lives. Because so much of the work that will be done throughout the semester, such as weekly discussions, working together to derive hypotheses and then finding information that either supports or does not support such hypotheses, and then presenting the conclusions at the end of each unit, both to the larger class and in terms of a written case study, students will learn to collaborate with each other, will learn how to navigate teamwork, and will acquire a deeper appreciation not only of their own value system but also that of others, which may be different from their own. Further, because of the carefully constructed case studies that will guide the learning and activities throughout each of the units in this course (each of the five units will address one of the SLOs of the course), students will be presented with scenarios that will require extensive group discussion and some internet research and some literature review concerning ethical dilemmas posed by the case study and that will require the groups to engage in formulating an ethical set of criteria through which they understand the patient central to the case study and the various established policies related to such patients, through which they formulate their hypothesis and are able to support or reject it, and through which they present their findings to the rest of the class and in their end of unit case study-write up.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan">https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan</a>
---	---

# Heart Transplant Case Study Assignment

**Case Overview:** In this assignment, you will explore the challenging ethical decisions involved in determining the allocation of limited medical resources, specifically heart transplants. Below are two hypothetical patients in need of a new heart, with limited resources meaning that only one can receive the transplant. You will research, analyze, and debate using real-world ethical frameworks and considerations.

---

## Case Details

### Patient Profiles:

1. **Patient A:** A 40-year-old former drug user who has recently recovered from addiction and has a young family depending on them.
2. **Patient B:** A 60-year-old award-winning scientist and author whose work has contributed significantly to societal advancements.

### Assignment Task:

Determine which patient should receive the heart transplant and justify your choice. In doing so, you should:

- Research the medical criteria and ethical considerations used in prioritizing organ transplant recipients.
- Analyze the ethical frameworks that may influence decision-making, including principles like utility, justice, respect for persons, and beneficence.
- Understand the legal and medical guidelines that impact transplant prioritization.

### Preparation Instructions:

1. **Research:** Explore resources on heart transplant processes, eligibility requirements, and factors that affect transplant waitlist prioritization.
  2. **Analyze Ethical Frameworks:** Learn and review key ethical theories such as utilitarianism, deontology, and virtue ethics, and apply these to each patient's case.
  3. **Prepare Debate Materials:** Prepare a written summary of your position, including three main points that support your argument and potential rebuttals for opposing views.
- 

### Class Debate Format:

1. **Opening Statements:** Each student (or team) will present an opening statement outlining their position on which patient should receive the transplant.
2. **Supporting Arguments:** Present three main arguments supporting their position.

3. **Rebuttals:** Respond to counterarguments presented by the opposing side.
4. **Closing Statements:** Summarize and reinforce key points, highlighting why their chosen patient should receive the transplant.

---

**Evaluation Rubric:**

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (1-2)
<b>Preparation</b>	Demonstrates thorough research and clear understanding of transplant requirements and ethics.	Demonstrates good preparation, though some aspects may lack depth.	Shows basic preparation; limited detail or unclear points.	Little to no evidence of preparation; lacks clarity on transplant issues.
<b>Argument Organization</b>	Arguments are highly organized, logical, and easy to follow.	Arguments are organized, mostly logical, and understandable.	Arguments have some organization but are difficult to follow.	Arguments are disorganized and unclear.
<b>Argument Strength</b>	Provides three compelling and well-supported arguments with evidence.	Provides two to three strong arguments with moderate support.	Provides one to two arguments with minimal support.	Weak arguments lacking support or clarity.
<b>Rebuttals</b>	Effectively addresses counterarguments with strong, relevant rebuttals.	Addresses counterarguments with some relevant rebuttals.	Provides basic rebuttals, some relevant to the discussion.	Few or no rebuttals; lacks relevance to arguments made.

---

**Submission Requirements:**

- **Research Notes:** Summarized notes on research findings.
- **Argument Outline:** Main points, ethical framework, and evidence supporting their chosen patient.

This case study encourages students to grapple with the moral complexity and gravity of real-life medical decisions, helping them to develop both intellectual rigor and empathy.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3677

### Institution and Course Information

Name of Institution	CNM
Chief Academic Officer Name	Amardeep Kahlon
Chief Academic Officer Email	akahlon@cnm.edu
Registrar Name	Noemi Hernandez
Registrar Email	nhernandez81@cnm.edu
Department	MSE
Prefix	BIOL
Number	2151
Suffix	
Title	Medical Imaging Anatomy & Physiology I
Number of Credits	4

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	BIOL
Number	2151
Suffix	
Title	Medical Imaging Anatomy & Physiology I

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☒ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Explain processes of biology, including an exploration of the scientific method.  
Apply basic chemistry to the biology of cells.  
Describe the structures and functions associated with eukaryotic cells.  
Describe DNA structure.  
Explain the central dogma of gene expression.  
Apply mechanisms of cellular metabolism to how muscles function in the body.  
Describe mitosis and meiosis.  
Explain homeostasis and identify tissues, organs, and organ systems along with their functions.  
Describe and apply anatomical terminology.  
Describe structure and function of integumentary, skeletal, muscular, nervous system, and special senses.  
Apply learned knowledge of organ anatomy, skeletal system, and nervous system to solve case studies using medical images that include x-rays, MRIs, ultrasound, and EEGs.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This intentional general education course, which requires no science prerequisites, is designed to feed into our future CTE partners than as a university transfer course and to give students hands on learning and skills that they can use in the marketplace. This course covers 11 basic sets of Student Learning Outcomes, starting with the scientific method.

As students cover general biology and chemistry and later dive into organ systems, the scientific method along with the concept of homeostasis will be used to assess their critical thinking skills. Ultimately, students will be exposed to standard diagnostic tools like X-rays, ultrasounds, and EEGs, which they will routinely encounter throughout their careers within the medical imaging field.

During this first term, students use the scientific method to set up problems by asking a question and then developing a hypothesis. Lectures provide fundamental knowledge that they then apply in a laboratory setting. Within the lab, evidence acquisition entails either measurement or comparison of biological structures using medical images, histological samples, models, and when appropriate the scientific literature. Both in a group setting and as individuals, learners evaluate the acquired evidence to logically formulate a plausible answer to their questions while providing evidence that either supports or refutes their hypothesis. At the end of the course, students solve case studies using this methodology to form knowledge-based conclusions. Throughout the course formative assessments such as quizzes and exams test whether individuals are learning these necessary critical thinking skills.

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

Students will encounter quantitative reasoning both in their daily lives (i.e. paying their taxes and purchasing a first home) and in their medical imaging careers (i.e. measuring anatomical structures and reading graphs); so, this course exposes students to quantitative methodology. At the beginning of the course, students measure everyday items like beans (length, width, and weight) to familiarize themselves with basic measuring techniques. Later, using a microscope, students apply the equation of calculating cell size to measure and compare different cell types (epithelial, muscle, and nervous). At the end of the course, students apply quantitative reasoning with measuring anatomical structures to either solve case studies or to work through a scientific method problem.

Specifically, this class focuses on quantitative arguments and models that analyze the size and dimensions of cell types, organs, organ structures, and the overall human body to determine functionality and identify patterns. As students are learning about cells, quantitatively they'll learn about the surface area to volume ratio model to compare the functionality of cell types. For example, specialized cells like red blood cells and simple squamous cells have a large ratio (larger surface area compared to a small volume) to maximize diffusion compared to glandular cells, that have a small ratio (smaller surface area compared to a large volume) to accommodate organelles within a cell for the manufacturing of products like hormones and proteins. As the class moves into the skeletal and muscular systems, students communicate and represent quantitative information as they explore the quantitative model for Body Mass Index (BMI). Data that students collect in the lab or the scientific literature are communicated and represented in the form of graphs to validate or refute formulated hypotheses and predictions. Throughout the course formative assessments such as quizzes and exams test whether individuals are learning these necessary quantitative reasoning skills.

**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*

As a general science education course, students develop personal and social responsibility by collaborating during team projects. A couple of examples of team projects include 1. Ethics involved in developing the DNA model and 2. Using BMI to provide appropriate healthcare. As students work within their teams, they'll learn a myriad of cultural

perspectives that they each bring to their projects along with learning their own value systems. While this class focuses on 2 (which is the required amount) of the skills (ethical reasoning and collaboration skills), it additionally addresses the other 3 (intercultural reasoning/competence, sustainability, and civic discourse).

The BMI team project demonstrates how students develop all 5 skills of personal and social responsibility. It is important to note that throughout the class students from different backgrounds, cultures, and viewpoints are encouraged to have respectful communication that focuses on public issues involving healthcare and sustainability to find collaborative solutions. Students are organized into groups to research how BMI is used to treat patients within our own healthcare system. As part of this group work, they explore the limitations of using BMI, which addresses both cultural sensitivity to body types and ethical considerations to avoid stigmatization. Students present their findings in a brief oral presentation (about 5 minutes) with a paper. Topics should address the value of using the BMI as a starting point to gauge good health but further explore how healthcare is complex and needs to also address 1. how current BMI overlooks race and ethnic body size variations and 2. how individuals and communities can obtain healthier sustainable lifestyles. Students are assessed on their collaborative work as a group, the depth of their research on BMI as a diagnostic tool and its limitations, and their ability to organize and present their findings with creative solutions to complex public healthcare problems.

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

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan">https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan</a>
---	---

Tibia length versus Height Study Assignment (20 points)

Name: \_\_\_\_\_

1. What is your hypothesis for if the tibia length can predict a person's height? (5 pts)
2. Graph the tibia length and height data from your class. You can do this either with graph paper or in excel. (5 pts)

Paste your graph below.

Correctly identifying independent and dependent variables within graph is an additional 5 pts.

3. Does the data support or not support your hypothesis? Yes or No?
4. How does it either support or not support your hypothesis? Apply what you learned about correlations from the literature study to answer this question. (5 pts)

# Rubric for Tibia Length and Height Study Assignment

Criteria	Excellent 5 pts	Good 4 pts	Fair 3 pts	Unsatisfactory 2-0pts
Hypothesis	Is presented as an if/then statement while providing an explanation that answers the question if tibia length predicts height	If/then statement without explanation that answers the question OR an explanation that answers the question but no if/then statement	Provided a hypothesis but is not an if/then statement nor does it provide an explanation	Didn't do (0 pts)
Graph	Has a title, labeled the axes, axes' ranges make sense, has a trend line if data shows a correlation, and is readable	Labeled the axes, has a trend line if data shows a correlation, and is readable	Labeled the axes and is readable	Didn't do (0 pts) or has a graph that is missing labels and therefore is difficult to interpret (2 pts)
Independent versus Dependent variable	Correctly identified both variables	Used appropriate variables, but incorrectly identified which one is the independent versus dependent variable	Only correctly identified one variable, and used a variable that is unrelated to study	Didn't do (0 pts) or Both variables are unrelated to study (2 pts)
Support using concept of correlation	Correctly interpreted graph data while applying the concept of correlation	Interpreted graph correctly but did not correctly explain or apply the concept of correlation	Didn't interpret graph correctly, but did correctly explain the concept of correlation	Didn't do (0 pts) or Didn't interpret graph correctly and didn't explain the concept of correlation (2 pts)



## New Mexico General Education Curriculum Course Certification Form

Application Number

3742

### Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	BIOL
Number	2410C
Suffix	
Title	Principles of Biology: Genetics Lecture & Laboratory
Number of Credits	4

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	BIOL
Number	2410C
Suffix	
Title	Principles of Biology: Genetics Lecture & Laboratory

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☒ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

**Student Learning Outcomes (lecture)**

1. Students will be able to understand rules governing the segregation of genes carried on the same or different chromosomes.
2. Students will be able to explain and analyze human pedigrees.
3. Students will be able to describe the structure of DNA and how its information is transmitted to protein synthesis
4. Students will be able to interpret scientific data, formulate a scientific hypothesis, and propose an experiment to test a scientific hypothesis.
5. Students will be able to describe molecular mechanisms governing why and how gene expression is regulated
6. Students will understand how deregulated gene expression contributes to human congenital disease and cancer.
7. Students will be able to understand how high throughput experiments are carried out and analyzed.
8. Students will be able to explain key principles of genomics to understand the content, organization, and function of genetic information contained in whole genomes.
9. Students will be able to apply genetic and physical mapping techniques to the understanding of structural genomics.
10. Students will be able to use comparative genomics to understand how genomes evolve in (i) genome size, (ii) gene content, (iii) gene functionality, (iv) nucleotide base content, (v) protein diversity, and/or (vi) transposable element proliferation.
11. Students will consider ethical issues related to genomics

**Student Learning Outcomes (Labs)**

1. Be able to conduct library-based research to produce an annotated bibliography or research paper that demonstrates the ability to distill and synthesize the primary literature.
2. Be able to verbally present a synthesis and interpretation of a published paper from the primary literature.
3. Be able to demonstrate critical thinking skills by interpreting scientific data, formulating a scientific hypothesis, and proposing an experiment to test a scientific hypothesis. (HED Area 3, Competency 1,2,4,5)
4. Be able to solve genetics problems involving single gene, X-linked, and non-Mendelian inheritance patterns.
5. Be able to conduct Chi-Square statistical analysis on genetics data.
6. Be able to describe the processes of DNA replication, transcription and translation.
7. Be able to compare and contrast the processes of gene regulation in prokaryotes versus eukaryotes.
8. Be able to understand how high throughput experiments are carried out and analyzed. (HED Area 3, Competency 3,4)
9. Be able to apply understanding of recombinant DNA techniques and RNA sequencing analysis in the biomedical sciences, biotechnology and/or bioengineering.
10. Be able to describe applications of structural, functional or comparative genomics in the biomedical sciences, biotechnology and/or bioengineering.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

### C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Communication.</b> <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i>

<b>Critical Thinking.</b> <i>Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion</i>
Critical Thinking is cultivated as students interpret scientific data, identify inheritance patterns, evaluate research findings from the primary literature, and construct scientific hypotheses. Through structured analysis of pedigrees, genomic sequences, and gene expression models, students are challenged to connect evidence with theory and propose new lines of inquiry.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>
Quantitative Reasoning is emphasized through genetic problem-solving (e.g., Mendelian and non-Mendelian inheritance, Chi-square analysis, and genetic mapping). Students must analyze numerical data, calculate statistical significance, and model probabilities based on genetic principles. Emphasis is placed on interpreting quantitative results and using statistical reasoning to validate experimental hypotheses.

<b>Personal &amp; Social Responsibility.</b> <i>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</i>
Personal & Social Responsibility is addressed through inquiry and discussion around the ethical, legal, and societal dimensions of genetics and genomics. Students examine contemporary issues such as genetic testing, privacy in genome sequencing, CRISPR technology, and the use of biotechnology in medicine and agriculture. Assignments and discussions encourage students to consider the implications of scientific advances on individuals and communities.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.mesalands.edu/academic-programs/assessment/">https://www.mesalands.edu/academic-programs/assessment/</a>
---	---

# Week 13: Assignment: Genetic Analysis & Ethical Implications of CRISPR Technology

---

Course: BIOL 2410C – Principles of Biology: Genetics

General Education Area: III – Laboratory Science

Essential Skills: Critical Thinking, Quantitative Reasoning, Personal & Social Responsibility

## Assignment Overview

In this assignment, students will explore the use of CRISPR-Cas9 gene-editing technology by analyzing a case study. The task integrates genetic problem solving, quantitative data interpretation, and ethical reflection. Students will calculate probabilities of genetic outcomes using Punnett squares and Chi-square analysis, interpret results from a hypothetical gene-editing experiment, and evaluate the societal implications of human germline editing.

Deliverables include a written analysis (3–4 pages) and a 5-minute oral presentation.

## Learning Objectives

- Apply Mendelian and molecular genetics principles to real-world scenarios.
- Use quantitative tools to evaluate genetic probabilities and test hypotheses.
- Analyze data from a gene-editing experiment and assess its implications.
- Consider ethical issues associated with CRISPR and communicate viewpoints effectively.

## Assignment Instructions

1. Read the assigned CRISPR case study.
2. Using information provided in the case, complete a Punnett square to determine possible genotypes and phenotypes.
3. Perform a Chi-square test to evaluate whether observed outcomes match expected ratios.
4. Interpret the scientific results and discuss potential experimental errors or alternative explanations.

5. Research the ethical concerns around germline editing using at least two peer-reviewed sources.
6. Write a 3–4 page report addressing both the scientific analysis and the ethical considerations.
7. Prepare a 5-minute oral presentation summarizing your conclusions.

### **Assessment Criteria**

- Accurate application of Mendelian genetics and Punnett squares (Quantitative Reasoning)
- Correct execution and interpretation of Chi-square analysis (Quantitative Reasoning)
- Logical explanation of scientific results and hypothesis testing (Critical Thinking)
- Clear identification and discussion of ethical concerns (Personal & Social Responsibility)
- Use of credible, peer-reviewed sources in research (Personal & Social Responsibility)
- Clarity, organization, and professionalism of written and oral presentation (Critical Thinking & Communication)

# BIOL 2410C – CRISPR Case Study

## Assignment Rubric

---

Course: BIOL 2410C – Principles of Biology: Genetics

General Education Area: III – Laboratory Science

Essential Skills: Critical Thinking, Quantitative Reasoning, Personal & Social Responsibility

### Assignment Rubric

Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Genetics Application (Quantitative Reasoning)	Accurately applies Mendelian principles and inheritance patterns; advanced analysis and insight	Correctly applies Punnett squares and genetic logic with minor errors	Partial understanding; some incorrect use of genetic concepts	Major conceptual errors or missing genetics analysis
Chi-Square Analysis (Quantitative Reasoning)	Chi-square test is complete, accurate, and well-interpreted; excellent statistical reasoning	Correct Chi-square calculation and interpretation with few issues	Incomplete or partially correct analysis; interpretation unclear	Calculation or concept is missing or incorrect
Scientific Interpretation & Hypothesis (Critical Thinking)	Draws logical, well-supported conclusions; evaluates alternative hypotheses	Adequate interpretation of results and reasonable conclusions	Some interpretation, but lacks clarity or depth	Minimal or inaccurate conclusions; no clear hypothesis
Ethical Analysis (Personal & Social Responsibility)	Thoughtful, nuanced discussion of ethical implications; supported by strong sources	Addresses ethical issues with appropriate context and support	Touches on ethics, but discussion is vague or unsupported	Ethical discussion missing or superficial
Use of Sources & Research	Uses 2+ scholarly	Uses scholarly sources with	Limited sources or	No scholarly sources or

(Personal & Social Responsibility)	sources effectively and cites correctly; synthesis shows depth	some citation errors; adequate integration	unclear connections; weak citation format	improper use of material
Written Communication (Critical Thinking)	Report is well-organized, clear, and free of grammatical errors	Generally clear and organized; minor grammar or structure issues	Some unclear sections; organization needs improvement	Disorganized, unclear, or poorly written
Oral Presentation (Communication)	Presentation is confident, well-paced, and clearly summarizes key points	Covers key points clearly with acceptable delivery	Incomplete or somewhat unclear; delivery needs work	Presentation is unclear, too brief, or missing key info

## Grading Notes

Total Score: \_\_\_\_ / 28 points

Grade Conversion (example):

- 25–28 = A
- 21–24 = B
- 17–20 = C
- 13–16 = D
- <13 = F

**General Education Competency**  
**Scientific Reasoning Rubric**  
 (Scientific method and problem solving.)

Criteria	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
<b>Problem is recognized and investigative question is formulated</b>	<ul style="list-style-type: none"> <li>Problem is recognized and explained in detail.</li> <li>Investigative question is clearly formulated.</li> </ul>	<ul style="list-style-type: none"> <li>Problem is recognized and essentials are explained.</li> <li>Investigative question is formulated.</li> </ul>	<ul style="list-style-type: none"> <li>Problem is recognized and stated.</li> <li>Investigative question is outlined</li> </ul>	<ul style="list-style-type: none"> <li>Problem is not recognized or only parts of problem are recognized.</li> <li>Investigative question is not formulated, unclear or incomplete.</li> </ul>
<b>Reasonable, testable hypothesis is presented</b>	<ul style="list-style-type: none"> <li>Hypothesis is reasonable, clearly stated, and fully explains question.</li> </ul>	<ul style="list-style-type: none"> <li>Hypothesis is reasonable and answers question.</li> </ul>	<ul style="list-style-type: none"> <li>Hypothesis is reasonable, and somewhat addresses question.</li> </ul>	<ul style="list-style-type: none"> <li>Hypothesis does not answer question, is untestable or is not presented.</li> </ul>
<b>Prediction is formulated as logical consequence of the hypothesis</b>	<ul style="list-style-type: none"> <li>Prediction is logical and fully explained.</li> </ul>	<ul style="list-style-type: none"> <li>Prediction is logical and well formulated.</li> </ul>	<ul style="list-style-type: none"> <li>Prediction is logical and reasonably outlined.</li> </ul>	<ul style="list-style-type: none"> <li>Prediction is unclear, does not follow logically from hypothesis or is not presented.</li> </ul>
<b>Data/observations to test hypothesis are gathered or compiled</b>	<ul style="list-style-type: none"> <li>High quality data and/or high quantity of suitable data gathered and presented professionally (list or table).</li> </ul>	<ul style="list-style-type: none"> <li>Quality/ quantity of suitable data gathered that fully justifies conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Quality/ quantity of suitable data gathered and sufficiently presented to justify conclusion, but student may have overlooked some data.</li> </ul>	<ul style="list-style-type: none"> <li>Data unsuitable to test hypothesis; little or no data gathered.</li> </ul>

<b>Formulation of a conclusion</b>	<ul style="list-style-type: none"> <li>• Conclusion is logical and well formulated.</li> <li>• Conclusion explains in detail the degree of correctness of the hypothesis and identifies further avenues of testing, or formulates new hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion is logical.</li> <li>• Conclusion explains the degree of correctness of the hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion is coherent.</li> <li>• Conclusion addresses the degree of correctness of the hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion is incoherent or not presented.</li> <li>• Conclusion does not explain the degree of correctness of the hypothesis.</li> </ul>
------------------------------------	--	--	--	--



## New Mexico General Education Curriculum Course Certification Form

Application Number

3743

### Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	ANTH
Number	1140
Suffix	
Title	Introduction to Cultural Anthropology
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	ANTH
Number	1140
Suffix	
Title	Introduction to Cultural Anthropology

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

- ☒ Communication      ☒ Critical Thinking      ☐ Information & Digital Literacy  
☐ Quantitative Reasoning      ☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts, such as culture and society, which form the pillars of the discipline (e.g., cultural relativism, cultural persistence and change, world-view and enculturation).
2. Comprehend the importance of studying cultural anthropology.
3. Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected (e.g., globalization and modern world system).
4. Demonstrate an awareness of how students' own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures.
5. Understand how beliefs, values and assumptions are influenced by culture, biology, history, economic, and social structures.
6. Gain a sense of relationship with people possessing different experiences from their own.
7. Gain a deeper understanding and appreciation for cultural anthropology as a broad discipline through learning about its practices, and differentiating cultural anthropology from other disciplines that study.
8. Become more sensitive and engaged global citizens from culturally relative perspectives

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Communication is fostered through written reflection papers, response essays, and class discussions where students articulate anthropological insights, interpret cultural data, and express arguments clearly. Students engage in peer discussion, develop presentation skills, and use discipline-specific language to communicate complex ideas about culture and society.

<b>Critical Thinking.</b> <i>Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion</i>
---

Critical Thinking is central to the course as students are required to assess how cultural norms and social structures shape human experience. Assignments and readings challenge students to evaluate ethnographic evidence, distinguish between subjective beliefs and objective analysis, and apply key anthropological theories to new scenarios. Through comparative study, students question assumptions about their own culture and those of others.
---

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>
--

<b>Personal &amp; Social Responsibility.</b> <i>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</i>
--

Personal & Social Responsibility is addressed by encouraging students to reflect on their own cultural values and positionality. The course emphasizes cultural relativism and the ethical dimensions of studying human subjects. Through the examination of topics like race, gender, globalization, and inequality, students explore how social and cultural systems influence individual identity and collective experience, and how awareness can inform respectful intercultural engagement.
---

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>
--

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.mesalands.edu/academic-programs/assessment/">https://www.mesalands.edu/academic-programs/assessment/</a>
---	---

## **Creative Project: Through Another's Eyes – A Cultural Immersion Simulation**

---

Course: ANTH 1140 – Introduction to Cultural Anthropology

General Education Area: IV – Social and Behavioral Sciences

Essential Skills: Communication, Critical Thinking, Personal & Social Responsibility

### **Project Overview**

In this creative and research-based project, students will step into the shoes of someone from a culture different than their own. Instead of writing a traditional comparative paper, students will create a cultural profile and simulate life experiences from the perspective of a person living within that culture.

The project can be presented as a first-person journal, a multimedia story, a podcast interview, or a creative visual presentation (like a digital poster, zine, or storyboard). The goal is to use anthropological research and imagination to explore how culture shapes one's worldview, values, daily routines, and challenges.

### **Project Objectives**

- Apply anthropological knowledge to imagine life in a cultural context different from one's own.
- Demonstrate critical thinking by analyzing how cultural structures influence identity and behavior.
- Reflect on personal cultural biases and increase empathy through perspective-taking.
- Communicate findings in a creative, accessible, and thoughtful format.
- Use credible academic sources to ground imaginative elements in anthropological fact.

### **Project Format Options (Choose One)**

1. 'Day in the Life' Journal – Write a first-person narrative chronicling one day in the life of a fictional character from your chosen culture.
2. 'Cultural Confessionals' Podcast – Create a 5–7 minute audio (or video) interview-style segment where you act as or interview your fictional character.

3. Visual Storyboard or Zine – Create a creative visual piece (physical or digital) that illustrates key elements of your character’s cultural life.

4. Cultural Reflection Letter – Write a letter from your fictional character to someone from your own culture, describing cultural misunderstandings and insights.

### Project Requirements

- Include references to at least two scholarly or ethnographic sources.
- Demonstrate clear understanding of at least 2–3 course themes (e.g., kinship, religion, gender, power, globalization).
- Submit a 1-page rationale explaining your use of anthropological concepts and source material.
- Present a 3-minute summary of your project in class or in an online forum.

### Creative Project Rubric

Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Cultural Insight & Accuracy (Critical Thinking)	Demonstrates deep understanding and nuanced application of cultural concepts	Demonstrates accurate and thoughtful use of anthropological ideas	Limited depth or generalizations; some conceptual gaps	Inaccurate or vague use of cultural concepts
Creativity & Perspective (Communication)	Highly imaginative and engaging; convincingly portrays alternate cultural perspective	Creative and clear; perspective is understandable and believable	Some creative effort; perspective lacks clarity or depth	Little creativity or engagement with perspective-taking
Personal Reflection (Personal & Social Responsibility)	Insightful reflection on personal biases and	Reflects on personal perspective with some depth	Minimal reflection; lacks personal insight	No meaningful reflection or self-awareness

	cultural awareness			
Use of Sources (All Skills)	Effectively uses and integrates 2+ scholarly sources with proper citation	Uses 2 scholarly sources appropriately with minor citation issues	Limited or unclear use of sources; weak integration	Sources missing or improperly used
Presentation (Communication )	Well-delivered, clear, and engaging summary of project	Adequate summary of project with clear main ideas	Somewhat unclear or disorganized delivery	Unclear, incomplete, or missing presentation

### Grading Notes

Total Score: \_\_\_\_ / 20 points

Grade Conversion (example):

- 18–20 = A
- 15–17 = B
- 12–14 = C
- 9–11 = D
- <9 = F

### Course Description and Alignment to Area IV: Social & Behavioral Sciences

ANTH 1140 is an introductory course in cultural anthropology, a core subfield within the social sciences. Students are introduced to the foundational theories, concepts, and research methods anthropologists use to understand human societies and cultural variation across time and space. Emphasis is placed on examining patterns of belief, behavior, identity, and social organization across diverse cultures. Through case studies and cross-cultural analysis, students explore topics such as kinship, gender, language, economy, politics, religion, race, and globalization.

The course aligns with the goals of Area IV by helping students develop an understanding of human behavior in its social and cultural context. It encourages analytical engagement with social structures, worldviews, and systems of meaning, and supports students in evaluating their own cultural assumptions in comparison with those of others. Students gain insight into the complexity of human societies and the methods social scientists use to study them.

### Assessment Plan Summary

Assessment in ANTH 1140 includes short essays, exams, discussion responses, and a final reflective project. Critical Thinking is assessed through written assignments that require students to interpret ethnographic cases, compare cultural systems, and apply anthropological theories. Communication is evaluated through written expression and, in some sections, oral

presentations or in-class debates. Students are graded on clarity, organization, and the use of evidence-based reasoning. Personal and Social Responsibility is measured through reflective journals and class discussions that explore identity, bias, and cultural ethics. Rubrics are aligned with the essential skills and course outcomes, ensuring that students are evaluated not just on content recall, but on analytical depth, cultural awareness, and thoughtful engagement with global perspectives.

**Instructional Strategies Narrative**

Instruction in ANTH 1140 is designed to promote active engagement and reflective learning. Instructors use a variety of teaching methods including case studies, group discussion, visual media (e.g., ethnographic films), and experiential learning activities. Students engage with cross-cultural examples that challenge ethnocentrism and prompt deeper analysis of their own cultural frameworks.

Assignments often involve structured reflection, comparative analysis, and interpretation of anthropological texts. Students may participate in mini fieldwork exercises such as cultural interviews or observation assignments to apply course concepts to real-world interactions. Instruction emphasizes inclusive dialogue and the respectful exchange of diverse perspectives, supporting both communication skills and personal growth.

### Creative Project Rubric

Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Cultural Insight & Accuracy (Critical Thinking)	Demonstrates deep understanding and nuanced application of cultural concepts	Demonstrates accurate and thoughtful use of anthropological ideas	Limited depth or generalizations; some conceptual gaps	Inaccurate or vague use of cultural concepts
Creativity & Perspective (Communication)	Highly imaginative and engaging; convincingly portrays alternate cultural perspective	Creative and clear; perspective is understandable and believable	Some creative effort; perspective lacks clarity or depth	Little creativity or engagement with perspective-taking
Personal Reflection (Personal & Social Responsibility)	Insightful reflection on personal biases and cultural awareness	Reflects on personal perspective with some depth	Minimal reflection; lacks personal insight	No meaningful reflection or self-awareness
Use of Sources (All Skills)	Effectively uses and integrates 2+ scholarly sources with proper citation	Uses 2 scholarly sources appropriately with minor citation issues	Limited or unclear use of sources; weak integration	Sources missing or improperly used
Presentation (Communication)	Well-delivered, clear, and engaging summary of project	Adequate summary of project with clear main ideas	Somewhat unclear or disorganized delivery	Unclear, incomplete, or missing presentation

### Grading Notes

Total Score: \_\_\_\_ / 20 points

Grade Conversion (example):

- 18-20 = A
- 15-17 = B
- 12-14 = C
- 9-11 = D
- <9 = F



## New Mexico General Education Curriculum Course Certification Form

Application Number

3744

### Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	CJUS
Number	1110
Suffix	
Title	Introduction to Criminal Justice
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	CJUS
Number	1110
Suffix	
Title	Introduction to Criminal Justice

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Student Learning Outcomes

1. Describe the history, structure and function of the criminal justice system in the United States.
2. Discuss the role of law enforcement, court systems, corrections, and security in maintaining social order.
3. Identify and describe crime causation theories, various measures of crime and their reliability and victimization theories.
4. Relate fundamental principles, concepts and terminology used in criminal justice to current events.
5. Apply basic analytical and critical thinking skills in evaluating criminal justice issues, policies, trends and disparities.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Communication is a central focus in CJUS 1110, with intentional practice across written, oral, and digital forms. Students engage with multiple genres — including case briefs, policy memos, reflection essays, and discussion posts — and are guided to tailor their communication style for different rhetorical situations. Assignments emphasize audience awareness (e.g., writing for policymakers vs. peer groups), clear articulation of purpose, and contextual relevance to current criminal justice issues. Students develop strategies for reading and evaluating messages through close analysis of legal texts, current event articles, and research reports. They are taught to identify main ideas and supporting arguments, assess counterclaims, and apply theoretical lenses such as legal, ethical, or sociopolitical frameworks to interpret material. This supports a deeper understanding of the justice system's complexity and the various stakeholders involved.

In their written and spoken arguments, students evaluate the authority of sources and learn to distinguish between facts, opinions, and inferences. They are required to support their claims with evidence drawn from scholarly and governmental sources, which are integrated and cited using a standard academic citation format (e.g., APA). Emphasis is placed on ethical source use, critical synthesis, and persuasive communication to foster thoughtful engagement with real-world criminal justice policies and debates.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Critical Thinking is central to CJUS 1110, with structured opportunities for students to delineate and analyze real-world problems in the criminal justice system. Through policy reviews, case analyses, and scenario-based discussions, students are required to set and frame key questions or problems — such as evaluating the constitutionality of a policing tactic, or the effectiveness of a sentencing policy. These problems are situated within real social, legal, and political contexts to ensure relevance and complexity.

Students are taught how to gather relevant information and evidence from scholarly articles, government data, news sources, and legal texts. Assignments require them to go beyond surface-level summaries by identifying appropriate data and perspectives that will meaningfully inform their analysis of criminal justice issues. Once collected, students are guided in evaluating the credibility and relevance of their evidence, paying attention to potential bias (e.g., media framing), source reliability (e.g., peer-reviewed research vs. opinion editorials), and validity of data (e.g., sample size, scope, and methodology). Discussions and assignments challenge students to weigh conflicting information and distinguish between well-supported arguments and unsupported claims. Students apply this evidence to develop informed, reasoned conclusions about complex issues such as mass incarceration, racial profiling, or criminal justice reform. Their conclusions must be logically structured, grounded in evidence, and demonstrate awareness of multiple viewpoints. Students are encouraged to explore potential policy solutions or reforms, promoting real-world application of their critical thinking process.

**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*

Personal and Social Responsibility is a central pillar of CJUS 1110, as students engage in complex conversations about justice, equity, and the ethical use of power in society. The course develops the following component skills:

Intercultural Reasoning and Competence is emphasized through the analysis of race, gender, socioeconomic status, and cultural background as they intersect with the criminal justice system. Students examine disparities in arrest rates, sentencing, and incarceration, and are asked to reflect on their own perspectives and biases while evaluating how different communities experience the justice system.

Sustainability and the Natural and Human Worlds is addressed by examining how justice systems interact with broader social and economic systems, particularly in areas like community policing, corrections, urban policy, and access to legal resources. Students consider how institutional policies affect both individual lives and the long-term health of human communities, including issues of over-incarceration and reentry.

Ethical Reasoning is embedded throughout the course as students explore shared values such as justice, accountability, and fairness. Through real-world case studies and ethical dilemmas, students are asked to apply moral reasoning frameworks to evaluate the conduct of individuals and institutions (e.g., decisions by law enforcement, prosecutors, or judges) and propose fair and just alternatives.

Collaboration and Teamwork are developed through small group discussions, peer response activities, and scenario-based teamwork where students must work together to analyze a criminal justice problem and propose a balanced solution. Emphasis is placed on respectful engagement, listening across perspectives, and shared responsibility in group settings.

Civic Discourse, Knowledge, and Engagement is fostered through critical discussions of current local and national justice issues such as policing reform, restorative justice, and community responses to crime. Students articulate their positions in written and oral formats, support them with evidence, and consider opposing viewpoints, cultivating the civic skills necessary for thoughtful democratic participation.

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

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/academic-programs/assessment/>

**Assignment: Justice in Action – Build a Reform Proposal****Course: CJUS 1110 – Introduction to Criminal Justice****General Education Area: IV – Social and Behavioral Sciences****Essential Skills: Communication, Critical Thinking, Personal & Social Responsibility****Assignment Overview**

Students will work in teams to research and propose a reform to a real-world criminal justice issue, such as:

- Cash bail reform
- Police use of force policies
- Juvenile justice practices
- Private prisons and incarceration
- Re-entry and rehabilitation programs

Each group will act as a Justice Task Force, made up of diverse roles (e.g., defense attorney, prosecutor, activist, policy analyst, community leader), and will present a well-reasoned, evidence-supported reform proposal. The project must integrate:

- Analysis of current practices and their impacts
- Clear explanation of ethical concerns and competing perspectives
- Discussion of social and cultural implications
- A creative, multimedia component to communicate findings and proposals to the public

**Project Requirements**

Each group must submit:

**1. Written Policy Brief (5–7 pages)**

- Background and problem definition (Problem Setting)
- Data and sources used to evaluate the issue (Evidence Acquisition)
- Analysis of credibility and arguments from multiple perspectives (Evidence Evaluation)
- A reform proposal and defense of the solution (Reasoning/Conclusion)

**Content Considerations:**

Ensure that your brief clearly outlines the problem (problem setting), describes how you gathered and evaluated evidence, and then presents your reasoned conclusion (reform proposal)

**2. Civic Engagement Statement**

- A 1-page summary of how their reform could improve justice outcomes in their local or national context.
- Include anticipated challenges, stakeholder reactions, and possible long-term impacts.

**3. Ethical Reflection**

- Each student writes a 1-page reflection on the ethical implications of the issue and their own evolving views.

**4. Group Presentation (5–10 minutes)**

- Use slides, a podcast-style recording, or a video presentation to creatively share your reform proposal.
- Present the problem, stakeholder perspectives, and argue persuasively for your solution.

**Skills Emphasized and Component Alignment**

Communication:

- Oral, written, and digital outputs with audience awareness
- Reading and evaluating sources

- Creating ethically sourced and structured arguments

Critical Thinking:

- Framing a criminal justice problem clearly
- Collecting credible evidence
- Evaluating arguments and drawing logical conclusions

Personal & Social Responsibility:

- Exploring ethical dimensions of policy decisions
- Considering multiple cultural and stakeholder perspectives
- Collaborating in group decision-making
- Engaging with real civic challenges

**General Education Rubric – Area IV: Social & Behavioral Sciences**

**Course: CJUS 1110 – Introduction to Criminal Justice**

**Assignment: Justice in Action – Reform Proposal**

**Essential Skills: Communication, Critical Thinking, Personal & Social Responsibility**

**Assessment Rubric Aligned with Area IV Essential Skills**

Criteria (Essential Skill)	Exceeds Expectations (4)	Meets Expectations (3)		Approaching Expectations (2)	Below Expectations (1)
Genre and Medium Awareness (Communication)	Communicates clearly in oral, written, and digital formats using discipline- appropriate style and tone; excellent audience and context awareness.	Effectively uses oral, written, or digital formats with appropriate audience awareness and tone.		Attempts use of format and audience awareness, but with inconsistent tone or clarity.	Lacks appropriate format or fails to consider audience/context.
Message Evaluation & Interpretation (Communication)	Skillfully interprets messages, identifies arguments and counterarguments, and evaluates rhetorical context.	Identifies main ideas and arguments with some analysis of rhetorical elements.		Recognizes basic arguments but with limited analysis.	Fails to identify or analyze key arguments or rhetorical context.
Argument Development & Ethical Source Use (Communication)	Builds persuasive, well-structured arguments with integrated, ethically cited sources.	Presents reasonable arguments using appropriate citations.		Arguments are present but lack coherence or citation quality.	Arguments are unclear or unsupported; citations are missing or unethical.
Problem Setting (Critical Thinking)	Clearly defines a nuanced, real- world criminal justice issue in context.	Defines a relevant problem within the course scope.		Identifies a problem with limited context or clarity.	Fails to define a problem or defines it vaguely.
Evidence Acquisition & Evaluation (Critical Thinking)	Thoroughly evaluates high- quality sources for relevance and credibility.	Uses appropriate sources with some evaluation		Uses limited or questionable sources with minimal evaluation.	Sources are missing, biased, or not evaluated.

		of credibility.			
Reasoning & Conclusion (Critical Thinking)	Draws insightful, evidence-based conclusions and considers multiple perspectives.	Presents reasonable conclusions supported by evidence.		Conclusions are weakly supported or simplistic.	Conclusions are unclear, unsupported, or missing.
Intercultural Reasoning & Ethical Reflection (Personal & Social Responsibility)	Effectively analyzes cultural, ethical, or social justice dimensions of the issue.	Identifies cultural and ethical concerns with some analysis.		Minimal or surface-level reflection on culture or ethics.	No engagement with ethical or intercultural issues.
Collaboration & Civic Engagement (Personal & Social Responsibility)	Demonstrates effective teamwork and proposes community-relevant solutions.	Contributes to team goals and identifies civic relevance.		Limited collaboration or vague civic connection.	Poor collaboration or lacks civic engagement relevance.

#### Grading Notes

Total Score: \_\_\_\_ / 36 points

Grade Conversion (example):

- 33–36 = A
- 29–32 = B
- 25–28 = C
- 21–24 = D
- <21 = F



## New Mexico General Education Curriculum Course Certification Form

Application Number

3745

### Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	PSYC
Number	2120
Suffix	
Title	Developmental Psychology
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	PSYC
Number	2120
Suffix	
Title	Developmental Psychology

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Student Learning Outcomes

Upon completion of the course, students should be able to:

1. Explain theories, methods and research findings of lifespan developmental psychology.
2. Describe the interaction between physical, cognitive, and psychosocial development across the lifespan.
3. Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology.
4. Identify factors that influence psychological development across the lifespan.
5. Apply basic principles of developmental psychology to one's own life experiences.
6. Analyze historical and cultural factors that influence development across the lifespan.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Communication is developed through a variety of oral, written, and digital assignments. Students create response papers, participate in discussions, and deliver short presentations that demonstrate their ability to adapt communication strategies to different audiences and purposes (e.g., explaining attachment theory to a parent vs. a psychology peer). They are expected to write in discipline-appropriate language while critically engaging with psychological concepts.

Students are taught to evaluate arguments and claims in developmental research using techniques such as identifying key evidence, counterarguments, and stakeholder perspectives (e.g., examining parenting practices from different cultural lenses). They apply theoretical frameworks (e.g., Erikson, Piaget, Vygotsky) to understand and critique psychological messages in academic and popular sources.

When developing their own arguments, students must integrate support from peer-reviewed sources, distinguish facts from opinions, and cite sources ethically using APA format. Assignments stress clarity, accuracy, and ethical communication in support of academic and civic conversations about human development.

<b>Critical Thinking.</b> <i>Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion</i>
---

Critical thinking is embedded in the structure of PSYC 2120. Students are encouraged to identify real-world developmental problems—such as adolescent risk behavior, aging and memory decline, or early childhood trauma—and explore them through multiple theoretical perspectives. They are required to clearly define the problem in developmental terms and identify the lifespan period most relevant to their analysis.
---

Students are guided in gathering reliable data from scholarly research databases, government reports, and psychological case studies. They evaluate the credibility and relevance of this evidence, with attention to methodological rigor, bias, and cultural limitations. Using their findings, students construct well-supported conclusions and solutions—for example, analyzing parenting styles and recommending culturally sensitive intervention programs. Assignments and discussions foster reasoned judgment, comparison of competing theories, and critical self-reflection on one’s own developmental assumptions.
---

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>
--

<b>Personal &amp; Social Responsibility.</b> <i>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</i>
--

PSYC 2120 addresses personal and social responsibility by encouraging students to reflect on their own development and compare it with diverse lived experiences. Through exploration of cultural variation in parenting, aging, and gender roles, students build intercultural competence and learn to value multiple perspectives on human growth. The course explores how economic, environmental, and societal systems affect developmental outcomes across the lifespan. For example, students study how poverty, education access, and healthcare inequity influence child and elder development, supporting their understanding of sustainability and systemic impact on the human world. Ethical reasoning is developed through case studies and discussions (e.g., ethical dilemmas in prenatal testing, end-of-life decisions). Students must articulate shared moral responsibilities, especially when working in caregiving, policy, or educational contexts. Students collaborate in small groups to debate policy issues (e.g., universal pre-K or paid parental leave), gaining skills in ethical collaboration, teamwork, and civic dialogue. They practice articulating informed positions while recognizing the validity of multiple stakeholder perspectives.
--

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>
--

<b>D. Assessment (Must be on file with HED by August 1, 2019)</b>
---

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/academic-programs/assessment/>

**Assignment: Lifespan Milestone Case Study & Cultural Reflection**  
**Course: PSYC 2120 – Developmental Psychology**  
**General Education Area: IV – Social and Behavioral Sciences**  
**Essential Skills: Communication, Critical Thinking, Personal & Social Responsibility**

**Assignment Overview**

In this assignment, students will write a case study analyzing a major developmental milestone from a lifespan perspective, then reflect on how this milestone is shaped by cultural, social, and personal factors. Students will select a real or fictional individual experiencing a key milestone—such as starting school, adolescence, emerging adulthood, midlife transition, or retirement—and apply developmental theory to explain the individual's experience.

Students will also explore how cultural background, historical era, gender, socioeconomic status, or geographic location may influence the way the milestone is experienced. This assignment combines theory application, real-world insight, and self-reflection to foster a deeper understanding of developmental psychology.

**Paper Guidelines**

- Length: 4–5 double-spaced pages (not including title page or references)
- Font: 12 pt, Times New Roman or Calibri
- Margins: 1 inch on all sides
- Citation Style: APA, 7th edition (in-text citations and a reference page required)
- Sources: Minimum of 2 scholarly sources (peer-reviewed journal articles or textbook chapters)

**Required Paper Sections**

1. Introduction– Brief overview of the developmental milestone and the chosen subject.
2. Theoretical Framework– Apply at least one developmental theory (e.g., Erikson, Piaget, Vygotsky, Bronfenbrenner) to explain the behavior, emotions, or challenges related to the milestone.
3. Contextual Analysis– Explore how cultural, social, historical, or environmental factors influence the experience of the milestone.
4. Personal Reflection – Compare the chosen case to your own life or cultural expectations. What similarities or differences do you notice?
5. Conclusion – Summarize insights and implications for understanding human development.
6. References Page – APA formatted citations for all sources used.

**Learning Objectives**

- Apply developmental psychology theory to real-life scenarios.
- Analyze how social, cultural, and environmental systems shape development.
- Communicate psychological ideas effectively in written academic format.
- Reflect on personal and social responsibility through self-analysis and ethical considerations.

**Rubric: Lifespan Milestone Case Study & Cultural Reflection****Course: PSYC 2120 – Developmental Psychology****General Education Area: IV – Social and Behavioral Sciences****Essential Skills: Communication, Critical Thinking, Personal & Social Responsibility****Assignment Rubric**

Criteria (Essential Skill)	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Organization & Genre Awareness (Communication)	Clear, well-structured paper with consistent tone and audience awareness; integrates written and scholarly voice effectively.	Paper is logically organized with appropriate tone and academic language.	Basic structure is present but lacks clarity or academic tone.	Paper lacks organization or appropriate genre conventions.
Message Evaluation & Argument Development (Communication)	Analyzes sources and arguments with depth; presents a well-supported and cohesive position.	Uses evidence to support arguments with some analytical depth.	Arguments are present but weakly developed or supported.	Lacks coherent argument or analysis.
Source Use & Ethical Citation (Communication)	Integrates peer-reviewed sources ethically and seamlessly using APA style.	Cites scholarly sources appropriately with minor citation issues.	Attempts citation with errors or questionable source quality.	Sources are missing or improperly cited.
Problem Setting & Theoretical Application (Critical Thinking)	Defines a meaningful developmental issue and applies theory with sophistication.	Identifies a relevant milestone and applies theory with clarity.	Milestone is defined but theoretical connection is weak.	No clear problem or theoretical framework is evident.
Evidence Evaluation (Critical Thinking)	Thoroughly analyzes and evaluates evidence with insight and relevance.	Evaluates evidence and connects it to the topic effectively.	Limited or superficial evidence evaluation.	Evidence is irrelevant or not evaluated.
Conclusion & Reasoning (Critical Thinking)	Conclusion is logical, insightful, and	Conclusion is supported and relevant to the paper.	Conclusion is weak or somewhat disconnected	Conclusion is missing or unsupported.

	reflects broad understanding.		from the argument.	
Cultural & Social Insight (Personal & Social Responsibility)	Demonstrates rich intercultural awareness and social context analysis.	Explores cultural and social influences with moderate depth.	Touches on cultural relevance but lacks analysis.	No attention to culture or context.
Ethical & Personal Reflection (Personal & Social Responsibility)	Insightful, ethical self-reflection showing personal and social awareness.	Reflects ethically on personal development with some depth.	Minimal or superficial personal reflection.	No meaningful reflection or ethical engagement.

### Grading Notes

Total Score: \_\_\_\_ / 36 points

Grade Conversion (example):

- 33–36 = A
- 29–32 = B
- 25–28 = C
- 21–24 = D
- <21 = F



## New Mexico General Education Curriculum Course Certification Form

Application Number

3746

### Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	SOCI
Number	1110
Suffix	
Title	Introduction to Sociology
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	SOCI
Number	1110
Suffix	
Title	Introduction to Sociology

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Student Learning Outcomes

1. Define sociological perspectives and the contributions that sociological knowledge can bring to the social sciences.
2. Understand the sociological imagination and explain the relationships between social structures, social forces and individuals.
3. Demonstrate the ability to apply the perspectives of symbolic interactionist theory, conflict theory, and structural-functional theory to qualitative and/or quantitative data.
4. Understand and explain intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Communication is a central component of SOCI 1110. Students engage with multiple genres and mediums—including academic essays, visual presentations, and digital discussion forums—where they adapt their communication style to the audience, purpose, and context (e.g., contrasting informal journal responses with formal research-based arguments). To understand and evaluate messages, students read sociological texts and popular media with a critical lens. They identify key claims, counterarguments, stakeholder perspectives, and apply sociological theories (such as conflict theory or symbolic interactionism) to evaluate the messaging within social, cultural, and political contexts. In constructing their own arguments, students are taught to evaluate the credibility of sources, distinguish between fact and opinion, and integrate peer-reviewed literature to support claims. Assignments emphasize ethical citation practices (APA) and teach students how to build clear, evidence-based arguments that address social issues like inequality, family structures, or deviance.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

SOCI 1110 develops students' ability to think sociologically about the world. Students learn to delineate social problems—such as poverty, racial disparities, or educational inequality—by identifying how individual experiences are shaped by structural forces. They formulate research questions grounded in sociological theory and define problems appropriate to their social context. Students are guided to acquire evidence through academic readings, empirical data, and case studies. Emphasis is placed on using credible sociological sources and understanding both qualitative and quantitative research methods. Through readings, discussion, and assignments, students evaluate the reliability and bias of sources, including how data might reflect systemic inequality or dominant ideologies. They examine the validity of competing perspectives and use their findings to draw informed conclusions, develop proposals for social change, or articulate their own sociologically grounded interpretations.

**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*

SOCI 1110 encourages students to reflect on their own values and experiences while exploring social and cultural diversity. Through the concept of intersectionality, students examine how systems of power (race, class, gender, sexuality, disability) shape identity and opportunity, fostering intercultural competence and sensitivity to others' lived experiences. The course investigates the sustainability of social systems by analyzing how socio-cultural, political, and economic structures interact. Students assess how public policies, resource allocation, and institutional practices impact individuals and communities across generations. Ethical reasoning is developed as students grapple with issues such as mass incarceration, healthcare access, or immigration policy. They are asked to consider moral norms and propose equitable responses based on sociological theories and ethical frameworks. Collaboration and teamwork are practiced in group discussions, peer workshops, and research presentations. Students learn to share responsibility, listen actively, and engage ethically with differing viewpoints. Through case studies, debates, and community-focused reflection assignments, students practice civic discourse by articulating their own views on local and global social justice issues, while also acknowledging and evaluating the legitimacy of multiple perspectives.

**Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry***D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/academic-programs/assessment/>

# **Assignment: Social Structures Through a Sociological Lens – A Case Study & Reflection**

**Course: SOCI 1110 – Introduction to Sociology**

**General Education Area: IV – Social and Behavioral Sciences**

**Essential Skills: Communication, Critical Thinking, Personal & Social Responsibility**

## **Assignment Overview**

In this assignment, students will apply sociological theories and methods to analyze a real-world social issue, event, or lived experience that reveals the influence of social structures. Students will select a current event or societal trend (e.g., housing inequality, immigration policy, racial profiling, educational access) and create a sociological case study that includes theoretical application, research-based analysis, and personal reflection.

This assignment is designed to help students develop their sociological imagination, strengthen their critical thinking skills, communicate through academic writing, and explore their personal and civic responsibilities in understanding and addressing structural inequality.

## **Paper Requirements**

- Length: 5–6 double-spaced pages (excluding title page and references)
- Font: 12 pt Times New Roman or Calibri
- Margins: 1 inch on all sides
- Citation Style: APA, 7th edition (in-text citations and references page required)
- Sources: Minimum of 3 peer-reviewed or reputable academic sources
- Submission Format: Upload as Word or PDF document to course LMS

## **Required Sections**

1. Introduction – Brief overview of the social issue, event, or trend chosen and why it is sociologically significant.
2. Theoretical Application – Apply at least two major sociological theories (e.g., conflict theory, functionalism, symbolic interactionism) to analyze the issue.
3. Structural Analysis – Use research to explore how social institutions, power, and inequality contribute to the issue. Address race, class, gender, or other relevant intersectional factors.
4. Personal & Civic Reflection – Reflect on your own relationship to this issue. How have your experiences or values been shaped by social structures? How might your understanding lead to civic action or advocacy?
5. Conclusion – Summarize your main arguments and propose a thoughtful response, reform, or sociological insight.
6. References – APA-formatted list of all sources used.

## **Learning Objectives**

- Develop a sociological understanding of real-world issues.
- Apply major theoretical frameworks to analyze structural forces and institutions.
- Engage in critical reading, evidence evaluation, and ethical argumentation.
- Communicate clearly and appropriately in written academic format.
- Reflect on intercultural reasoning, ethical responsibility, and civic engagement.

**Rubric: Social Structures Through a Sociological Lens – Case Study & Reflection**  
**Course: SOCI 1110 – Introduction to Sociology**  
**General Education Area: IV – Social and Behavioral Sciences**  
**Essential Skills: Communication, Critical Thinking, Personal & Social Responsibility**

**Assignment Rubric**

Criteria (Essential Skill)	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Genre & Medium Awareness (Communication)	Communicates clearly in academic writing with excellent structure, tone, and adaptation to audience and purpose.	Uses appropriate academic style and format with minor issues in tone or clarity.	Attempts academic format but inconsistently applies structure or tone.	Fails to meet academic genre conventions or lacks clarity.
Message Evaluation & Argumentation (Communication)	Analyzes key arguments and counterarguments with clear support and citation.	Identifies main points and uses sources to support a cohesive argument.	Basic identification of ideas with limited analysis or weak support.	Lacks logical structure or support; arguments are unclear or unsupported.
Citation & Source Use (Communication)	Uses and cites 3+ credible sources with ethical integration and correct APA formatting.	Uses 2–3 appropriate sources with mostly correct APA citations.	Uses minimal sources or incorrect citations.	Sources are missing, unclear, or unethically used.
Problem Setting (Critical Thinking)	Clearly defines a relevant and complex sociological issue with depth.	Identifies a meaningful issue suitable for sociological analysis.	Issue is vague or lacks focus.	No identifiable issue or inappropriate focus.
Evidence Acquisition & Evaluation (Critical Thinking)	Integrates well-chosen, relevant data and evaluates source credibility.	Selects generally appropriate evidence with some evaluation.	Limited or weakly relevant evidence with minimal evaluation.	Lacks evidence or shows no evaluation of sources.
Reasoning & Conclusion (Critical Thinking)	Draws insightful conclusions with well-supported reasoning.	Presents conclusions that follow logically from evidence.	Conclusion is somewhat supported but lacks clarity or depth.	Conclusion is missing, unsupported, or unclear.

Intercultural Reasoning & Civic Reflection (Personal & Social Responsibility)	Demonstrates thoughtful reflection on cultural and civic dimensions of the issue.	Considers cultural and civic perspectives with some insight.	Mentions cultural or civic relevance with minimal reflection.	Lacks cultural awareness or civic relevance.
Ethical Reasoning & Collaboration (Personal & Social Responsibility)	Discusses ethical dimensions and engages ideas responsibly and respectfully.	Acknowledges ethical concerns and multiple perspectives.	Limited discussion of ethics or perspective-taking.	No ethical reflection or recognition of diverse perspectives.

### Grading Notes

Total Score: \_\_\_\_ / 36 points

Grade Conversion (example):

- 33–36 = A
- 29–32 = B
- 25–28 = C
- 21–24 = D
- <21 = F



## New Mexico General Education Curriculum Course Certification Form

Application Number

3747

### Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	SOCI
Number	2310
Suffix	
Title	Contemporary Social Problems
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	SOCI
Number	2310
Suffix	
Title	Contemporary Social Problems

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Student Learning Outcomes

1. Identify and explain major social problems in the United States, and how social problems become constructed as problems.
2. Describe and analyze policy related solutions associated with social problems from various perspectives.
3. Critically examine social problems through the use of sociological theories, methods, and empirical techniques.
4. Identify connections, both national and global, between social problems and social inequalities (e.g., social class, race/ethnicity, and gender/sexuality).

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Communication is practiced across oral, written, and digital mediums. Students are required to adapt their writing and speaking styles to meet the expectations of sociological genres (e.g., op-eds, policy memos, response essays, digital infographics) and rhetorical situations (e.g., speaking to a peer, a policymaker, or the general public). Students develop skills in evaluating social messages and media by deconstructing arguments found in news coverage, political rhetoric, and social media narratives. They practice reading for main points and identifying bias, applying theoretical lenses (e.g., conflict theory or feminism) to understand the deeper social forces shaping those messages. To produce their own arguments, students are expected to use empirical evidence from peer-reviewed research, clearly cite their sources using APA format, and ethically integrate sociological perspectives. The course supports their ability to evaluate authority, distinguish fact from opinion, and communicate complex social issues with both clarity and depth.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

SOCI 2310 is structured around the identification and exploration of complex social problems. Students are taught to clearly define a specific problem (e.g., wage inequality or housing discrimination) in sociological terms, recognizing how problems are socially constructed and vary across communities. They are guided in gathering evidence through sociological databases, reports, and statistics that shed light on causes, prevalence, and patterns. Assignments emphasize evaluating the credibility and bias of evidence, comparing sources, and identifying underlying assumptions. Using this data, students apply sociological theories to construct reasoned, evidence-based conclusions, which include proposing and evaluating potential social or policy solutions. This process develops their capacity for critical analysis, theory-driven thinking, and real-world problem-solving.

**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*

SOCI 2310 encourages deep personal and civic reflection on the systemic inequalities that shape modern life. Through the study of race, class, gender, disability, and sexuality, students build intercultural competence and are encouraged to question their own assumptions and privileges. The course addresses the sustainability of societal systems by analyzing the interconnected effects of economic, environmental, and institutional policies on people and communities—locally and globally. Students explore how consumerism, urban planning, and labor practices affect both the natural and human world. Ethical reasoning is fostered through debates, case studies, and policy analysis assignments that ask students to examine moral dilemmas (e.g., mass incarceration, healthcare equity) from multiple ethical frameworks and sociological theories. Students collaborate through group discussions and presentations that emphasize shared goals, respectful discourse, and mutual accountability. In many assignments, students must articulate their position on social problems while acknowledging and fairly representing other views, helping them develop strong skills in civic discourse and engagement.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.mesalands.edu/academic-programs/assessment/">https://www.mesalands.edu/academic-programs/assessment/</a>
---	---

## **Assignment: Learning Communities within the Navajo Nation – A Sociological Case Study**

**Course: SOCI 2310 – Contemporary Social Problems**

**General Education Area: IV – Social and Behavioral Sciences**

**Essential Skills: Communication, Critical Thinking, Personal & Social Responsibility**

### **Assignment Overview**

In this assignment, students will investigate the concept of learning communities within the Navajo Nation in New Mexico. Students will apply sociological theories and research methods to understand the relationship between education, cultural identity, social inequality, and structural barriers. This case study encourages students to explore the role of education as a solution to social problems and to reflect on how community-based models of learning align with or challenge mainstream systems.

This assignment integrates analysis of social structures, civic engagement, and ethical reflection, and provides an opportunity to apply intercultural reasoning in understanding the unique experiences and values of Indigenous communities.

### **Paper Requirements**

- Length: 5–7 double-spaced pages (excluding title page and references)
- Font: 12 pt Times New Roman or Calibri
- Margins: 1 inch on all sides
- Citation Style: APA, 7th edition (in-text citations and references page required)
- Sources: Minimum of 3 scholarly or community-based sources (including at least one Indigenous-authored or Indigenous-led publication)
- Submission Format: Upload as Word or PDF document to course LMS

### **Required Paper Sections**

1. Introduction – Define the scope of the topic and explain why learning communities within the Navajo Nation are sociologically significant.
2. Theoretical Framework – Apply at least one sociological theory (e.g., conflict theory, structural functionalism, or critical race theory) to analyze how education interacts with broader social systems.
3. Social & Cultural Context – Analyze how historical, political, and cultural factors affect learning communities and educational outcomes within Navajo communities.
4. Intercultural & Ethical Reflection – Reflect on your own assumptions about education and discuss the ethical importance of culturally responsive learning environments.
5. Civic & Policy Implications – Discuss how your findings could inform policy or contribute to positive social change in New Mexico.
6. Conclusion – Summarize insights and propose a well-reasoned sociological response or policy recommendation.
7. References – APA-formatted list of all sources used.

### **Learning Objectives**

- Apply sociological theory to real-world issues related to education and Indigenous communities.
- Critically evaluate scholarly and community-based evidence on learning systems.

- Communicate sociological analysis clearly and ethically in written form.
- Demonstrate intercultural competence through reflective and respectful discussion of Navajo community experiences.
- Explore civic and policy responses to structural inequality and education access.

**Rubric: Learning Communities within the Navajo Nation – A Sociological Case Study****Course: SOCI 2310 – Contemporary Social Problems****General Education Area: IV – Social and Behavioral Sciences****Essential Skills: Communication, Critical Thinking, Personal & Social Responsibility****Assignment Rubric**

Criteria (Essential Skill)	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Genre & Medium Awareness (Communication)	Consistently clear, structured, and adapted to academic and cultural contexts with appropriate tone and medium.	Generally clear and appropriate for the task; some minor issues in tone or medium.	Attempts academic tone and structure but inconsistent or partially unclear.	Fails to apply appropriate structure, tone, or format for purpose/audience.
Message Evaluation & Argument Development (Communication)	Insightful analysis of messages with well-supported, ethical arguments and clear logic.	Logical arguments with supporting evidence; some evaluation of messages.	Limited evaluation; arguments are weakly supported or unclear.	No coherent argument; lacks evaluation or support.
Source Use & Ethical Citation (Communication)	Uses scholarly and Indigenous/community-based sources effectively and ethically with correct APA citation.	Appropriate sources used with mostly correct citation.	Minimal or partially appropriate sources with citation errors.	Sources are missing, weak, or misused; no citation or ethical use.
Problem Setting (Critical Thinking)	Clearly defines a complex social issue in context; identifies sociological relevance.	Defines a social issue relevant to the assignment with adequate context.	Issue is partially defined or lacks clear sociological framing.	Issue is unclear, missing, or lacks appropriate context.
Evidence Acquisition & Evaluation (Critical Thinking)	Selects strong, relevant evidence; evaluates for credibility, bias, and context.	Uses relevant sources with some evaluation of credibility.	Sources used with limited evaluation or unclear relevance.	Evidence is weak, missing, or not evaluated.
Conclusion & Reasoning (Critical Thinking)	Draws logical, well-reasoned, and insightful conclusions based on evidence.	Conclusion is generally logical and supported by evidence.	Conclusion is somewhat supported but lacks depth or clarity.	Conclusion is missing or unsupported.
Intercultural Competence &	Demonstrates thoughtful reflection	Addresses intercultural issues	Minimal engagement	Lacks intercultural reflection or

Reflection (Personal & Social Responsibility)	and respect for Navajo culture and community perspectives.	with appropriate awareness and some reflection.	with intercultural perspectives; reflection is surface-level.	shows misunderstanding.
Sustainability & Ethical Reasoning (Personal & Social Responsibility)	Addresses systemic sustainability issues and explores ethical dimensions thoroughly.	Considers sustainability and ethics in relation to education or policy.	Limited discussion of sustainability or ethical implications.	No meaningful reference to sustainability or ethics.
Civic Engagement & Collaboration (Personal & Social Responsibility)	Connects analysis to civic issues and proposes thoughtful, collaborative responses.	Identifies civic implications and offers basic recommendations.	Minimal civic awareness or unclear collaborative value.	No civic relevance or collaborative insight included.

### Grading Notes

Total Score: \_\_\_\_ / 44 points

Grade Conversion (example):

- 40–44 = A
- 35–39 = B
- 30–34 = C
- 25–29 = D
- <25 = F



## New Mexico General Education Curriculum Course Certification Form

Application Number

3749

### Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
BIOL	BIOL
Number	1110C
Suffix	
Title	General Biology Lecture & Laboratory
Number of Credits	4

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	BIOL
Number	1110C
Suffix	
Title	General Biology Lecture & Laboratory

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☒ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

**Student Learning Outcomes (Lecture)**

1. Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions.
2. Explain how chemical and physical principles apply to biological processes at the cellular level.
3. Understand basic concepts of cell biology.
4. Understand that all organisms share properties of life as a consequence of their common ancestry.
5. Understand fundamental processes of molecular biology.
6. Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow.
7. Understand the criteria for species status and the mechanisms by which new species arise.
8. Understand methods for inferring phylogenetic relationships and the basis for biological classification.
9. Recognize the value of biological diversity (e.g., bacteria, unicellular eukaryotes, fungi, plants, and animals), conservation of species, and the complexity of ecosystems.
10. Explain the importance of the scientific method for addressing important contemporary biological issues.

**Student Learning Outcomes (Lab)**

1. Employ critical thinking skills to judge the validity of information from a scientific perspective.
2. Apply the scientific method to formulate questions and develop testable hypotheses.
3. Analyze information/data and draw conclusions.
4. Operate laboratory equipment correctly and safely to collect relevant and quality data.
5. Utilize mathematical techniques to evaluate and solve scientific problems.
6. Recognize biodiversity in different ecological habitats and communities of organisms.
7. Communicate effectively about scientific ideas and topics.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Critical thinking is a central component of BIOL 1110C. Students begin by identifying biological problems or questions—for example, the effect of pH on enzyme activity or the biodiversity of local microhabitats. In both lab and lecture, students are guided to frame problems within appropriate scientific and environmental contexts. Students then gather relevant evidence through direct observation, experimentation, and review of scholarly sources. They conduct measurements, record data, and engage in background research to inform their investigation. In evaluating their findings, students assess the validity, reliability, and potential sources of error in their data. They compare their results to existing knowledge and use this evaluation to draw well-reasoned conclusions about biological phenomena. Whether determining the accuracy of a microscope calibration or evaluating the impact of invasive species, students demonstrate logical and evidence-based thinking throughout the course.

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

Students in BIOL 1110C are trained to communicate quantitative data in multiple formats. In the lab, they generate and interpret tables, graphs, charts, and scientific diagrams. Written lab reports require students to clearly explain trends and results using quantitative evidence and scientific vocabulary appropriate for both peers and general audiences.

Students also learn to analyze and critique quantitative arguments by comparing experimental outcomes to expected results or published data. They evaluate variables, assess potential errors, and consider the strength and limitations of the evidence, especially in the context of biological variability and ecological systems.

The course emphasizes the application of quantitative models to solve real-world biological problems. For example, students may calculate the rate of enzyme activity, model population growth curves, analyze inheritance patterns using Punnett squares, or predict the outcomes of environmental changes on ecosystems. These activities help students interpret biological phenomena through the lens of data-driven reasoning.

**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*

Students in BIOL 1110C are encouraged to explore how culture, values, and lived experiences influence human relationships with the natural world. Through case studies and discussions (e.g., water access, food systems, or disease transmission), they learn to understand how personal and social factors shape perspectives on biological issues, particularly in culturally diverse communities. The course examines sustainability and systems thinking by exploring topics such as biodiversity loss, climate change, and resource use. Students are challenged to evaluate how ecological, political, and economic systems interact to affect the sustainability of both the natural environment and human communities. Ethical reasoning is fostered as students discuss dilemmas in biology, such as genetic testing, human intervention in ecosystems, or the ethics of biotechnology. Students must propose ethical solutions grounded in scientific understanding and cultural awareness. Group-based labs and problem-solving exercises teach

collaboration and value-based teamwork. Students are accountable for collecting and analyzing data together, discussing scientific findings, and respecting differing perspectives during lab group tasks. Finally, the course promotes civic discourse and engagement by asking students to consider the broader societal implications of biological science. Through structured discussions and presentations, students are invited to formulate and support their positions on current local or global biological issues, while acknowledging alternative views and evidence.

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

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.mesalands.edu/academic-programs/assessment/">https://www.mesalands.edu/academic-programs/assessment/</a>
---	---

## **Week 3: Chemical and Physical Principles of Biological Processes at the Cellular Level and Concepts of Cell Biology**

### **Investigating Enzyme Activity**

---

#### **BIOL 1110C – General Biology**

Assignment Type: Laboratory Report & In-Class Investigation

Essential Skills Assessed: Critical Thinking, Quantitative Reasoning, Personal & Social Responsibility

SLOs Addressed:

Lecture SLOs: 2, 3, 5, 10

Lab SLOs: 1, 2, 3, 4, 5, 7

### **Assignment Overview**

In this lab, students will investigate how environmental temperature affects the rate of enzyme activity using catalase extracted from potatoes. The experiment introduces the concept of enzyme kinetics and links molecular biology to real-world biological systems.

Students will design a controlled experiment, collect and analyze data, and discuss how temperature influences molecular interactions. This lab reinforces quantitative and critical thinking skills while allowing students to collaborate and communicate scientific findings effectively.

### **Learning Objectives**

- Design and conduct a controlled experiment using the scientific method
- Collect and analyze quantitative data on enzymatic reactions
- Interpret the results in the context of molecular biology concepts
- Communicate findings clearly in both written and visual formats
- Reflect on the broader implications of enzyme activity in real-world systems

### **Procedure Summary**

- Introduction Discussion: Students discuss enzymes, the active site, and the role of temperature.
- Experimental Design: Students formulate a hypothesis about temperature's effect on enzyme activity.
- Data Collection: Students test catalase activity at various temperatures (e.g., ice water, room temp, 37°C, 60°C).
- Data Recording: Students measure the height of oxygen foam (a proxy for reaction rate) and record multiple trials.
- Graphing & Analysis: Students graph reaction rate vs. temperature, analyze the trend, and calculate averages and error bars.
- Conclusion & Discussion Questions: Students interpret findings, explain anomalies, and connect results to biological systems.

## Deliverables

Students will submit a lab report including:

- Title and Introduction
- Hypothesis and Experimental Design
- Materials and Methods
- Data Table and Graphs (labeled axes, trendlines)
- Discussion (interpreting results, relating to theory)
- Conclusion (did results support the hypothesis?)
- Reflection (ethical, societal, or environmental relevance)

## Assessment Rubric Snapshot (Aligned with Essential Skills)

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations
Hypothesis & Design (Critical Thinking)	Well-structured, logical, creative	Clear and appropriate	Incomplete or unclear
Data Collection (Quantitative Reasoning)	Accurate, thorough, well-organized	Complete and mostly accurate	Missing or inaccurate
Graph & Analysis (Quantitative)	Accurate, labeled, insightful	Adequate and correct	Minimal or incorrect
Interpretation (Critical Thinking)	Deep analysis, considers errors	Reasonable explanation	Superficial or incorrect
Reflection (Personal & Social Responsibility)	Thoughtful, connects to real-world	Adequate relevance	Lacks connection
Writing & Communication	Clear, well-organized, free of errors	Understandable	Disorganized or unclear

## Optional Extension / Group Discussion Topics

- How does enzyme activity relate to fevers or hypothermia in humans?
- How might climate change affect enzymatic processes in ecosystems?
- Why is proper temperature control important in food storage and safety?

## Step-by-Step Student Guide: Investigating Enzyme Activity

---

Course: BIOL 1110C – General Biology

Week 3

Experiment Title:

How Temperature Affects Enzyme Function: Catalase Activity in Potato Tissue

### Objective:

To investigate how different temperatures affect the rate of catalase enzyme activity by measuring the breakdown of hydrogen peroxide into oxygen and water.

### Background:

Catalase is an enzyme found in many living tissues, including potatoes. It speeds up the breakdown of hydrogen peroxide ( $\text{H}_2\text{O}_2$ ), a toxic byproduct of metabolism, into water and oxygen. By observing the amount of foam (oxygen bubbles) produced during the reaction, we can infer the rate of enzyme activity.

### Materials:

- Fresh potato (blended or grated)
- Hydrogen peroxide solution (3%)
- Graduated cylinders
- Beakers or test tubes
- Thermometer
- Ice bath ( $\sim 0^\circ\text{C}$ )
- Room temperature water ( $\sim 22^\circ\text{C}$ )
- Warm water bath ( $\sim 37^\circ\text{C}$ )
- Hot water bath ( $\sim 60^\circ\text{C}$ )
- Stopwatch
- Ruler (to measure foam height)
- Safety goggles, gloves, lab apron

### Experimental Procedure:

#### 1. Hypothesis Formation

Write a hypothesis predicting how temperature will affect the rate of the catalase reaction.

#### 2. Prepare Catalase Extract

Blend or grate raw potato with cold distilled water. Filter or strain to collect a catalase-rich liquid.

#### 3. Label Test Tubes / Beakers

Label four containers: Ice bath ( $\sim 0^\circ\text{C}$ ), Room temp ( $\sim 22^\circ\text{C}$ ), Body temp ( $\sim 37^\circ\text{C}$ ), Hot water ( $\sim 60^\circ\text{C}$ ).

4. Add Hydrogen Peroxide

Measure 10 mL of 3% hydrogen peroxide into each test tube. Allow each to reach its designated temperature.

5. Add Catalase & Start Reaction

Add 2 mL of catalase extract, start stopwatch, observe for 1 minute.

6. Measure Reaction Rate

Measure the foam height (in cm) and record your data.

7. Repeat Trials

Repeat each temperature condition 3 times for accuracy. Calculate averages.

8. Graph Your Results

X-axis: Temperature (°C), Y-axis: Average Foam Height (cm).

**Data Table Template:**

Temperature (°C)	Foam Height Trial 1 (cm)	Trial 2	Trial 3	Average Foam Height (cm)
0°C				
22°C				
37°C				
60°C				

**Post-Lab Questions:**

- Which temperature produced the highest foam height? What does this suggest?
- Was there a temperature where activity significantly dropped? Why?
- How do your results support or challenge your hypothesis?
- What potential sources of error may have affected your results?
- How does this lab relate to how enzymes function in the human body?

**Safety Notes:**

- Wear goggles and gloves when handling hydrogen peroxide.
- Use caution with hot water baths.
- Clean up all spills and dispose of materials as instructed.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3775

### Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	AGRO
Number	1110C
Suffix	
Title	Introduction to Plant Science
Number of Credits	4

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	AGRO
Number	1110C
Suffix	
Title	Introduction to Plant Science

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☒ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Student Learning Outcomes

1. Describe the basic structure of plants including growth and function.
2. Define photosynthesis, respiration, and translocation.
3. Utilize plant taxonomy techniques to identify various plants.
4. Classify soils based on their chemical and physical properties.
5. Explain how different soil properties affect plant growth and sustainability.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students in AGRO 1110C practice scientific problem-solving by defining agricultural and environmental challenges related to plant production, such as nutrient deficiencies or water retention in soils. These problems are framed within realistic agricultural contexts that affect food and fiber systems. Students collect and evaluate evidence through soil testing, plant identification exercises, and observation of plant physiological processes. They engage with both lab-based data and reference materials (e.g., field guides, scientific articles) to gather relevant information. Evidence is critically evaluated for accuracy, reliability, and contextual relevance. Students learn to spot sampling errors, bias, and limitations of their findings. Based on their analysis, they develop informed, evidence-based conclusions—for example, recommending soil amendments or evaluating the sustainability of a growing method.

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

AGRO 1110C builds students' capacity to express quantitative information using tables, graphs, soil classification charts, and maps. Lab reports and field observations require students to communicate data clearly using proper scientific language and visual formats. Students learn to analyze quantitative arguments by evaluating soil composition data, plant growth rates, and photosynthesis variables. They compare treatment effects, draw trends from charts, and critique inconsistencies or unexpected outcomes by referencing research-based models. The course provides repeated opportunities to apply quantitative models such as soil texture triangles, photosynthesis equations, and nutrient analysis matrices. Students use these models to assess the health of agricultural systems, evaluate sustainability practices, and make informed decisions about plant-soil relationships.

**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*

AGRO 1110C fosters awareness of the intercultural and social dimensions of agriculture, particularly through discussions of indigenous knowledge, land stewardship, and traditional ecological practices. Students explore how diverse cultural and regional perspectives shape relationships with plants, soil, and food systems. The course emphasizes sustainability by connecting plant science to global issues such as soil erosion, water conservation, and food security. Students analyze how economic, ecological, and political systems intersect to impact agricultural sustainability and community well-being. Ethical reasoning is developed through case studies involving the responsible use of agricultural technology, conservation practices, and access to natural resources. Students consider both human and environmental ethics in agricultural decision-making. Collaborative labs provide experience with teamwork, data sharing, and accountability. Students work together on plant ID, soil classification, and group presentations. Peer feedback and shared lab roles help develop ethical collaboration and respect for diverse contributions. The course encourages civic engagement through reflections and assignments that connect plant science to local agricultural practices in New Mexico. Students consider the impacts of crop management, soil conservation, and water use in their own communities, and are asked to formulate informed positions on sustainable agriculture and food justice.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/academic-programs/assessment/>

# **Assignment: Introduction to Plant Science – Exploring Plant Growth and Soil Properties**

---

Course: AGRO 1110C – Introduction to Plant Science

General Education Area: III – Laboratory Science

Essential Skills: Quantitative Reasoning, Critical Thinking, Personal & Social Responsibility

## **Assignment Overview**

This introductory project will help students explore how soil properties affect plant growth. Working individually or in small groups, students will plant seeds in different types of soil (e.g., sand, clay, potting mix) and observe how the plants grow over a two-week period. The goal is to connect plant biology and soil science through a hands-on activity, while developing skills in scientific observation, data collection, and basic analysis.

## **Project Steps**

1. Research and Planning – Read about different soil types and how they affect water retention and root growth. Choose one plant species (e.g., radish, bean, grass) to grow.
2. Set Up Experiment – Prepare three containers with different soils. Plant seeds using the same depth and watering schedule.
3. Observe and Record Data – Over the course of two weeks, measure plant height, number of leaves, and general observations every 2–3 days. Record your data in a table.
4. Analyze Your Results – Create a graph showing plant growth over time. Discuss which soil was most effective and why, using course concepts.
5. Write a Summary – Write a 2–3 page report summarizing your experiment, findings, and what you learned about soil and plant interaction.
6. Reflection – In one paragraph, reflect on your experience doing this project. What surprised you? How might this connect to agriculture or sustainability?

## **Format Requirements**

- Length: 2–3 double-spaced pages plus data table and graph
- Font: 12 pt Times New Roman or Calibri
- Margins: 1 inch all sides
- Citation Style: APA (for any references used)
- Submission Format: Word or PDF file uploaded to LMS

## **Learning Objectives**

- Describe how soil type influences plant growth.
- Collect and analyze simple plant growth data.
- Apply scientific reasoning to interpret plant responses to soil conditions.
- Work collaboratively and ethically in a group experiment.
- Reflect on how soil and plant science connect to food, environment, or personal interest.

This guide will help you carry out a simple experiment to observe how different soil types affect plant growth. It is designed for introductory plant science students and emphasizes careful observation, teamwork, and scientific reasoning.

## **Step-by-Step Guide:**

### **Step 1: Gather Materials**

- Three small containers (e.g., cups or pots)
- Labels and marker
- Three soil types (e.g., sand, clay, potting mix)
- Fast-growing seeds (e.g., beans, radish, grass)
- Ruler for measurement
- Water and watering tool
- Notebook or data sheet for observations

## **Step 2: Prepare the Experiment**

- Label each container with the soil type.
- Fill each container with one type of soil.
- Plant the same number of seeds in each container at the same depth.
- Water each container with the same amount of water.

## **Step 3: Observation and Data Collection**

- Place the containers in the same location with access to light.
- Water each container consistently (e.g., once per day).
- Every 2–3 days, record the following:
  - Plant height (in cm)
  - Number of leaves
  - Color or visible health of plant
- Record your data in a table or notebook.

## **Step 4: Analyze the Results**

- After two weeks, review your data.
- Create a simple bar or line graph to compare plant growth across soil types.
- Consider: Which soil produced the most growth? Why?
- Think about how water drainage, nutrients, or compaction might have affected results.

## **Step 5: Write and Reflect**

- Write a short report (2–3 pages) including:
  - Introduction with your research question
  - Materials and methods used
  - Results (with table and graph)
  - Discussion analyzing what happened and why
  - Conclusion summarizing your key insights
- Reflection: In a paragraph, share what you learned, what surprised you, and how this connects to real-world agriculture or gardening.

# Rubric: Exploring Plant Growth and Soil Properties

Course: AGRO 1110C – Introduction to Plant Science

General Education Area: III – Laboratory Science

Essential Skills: Quantitative Reasoning, Critical Thinking, Personal & Social Responsibility

## Assignment Rubric

Criteria (Essential Skill)	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Data Collection & Representation (Quantitative Reasoning)	Complete and accurate data table with well-labeled graph showing clear trends.	Data mostly complete with graph showing key trends.	Some missing or inconsistent data; graph unclear or partially labeled.	Data missing or poorly presented; no graph included.
Interpretation of Results (Quantitative Reasoning)	Insightful interpretation connecting soil properties to plant outcomes.	Adequate interpretation showing basic understanding of results.	Interpretation is vague or lacks clarity.	No meaningful interpretation of results provided.
Experimental Design & Problem Setting (Critical Thinking)	Well-defined question and method; thoughtful experimental setup.	Question and setup are clear and appropriate.	Setup is partially complete or not well aligned to the question.	No clear question or experimental setup.
Reasoning & Conclusions (Critical Thinking)	Conclusion is logical, well-supported, and thoughtful.	Conclusion is logical and supported by some evidence.	Conclusion is vague or weakly supported.	No conclusion or unsupported opinion.
Collaboration & Ethical Practice (Personal & Social Responsibility)	Worked cooperatively with clear roles and responsibilities; ethical care of plants and data.	Participated in group and followed procedures ethically.	Inconsistent participation or questionable care of data or materials.	Little participation or disregard for collaboration/ethics.
Reflection (Personal & Social Responsibility)	Thoughtful reflection showing deep personal or civic connection.	Clear reflection on learning and plant-soil connection.	Minimal or surface-level reflection.	No reflection included.

# Grading Notes

Total Score: \_\_\_\_ / 24 points

Suggested Grade Scale:

- 22–24 = A
- 19–21 = B
- 16–18 = C
- 13–15 = D
- <13 = F



## New Mexico General Education Curriculum Course Certification Form

Application Number

3462

### Institution and Course Information

Name of Institution	NMHU
Chief Academic Officer Name	Dr. Brandon Kempner
Chief Academic Officer Email	bkempner@nmhu.edu
Registrar Name	Dr. Henrietta Romero
Registrar Email	hromero@nmhu.edu
Department	Sociology, Anthropology
Prefix	SOCI
Number	2310
Suffix	
Title	Contemporary Social Problems
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	SOCI
Number	2310
Suffix	
Title	Contemporary Social Problems

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. State and explain major social problems in the United States, and how social problems become constructed as problems.
2. Generate and analyze policy-related solutions associated with social problems from various perspectives.
3. Critically examine social problems through the use of sociological theories, methods, and empirical techniques.
4. Discuss and critique connections, both national and global, between social problems and social inequalities (e.g., social class, race/ethnicity, and gender/sexuality).

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will improve their listening and communication skills through developing, interpreting, and expressing ideas. Through lectures, class discussion, in-class exercises, required class readings, and videos, students will critically explore, and assess, the validity of various relevant topics. These topics may include inequality, poverty, racism, family life, urbanization, work, aging, crime, terrorism, environmental degradation, and/or popular culture. Students will be asked to bring discussion questions to some class meetings, based on the week's readings, to spark class discussion. The instructor or selected students will facilitate debates or discussions on how social problems are defined differently by various groups (e.g., policymakers, activists, marginalized communities). Students will write reports identifying a social problem, explaining its significance, and analyzing how it has been constructed as a problem. A summary of these reports will be shared with the class. Group projects will encourage students to propose a policy solution to a social problem and present it to the class.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will hone their critical thinking skills and their ability to critically evaluate today's social problems. Class readings, lectures and discussions will permit students to gather, analyze, evaluate, and synthesize information relevant to social problems and activism. Assigned readings on key social issues (e.g., poverty, racial inequality, climate change, healthcare access) will culminate in students discussing how these issues are framed in media, politics, and public discourse. Role-playing exercises will allow students to take on the roles of stakeholders (e.g., politicians, community members, business leaders) and debate policy solutions. Writing assignments and quizzes will ask students to analyze empirical data (e.g., census data, crime statistics, health disparities) and identify patterns and trends related to social problems. A final essay exam will ask students to "consider" the material read during the entire course and integrate ideas from different sources in a comprehensive and evaluative manner.

**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*

Social Responsibility--Students will gain and be able to demonstrate a basic knowledge of social problems. Through various class activities, students will gain a better understanding of local, national, and global issues. The instructor will invite guest speakers from the community (e.g., policymakers, activists, or nonprofit leaders) to discuss their perspectives on addressing social problems. By cultivating a connection between students and community, students will develop a sense of social responsibility for the creation of a healthier community while respecting traditional spaces. Reflective writing assignments will encourage students to demonstrate specific knowledge of social issues. Group discussions will allow for an exploration, on the global dimensions, of various social problems (e.g., how climate change disproportionately affects low-income countries). Personal Responsibility-- Students will gain the skills necessary to understand and evaluate social problems. Students will demonstrate an understanding of different strategies for researching relevant issues. Reflective writing samples based on lectures, class discussion, required class readings, and assigned videos, will allow students to explore how social inequalities (e.g., racism, sexism, classism) intersect to shape social problems (e.g., the school-to-prison pipeline, wage gap). The instructor, or selected students, will facilitate discussions on global issues (e.g., migration, climate change) and their connections to local social problems. The instructor will assign readings focused on comparative studies of social problems in the U.S. and other countries (e.g., income inequality, gender-based violence, environmental justice). Reflecting writing assignments will assess the student's ability to understand notions of stratification and ethics.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/general-education-2/>

# MOVIE RESPONSE

## WRITING ASSIGNMENT



### ***Format***

The response paper is limited to **no less than 1 page and no more than 2 pages**.

### **It has three parts:**

(a) 1-2 paragraphs should \_\_\_\_\_ the video/movie watched in class.

**summarize**

(b) Next, 2-3 paragraphs connect the movie in a compelling/interesting/unique/creative/fascinating way to 2 (TWO) previously assigned readings in class focused on a social problem. The student must clearly identify the 2 readings selected. *Page numbers from the readings must be included when referencing the readings.*

(c) The final paragraph must **offer a** \_\_\_\_\_ that the video/movie

**reflective, independent, unique thought**

stimulated. This “thought” should explore a solution to the social problem discussed above in (b).

### **IMPORTANT ADDITIONAL NOTES:**

- 1) The paper must be double spaced.
- 2) The paper must be deposited into the relevant dropbox on time.
- 3) The paper must have “normal” margins, a “normal” font and a “normal” font size (see “writing guidelines” posted online).
- 4) No reference page is necessary if the student is only using sources assigned in class (e.g., movie watched in class, texts from class).
- 5) Be sure to watch your writing and proofread – this is a formal assignment that will be graded.
- 6) Students are strongly encouraged to watch their video/movie of choice more than once.
- 7) Failure to cite sources (sources from class and/or outside sources) may result in an automatic “F” due to academic dishonesty.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3468

### Institution and Course Information

Name of Institution	NMHU
Chief Academic Officer Name	Dr. Brandon Kempner
Chief Academic Officer Email	bkempner@nmhu.edu
Registrar Name	Dr. Henrietta Romero
Registrar Email	hromero@nmhu.edu
Department	Sociology, Anthropology
Prefix	GNDR
Number	2110
Suffix	
Title	Introduction to Women, Gender, and Sexuality Studies
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	GNDR
Number	2110
Suffix	
Title	Introduction to Women, Gender, and Sexuality Studies

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Students will be able to summarize key concepts, theories, and approaches related to gender and sexuality, particularly in connection with contemporary social justice movements such as feminism.
2. Students will be able to describe the various social and political forces that influence and are influenced by gender, sexuality, race/ethnicity, and other intersecting identity categories.
3. Students will be able to demonstrate their ability to conduct intersectional analyses.
4. Students will develop and enhance their skills in reading, critical thinking, academic writing, and public speaking.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Through creative and academic writing exercises and class discussions, students will practice communicating their ideas and opinions about gender and broader societal changes regarding gender. Through various readings and class discussions, the course will guide students as they examine the gendered lives of all, with emphasis on how gender interacts with race, class, sexual orientation, identity, and ethnicity. Students will explore these concepts through informal and informal class discussions, formal presentations based on independent research, instructor-guided small-group interactions in Zoom break-out rooms, and their writing. With several opportunities to write and receive feedback, students will be encouraged to clearly articulate their ideas and thoughts about gender.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will hone their critical thinking skills and their ability to critically evaluate gender and sexuality studies. Class readings, lectures, and discussions will permit students to gather, analyze, evaluate, and synthesize information relevant to gender and sexuality. Writing assignments and quizzes will assess if the student can think critically about gender and sexuality. Students will have opportunities to discuss different gender issues during class

and in discussion forums online. They will then be asked to create discussion questions to share with their classmates, further exploring various social problems. Additionally, they will develop research questions about relevant topics that seek answers to social problems. Finally, through social interaction, students will learn about cultural and historical contexts surrounding gender by reading, discussing, and reflecting on the reading material. For example, the essay exam attached asks students to “consider” the material read during the course, integrate ideas from different readings in a comprehensive and evaluative manner, and “pick a position,” claiming ownership as they grapple with a complex gendered issue.

**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*

Social Responsibility -- Students will gain and be able to demonstrate a basic knowledge of gender and sexuality studies. Through various individual and small group activities, students will tackle difficult gendered questions about the local community, the nation, and global issues. Additionally, by cultivating a connection between students and the community, students will explore the balance between the creation of a healthier community and the maintenance of tradition (i.e. culture and language). Reflective writing assignments will encourage (and assess) if the student can demonstrate specific knowledge of gender and sexuality studies as they relate to the community/nation/world. Students will be encouraged, via class discussions and a community outreach project, to work with a small team of classmates on exploring and furthering benefits for the local community.

Personal Responsibility -- Students will gain the skills necessary to understand and evaluate nurture versus nature debates. Students will demonstrate an understanding of different strategies for researching relevant issues. Reflective writing samples based on lectures, class discussions, required class readings, and assigned videos will assess if the student understands notions of stratification and ethics. For example, weekly short writing assignments will ask students to identify “interesting” topics embedded in the week’s reading and discuss why they found the subtopic interesting and how it relates to their life and/or has had an impact on their understanding of gender and sexuality.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution’s General Education Assessment Plan

<https://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/general-education-2/>

# Introduction to Women, Gender, and Sexuality Studies Essay Exam (Sample)

## EXAM HONOR PLEDGE:

You pledge that all work submitted for this exam represents your own work and you will not violate the academic integrity policy. In other words, you will not consult or work with anyone else on this exam. If you have a question, you should contact the instructor or a teaching assistant only.

You should know what constitutes plagiarism and pledge that all submissions of your work will be completed in accordance with those guidelines. You may not use AI to complete a significant portion of this exam.

And finally, you understand that if you are found to have violated the academic integrity policy, you will fail not only this exam, but possibly the entire course.

By moving on to take the exam, you agree to abide by this pledge.

+++++

## EXAM DIRECTIONS:

- This is an open book/open notes/open lectures exam.
- You must use at least two different readings from this semester to address the following essay prompt.
- Your answer should be no less than **300 words** and must not exceed **750 words**. I recommend you type your answer into a word processing document, save it, and then copy/paste it into the box below.
- You have a total of 120 minutes. If you exceed the time limit, you will be unable to post your answer, so keep an eye on the clock.
- Any serious problems posting your answer on time must be documented by clear pictures and an immediate email to the instructor.

## THE ESSAY PROMPT

**TRUE** or **FALSE**: Indigenous women are more likely to “disappear” or murdered because *they place themselves* in numerous at-risk categories (e.g., drug addiction, domestic violence, sex worker).

NOTE: In this argumentative essay, you must take **ONE** position (i.e., the statement is true or false; you cannot choose a middle position). You must then explain, and support, your position with evidence from at least 2 articles read during this course.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3688

### Institution and Course Information

Name of Institution	NNMC
Chief Academic Officer Name	Larry Guerrero
Chief Academic Officer Email	larry.guerrero@nnmc.edu
Registrar Name	Janice Baca
Registrar Email	janice.baca@nnmc.edu
Department	Language and Letters
Prefix	ENGL
Number	2420
Suffix	
Title	Children's Literature
Number of Credits	3

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

☒ Yes ☐ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	ENGL
Number	2420
Suffix	
Title	Children's Literature

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☒ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Reflect on your understandings of yourself as a reader and develop your ability to engage in personal and critical response to literature
2. Develop a broad knowledge of various genres of books for children
3. Identify literary and artistic elements and analyze how they create effective books for children in order to evaluate the literary quality and appropriateness of specific books.
4. Select literature that reflects and embraces diversity
5. Examine the role of literature in the lives of children

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Problem Setting: The course is organized around exploring a variety of children's literature genres including picture books – both fiction and non-fiction, graphic novels and comics, historical fiction, fairy tales and poetry. As students develop a broad knowledge of the types of books for children, they focus on evaluating literary quality and appropriateness of the text by examining the ways in which the literary and artistic elements interact to create an effective book. Throughout the semester they evaluate individual texts and reflect on the ways these texts meet the criteria for being effective texts to share with young people – particularly the young people they interact with in the service-learning component of the course. Evidence Acquisition: Students gather information on the quality of each text they read – both the shared course texts and the ones they individually select - through writing and discussion. One way they gather information and prepare for discussion is through ongoing dialectical journals in which they

reflect on the texts they read throughout the semester and take notes on the literary elements in that text as well as their personal reactions to the book. Evidence Evaluation: In addition to reading children's literature, students also access peer-reviewed articles which they use to take a position on topics related to children's literature. For example, during the unit on banned books students research information around what books are banned and why and take a position based on that evidence around the banning of books in schools. In essay format they will incorporate that evidence to support a position on a related issue. Reasoning/Conclusion: At the end of the semester, students apply the knowledge they developed about children's literature genres to a final project in which they select a genre and purpose for a text and create their own children's book. In addition to the book, they submit a one-page reflection on the artistic and literary choices they made in the text and how those choices impact their intended message as well as fit the criteria they have developed over the for a quality text within that genre and appropriate for the intended audience.

**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*

Intercultural reasoning and intercultural competence: Students will be introduced to the concept of windows, mirrors, and sliding glass doors (Bishop, 1990) which is the idea that children's reading experiences should provide windows or opportunities to see into experiences and lives that are different from their own. Additionally, they should have reading experiences that mirror parts of their lived experiences and sociocultural contexts. And finally, they should experience reading as sliding doors which allow them to connect with a story and feel a part of the world it represents. Using this framework, students will evaluate the ways the texts they are accessing allow readers, particularly themselves and the children they are reading with for their service-learning component of the course, to experience both windows and mirrors and connect with texts. Ethical reasoning: Based on the concept of windows and mirrors students will make arguments about the impact of books on children and on themselves as readers. They will develop arguments around the importance of representation in children's reading experiences. Collaboration skills, teamwork and value systems: The course will provide opportunities for students to work collaboratively in several different ways. These include whole class discussions, small group literature circles around a chosen shared text, and partner work in visiting a local library and evaluating the resources available. The shared group work will allow students to build collaboratively on each other's ideas and experiences. For example, during the literature circles, students will select one young adult novel from the course choices. Over the course of three weeks, they will prepare for group discussion on the novel by each taking on a different role (such as developing discussion questions, summarizing main points, providing outside research on a relevant topic). They will then run a discussion on their book in small groups. Civic discourse, civic knowledge and engagement: The course also includes a service-learning component in which students put into practice some of what they have learned in the course in creating a reading experience with children. Students may fulfill this requirement in one of several ways – they may opt to read with one child over the course of the semester, they may plan and give a reading lesson in a classroom or childcare setting, or they may collaboratively create a reading event at a local library. In creating their service-learning project, students

will analyze and address issues that detract from young people's reading experiences and work to create an experience focused on reading joy and connection.

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

Authority and Value of Information: As students evaluate children's literature and take positions on relevant issues, they draw on their own experiences as well as researched information and evaluate the sources they are using. This happens in several projects during the course. For example, in the 2-week unit on book banning students research the common reasons that books are banned, read a banned book, and take a position on book banning which draws on their own beliefs as well as research gained through articles in the library database. Digital Literacy and Information Structure: Throughout this course students also access and communicate using digital sources. The class uses an on-line open access textbook, Jennifer Jasinski Snyder's *The Inside, Outside, and Upside Downs of Children's Literature* (2016) which has many video and interactive features. They also watch several Ted Talks by children's literature authors and experts such as Linda Sue Park's "Can a Children's Book Change the World?" and Brynn Welch's "Missing Adventures: Diversity and Children's Literature." Within the course they learn to access the "Opposing Viewpoints" database through the school library to gather information. They also use online discussion and journal forums in Canvas to communicate with each other and track their changing ideas over time. Additionally, interactive discussion tools are incorporated in the Zoom class such as the Mentimeter platform to allow students to build on each other's ideas. Research as Inquiry: Throughout the semester students will use these digital tools and research to develop their thinking on various issues. They will use sources that help them learn from other's perspectives in their class, online sources, and peer-reviewed articles to help them form their opinions on what constitutes effective children's literature in a variety of genres.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://nnmc.libguides.com/c.php?g=996187&amp;p=7209282">https://nnmc.libguides.com/c.php?g=996187&amp;p=7209282</a>
---	---

## Literacy Memory Assignment

---

One way to understand our feelings and responses about literature and reading is to reflect upon our personal histories and experiences with literacy. By examining our thoughts and feelings toward literacy, we become better able to understand ourselves as learners and readers. In this assignment you will describe your literacy history as you use art and story together to represent your literacy journey thus far.

This assignment has three parts:

- a. A visual timeline of your experiences with literacy with important moments marked and illustrated
- b. A 1–3-page narrative story in which you tell the story of an important event in your literary journey
- c. A 1-page reflection in which you explain why you selected this story to tell and what it tells about you as a reader or learner.

### Instructions

1. Start by brainstorming. Consider the following:
  - a. What memories do you have of stories, literature, reading or literacy in general from your childhood?
  - b. Did your family tell stories?
  - c. Were you read to as a child? If so, by whom and what was it like?
  - d. How did you learn to read?
  - e. What was reading like in your home? At school?
  - f. Are there any discouraging or inspiring memories that stand out when you think about reading?
  - g. What particular events, people, places, books, stories or feelings stands out to you when you think about literacy?
  - h. As a child, what did you like or dislike about reading? Why do you think you felt that way?
2. Design a timeline of your experiences with literacy. This should be an illustrated visual with important points on your journey marked and illustrated.
3. Choose one story that stands out to you from your literary experiences. Write the story in narrative form. Tell the story with description, detail, and dialogue.
4. Write a reflection on the story you selected. Explain the reason you selected this story, why it is important to your literary experiences, and how it has impacted you as a reader and learner.

### Submit the following through Canvas:

1. A picture of your timeline
2. Your narrative story
3. Your reflection

## Literary Memory Grading Rubric

	Excellent	Good	OK	Poor	Missing
<b>VISUAL TIMELINE</b>					
Clearly identifies several key points in your literary journey	10	8	5	2	0
Uses words and images to effectively communicate the importance of the events	10	8	5	2	0
Serves as an effective tool to demonstrate your individual and unique literacy journey	10	8	5	2	0
<b>NARRATIVE</b>					
Using a narrative structure, tells an engaging story	10	8	5	2	0
Includes rich description and detail	10	8	5	2	0
Story provides insight into a particular literary experience	10	8	5	2	0
<b>REFLECTION</b>					
Identifies the reasons for selecting this story and its impact on your literacy journey.	10	8	5	2	0
Reflects on and analyzes specific details from the stories	10	8	5	2	0
Demonstrates the impact of the experiences shared in the story	10	8	5	2	0
<b>OVERALL</b>					
Polished and effective final product with attention to presentation, editing, spelling and grammar	10	8	5	2	0



## New Mexico General Education Curriculum Course Certification Form

Application Number

3689

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	HUMN
Number	1220
Suffix	
Title	Film Genres
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	HUMN
Number	1220
Suffix	
Title	Film Genres

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

- ☐ Communication      ☒ Critical Thinking      ☒ Information & Digital Literacy  
☐ Quantitative Reasoning      ☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

By the end of this course, students should be able to:

1. Discuss film as a constructed, conventional, and contextually bound art form.
2. Know film and genre analysis strategies.
3. Analyze different U.S. and international film genres and trans-genres.
4. Work collaboratively in viewing, critiquing, and presenting films.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The Film Genres course develops critical thinking by challenging students to analyze film as both a creative and culturally significant medium. Through assignments such as the Mold-Breaker Presentation, students engage in problem setting by identifying how a specific film subverts traditional genre conventions. They must articulate a clear question about genre boundaries and how their chosen film challenges audience expectations.

Students engage in evidence acquisition by researching genre theory, film history, and direct textual analysis of their selected films. They collect relevant examples, including historical influences, production techniques, and audience reception, to build their case.

In their Film Reflections, students practice evidence evaluation by assessing how effectively a film embodies or deconstructs its genre. This requires distinguishing between subjective interpretation and informed analysis, ensuring arguments are supported by credible sources, historical context, and detailed film examples.

The final Original Cross-Genre Movie Concept project synthesizes these skills, requiring students to develop a film idea that blends two assigned genres. They must construct a reasoned conclusion by demonstrating a deep understanding

of genre expectations, storytelling techniques, and audience engagement. Their Statement of Authorial Intent explicitly articulates their thematic and narrative choices, showing a well-reasoned evaluation of how their film fits within and innovates upon established genres.

By engaging in iterative research, analysis, and creative problem-solving, students in this course refine their ability to critically assess media, construct informed arguments, and apply analytical reasoning to both existing films and original storytelling.

**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*

The Film Genres course fosters personal and social responsibility by engaging students in discussions on how film both reflects and shapes cultural, ethical, and societal values.

Through assignments like the Film Reflections, students develop Intercultural Reasoning and Competence by analyzing how different film genres address issues such as race, gender, class, and identity. By critically examining genre conventions and their evolution over time, students explore how cultural perspectives influence storytelling and audience expectations. This encourages them to recognize and articulate multiple viewpoints, fostering a deeper understanding of how film serves as a lens for historical and contemporary social issues.

Additionally, the course reinforces Ethical Reasoning by prompting students to analyze the moral dilemmas presented in films and the responsibilities of filmmakers in representing complex social issues. In the Mold-Breaker Presentation, students explore how genre-defying films challenge traditional norms, raise ethical questions about representation, and push the boundaries of audience expectations. The final Original Cross-Genre Movie Concept project further develops this skill, as students must thoughtfully craft a film concept that engages with ethical and cultural themes, demonstrating an awareness of the moral responsibilities inherent in storytelling.

By critically engaging with film as both an artistic and cultural product, students develop a nuanced understanding of the ethical and social responsibilities that shape media and its impact on society.

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

The Film Genres course develops students' information and digital literacy by requiring them to critically analyze film, conduct research, and create original digital content.

Through assignments like the Mold-Breaker Presentation, students engage in Authority and Value of Information by researching how genre conventions evolve and how filmmakers challenge audience expectations. They must assess the credibility of sources, distinguishing between scholarly film criticism, industry analysis, and popular media interpretations, ensuring their arguments are well-informed and ethically sourced.

Students also develop Research as Inquiry in their Film Reflections and Original Cross-Genre Movie Concept projects. These assignments require students to investigate historical and cultural influences on film genres, define analytical

questions, and construct well-supported arguments. In their Midterm Essay, they study the defining characteristics of two assigned genres, exploring their evolution and impact, then use this research to inform their creative work. Finally, the course strengthens Digital Literacy by requiring students to communicate their ideas through multimedia presentations and digital storytelling techniques. The Creative Packet for the final project includes mood boards and formatted story summaries, demonstrating students' ability to design and organize digital materials. Additionally, students use presentation software to enhance their Movie Pitch, further refining their ability to navigate and produce content in digital environments.

By integrating research, media analysis, and digital content creation, the Film Genres course ensures students develop the skills necessary to critically engage with film and effectively communicate their insights in digital formats.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

## Example Assignment for Film Genres

Film Reflections - In the film reflections (one for each assigned movie – 2page maximum), students will demonstrate their critical engagement with the assigned movies – considering the cultural, historical, technical, and political implications of their messaging, stories, and aesthetics – and ability to construct/support an argument concisely and coherently. It is important to note that these film reflections are not reviews (opportunities for students to discuss whether or not they liked the assigned movie) nor are they simple plot summaries. Each film reflection must include two parts:

1. An answer to a genre-specific question/prompt. This part requires students to demonstrate their understanding of the material and ability to apply information and concepts in service of constructing their own argument.
2. A critical analysis of a specific aspect of the assigned movie. This part provides students flexibility and the opportunity to discuss whatever element of the film most interests them (whether it be technical, visual, narrative, etc.) For example:
  1. If the assigned film was *Lord of the Rings: Return of the King*, students could discuss Aragorn as an example of healthy masculinity
  2. If the assigned film was *Legally Blonde*, students could discuss the ways Elle's wardrobe mirrors her character arc
  3. If the assigned film was *The Iron Giant*, students could discuss how the titular character's rejection of his assigned function (weapon) and embracing of his true self (protector/hero) can be read as trans metaphor
  4. If the assigned film was *Home Alone*, students could discuss their developed fan theory of how Kevin grows up to be Jigsaw from the *Saw* movies
  5. If the assigned movie was *Spy Kids 3-D: Game Over*, students discuss on the emphasis on the 3D gimmick distracts from the actual plot

Each film reflection is worth eight total points – four points per part. Each part is graded on the same criteria:

1. Does it satisfy the assignment's requirements? (1point)
2. Does it incorporate specific and detailed examples from the assigned movie in support of the arguments/ideas/answers? (1point)
3. Does it demonstrate critical thinking? (1point)
4. Does it demonstrate media literacy? (1point)





## New Mexico General Education Curriculum Course Certification Form

Application Number

3690

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	HUMN
Number	1230
Suffix	
Title	History of Sci Fi Dystopia
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	HUMN
Number	1230
Suffix	
Title	History of Sci Fi Dystopia

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☒ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

By the end of this course, students should be able to

1. Identify prominent works of science fiction.
2. Apply concepts related to media theory and science fiction as a genre to the critical analysis of narratives.
3. Understand key moments in the modern history of technology/science.
4. Analyze how sci-fi narratives reflect historical moments and cultural anxieties/aspirations surrounding technology/science.
5. Examine our current relationship with technology/science and potential future consequences of modern technologies/science

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The History of Sci-Fi Dystopia course fosters critical thinking by challenging students to analyze how science fiction films reflect historical, cultural, and technological anxieties.

Through assignments like the Modern Sci-Fi Presentation, students engage in problem setting by identifying how a contemporary science fiction film explores ethical dilemmas and societal fears related to science and technology.

They acquire evidence by researching the film's genre conventions, thematic concerns, and its broader cultural context. By assessing the film's portrayal of science and technology, students practice evidence evaluation, considering factors such as bias, historical influences, and intended audience reception.

Students apply these skills in their Film Reflections, where they must evaluate how each assigned film "historizes" its scientific or technological focus. This requires analyzing historical accuracy, cultural biases, and how sci-fi films shape

public perceptions. They then develop a reasoned conclusion in the second part of the reflection, critically analyzing a chosen aspect of the film (e.g., visual effects, character arcs, or thematic symbolism).

The final Original Sci-Fi Movie Concept project further reinforces critical thinking by requiring students to synthesize historical, scientific, and narrative research to develop an original film. They must justify their creative choices through a well-reasoned Statement of Authorial Intent, demonstrating an informed understanding of genre conventions and thematic implications.

By integrating research, media literacy, and analytical reasoning, this course ensures students engage deeply with science fiction as both historical commentary and speculative inquiry.

**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*

The History of Sci-Fi Dystopia course cultivates personal and social responsibility by engaging students in discussions about how science fiction narratives explore ethical dilemmas and socio-cultural issues.

Through assignments like the Modern Sci-Fi Presentation, students develop intercultural reasoning and competence by analyzing how contemporary sci-fi films reflect societal anxieties about race, gender, class, and technological advancement. They explore how different cultural perspectives shape the portrayal of scientific progress and its ethical implications, considering issues such as surveillance, artificial intelligence, genetic modification, and climate change. By evaluating these narratives through multiple lenses, students gain a deeper understanding of global and historical perspectives on technology and society.

Additionally, the course strengthens ethical reasoning by prompting students to examine shared moral responsibilities within societies and the ethical dilemmas posed by emerging technologies. In their Film Reflections, students analyze how sci-fi films interrogate ethical issues such as bioengineering, corporate overreach, and government surveillance, considering the moral frameworks that guide these portrayals. The Original Sci-Fi Movie Concept project further challenges students to create narratives that grapple with ethical concerns, requiring them to thoughtfully construct themes that reflect societal responsibilities and moral complexities.

By engaging with these topics through research, discussion, and creative exploration, students develop a nuanced understanding of personal and social responsibility, preparing them to critically evaluate real-world ethical challenges in an increasingly complex technological landscape.

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

The History of Sci-Fi Dystopia course develops students' information and digital literacy by engaging them in research, media analysis, and digital content creation.

Through assignments like the Modern Sci-Fi Presentation, students practice Authority and Value of Information by researching the historical, cultural, and ethical implications of science fiction narratives. They must critically evaluate sources, distinguishing between scholarly, journalistic, and speculative works to ensure they present accurate and

ethically sourced information. This reinforces an understanding of how authority and context shape the credibility of information.

Students also engage in Research as Inquiry, particularly in the Original Sci-Fi Movie Concept project, where they must explore both a scientific topic and a science fiction subgenre. This process requires them to define a question—such as how artificial intelligence or space colonization is represented in media—and generate well-supported conclusions through scholarly research, film analysis, and creative synthesis.

Finally, Digital Literacy is embedded throughout the course, as students communicate their ideas through presentations, multimedia elements, and written assignments. The Creative Packet portion of the final project requires students to design digital materials, such as mood boards and formatted documents, to convey their original sci-fi film idea. By utilizing digital tools for research, organization, and presentation, students enhance their ability to navigate and produce content in digital environments.

By integrating critical evaluation, research-based inquiry, and digital content creation, this course ensures that students develop the skills necessary to responsibly engage with and contribute to digital information landscapes.

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

## Example Assignment for History of Sci-Fi Dystopia

Modern Sci-Fi Presentation - Science fiction is often a reflection of our cultural, societal, and technological anxieties, frequently exploring how we feel about and respond to advances in science and technology. These narratives delve into complex questions about ethics, identity, survival, and the future, often through innovative storytelling techniques and aesthetics. In this assignment, students will analyze a modern science fiction film (or another narrative work; 2005-present) and present their findings in a short presentation (7 minutes maximum) at the beginning of a designated class session.

In their presentations, students will examine how the narrative elements of their chosen work – including (but not limited to) characters, plot, setting, aesthetics, themes, motifs, etc. – reflect contemporary concerns about science and technology. Each presentation must feature:

- Summarize the chosen work in a way that even those who haven't seen the movie can understand the subsequent discussions (Note: no two students can cover the same movie, and all students will need to contact me about their topic through email before their scheduled presentation. Failure to do so will negatively impact their grade on this assignment). Students do not need to (nor should they) try to summarize the entire film; instead, they should focus on the relevant parts. Students must keep the time limit in mind and balance the various parts of the presentation. (2 points)
- Argue how and why the chosen work is classified as science fiction – what aspects/ characteristics indicate that the work is part of the genre? (2 points)
- Discuss what the work of science fiction reveals about our current relationship with science and technology, focusing in particular on what ethical questions the work raises explicitly and/or implicitly (2 points)
- Discuss how the film positions its audience to feel or think a certain way about the scientific or technological issues it presents. (2 points)
- Utilize good communication and presentation techniques. (2 points)



## New Mexico General Education Curriculum Course Certification Form

Application Number

3691

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	HUMN
Number	2170
Suffix	
Title	Latin American Food and Culture
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	HUMN
Number	2170
Suffix	
Title	Latin American Food and Culture

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☒ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Identify many of the principal ingredients, dishes, and modes of preparation of Latin American cuisine throughout history, from the pre-Columbian period to the present.
2. Describe Latin American foods in detail and express your appreciation for them.
3. Explain how food production and consumption relates to historical processes of political, social, and technological change in Latin America.
4. Synthesize complex arguments about Latin American food and culture, drawing on academic and journalistic sources.
5. Formulate a thoughtful and detailed response to the basic course questions: what can we learn about life in Latin America through its food? And what can we learn about ourselves by studying Latin American food?

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In this interdisciplinary humanities course, students learn to situate ingredients, dishes, and cooking techniques from a variety of Latin American national culinary traditions in a broad array of historical, cultural, sociopolitical, and technological contexts. Via brief lectures, secondary readings, in-class discussion activities, and discussion board assignments, they learn to identify foundational staple crops, domesticated animals, and ingredients of different historical and present-day cuisines, from pre-Columbian civilizations to modern industrialized societies in an increasingly globalized world. They also learn how to narrate the culinary histories of different Latin American countries. Then, in research assignments, they formulate research questions concerning how a given cuisine emerges historically against the backdrop of the particular historical and geographical conditions of specific civilizations,

countries, and/or regions; they draw on secondary readings to seek out prominent ingredients, dishes, and techniques that give evidence of the cuisine's attributes and its relation to the historical processes they have chosen to study; they evaluate their research questions in line with their chosen cuisines in short in-class reflections, essay assignments, and audiovisual research presentation; and they draw conclusions concerning how culinary practices and traditions relate to their personal experiences and give evidence of the evolving collective fabric of Latin American and/or North American social existence.

**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*

Students in this course learn to apply intercultural reasoning and competence in their study of Latin American food and culture in a variety of ways. Students learn to identify unique characteristics of national and regional culinary traditions (for example, the widespread use of chiles in Mesoamerican and Andean cuisine, or the influence of mass European immigration in Argentine and Chilean cuisine), and, in in-class discussions and short discussion board assignments, they situate these characteristics in their original historical contexts, stretching from pre-Columbian ingredients, dishes, and techniques, to present-day culinary practices in the highly urbanized societies of Latin America. Tasting activities and short course readings also train students to identify ingredients and dishes shared by diverse cuisines, such as staple crops and ingredients that circulated around the world in the context of the post-1492 Columbian exchange. They demonstrate their capacities for intercultural reasoning in larger group and individual projects, such as a group presentation on a foundational ingredient in Latin American culinary history, and a whole-class potluck event in which the class makes dishes from the region and creates informative brochures to help their invited guests better understand the ingredients, dishes, and techniques of the region's cuisines.

Students furthermore develop their collaboration skills, teamwork, and values through a series of interactive in-class activities and assignments. These include frequent group discussions based on prompts designed to help students reflect on how the food a given society consumes both that society's value systems and generates new ways of seeing and understanding collective existence; discussion board assignments where students engage with each other's thoughts and ideas concerning local and global culinary histories; and two larger group projects with practical components in which students prepare food to serve to classmates and invited guests, while also creating presentations and brochures that communicate the historical and cultural significance of their chosen ingredients, dishes, and techniques..

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

Via course readings, brief in-class lectures, and discussion activities, students in this course learn how to do research on Latin American food and culture using prominent internet search engines and social media platforms such as YouTube and Instagram to find primary materials and trends in Latin American cuisine, while also reflecting on the ways in which thoughts and ideas concerning food circulates in contemporary digital culture. In larger assignments such as a group presentation on a key ingredient in Latin American cuisine and an individual research presentation,

they learn how to use basic research techniques such as using internet search engines to carry out parameter-based searches and using Google News, Google Scholar, and university library databases to encounter high-quality journalistic and academic sources concerning food history. They also, in readings and in-class lectures and discussions, learn how the food industry has constructed mass consumer publics, molded tastes, and imposed the authority of industrialized food products via the use of advertising in audiovisual print, radio, television, and digital media.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.**

In this interdisciplinary humanities course, students learn to situate ingredients, dishes, and cooking techniques from a variety of Latin American national culinary traditions in a broad array of historical, cultural, sociopolitical, and technological contexts. Via brief lectures, secondary readings, in-class discussion activities, and discussion board assignments, they learn to identify foundational staple crops, domesticated animals, and ingredients of different historical and present-day cuisines, from pre-Columbian civilizations to modern industrialized societies in an increasingly globalized world. They also learn how to narrate the culinary histories of different Latin American countries. Then, in research assignments, they formulate research questions concerning how a given cuisine emerges historically against the backdrop of the particular historical and geographical conditions of specific civilizations, countries, and/or regions; they draw on secondary readings to seek out prominent ingredients, dishes, and techniques that give evidence of the cuisine's attributes and its relation to the historical processes they have chosen to study; they evaluate their research questions in line with their chosen cuisines in short in-class reflections, essay assignments, and audiovisual research presentation; and they draw conclusions concerning how culinary practices and traditions relate to their personal experiences and give evidence of the evolving collective fabric of Latin American and/or North American social existence.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value system; and Civic discourse, civic knowledge and engagement – local and global. In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.**

Students in this course learn to apply intercultural reasoning and competence in their study of Latin American food and culture in a variety of ways. Students learn to identify unique characteristics of national and regional culinary traditions (for example, the widespread use of chiles in Mesoamerican and Andean cuisine, or the influence of mass European immigration in Argentine and Chilean cuisine), and, in in-class discussions and short discussion board assignments, they situate these characteristics in their original historical contexts, stretching from pre-Columbian ingredients, dishes, and techniques, to present-day culinary practices in the highly urbanized societies of Latin America. Tasting activities and short course readings also train students to identify ingredients and dishes shared by diverse cuisines, such as staple crops and ingredients that circulated around the world in the context of the post-1492 Columbian exchange. They demonstrate their capacities for intercultural reasoning in larger group and individual projects, such as a group presentation on a foundational ingredient in Latin American culinary history, and a whole-class potluck event in which the class makes dishes from the region and creates informative brochures to help their invited guests better understand the ingredients, dishes, and techniques of the region's cuisines.

Students furthermore develop their collaboration skills, teamwork, and values through a series of interactive in-class activities and assignments. These include frequent group discussions based on prompts designed to help students reflect on how the food a given society consumes both that society's value systems and generates new ways of seeing and understanding collective existence; discussion board assignments where students engage with each other's thoughts and ideas concerning local and

global culinary histories; and two larger group projects with practical components in which students prepare food to serve to classmates and invited guests, while also creating presentations and brochures that communicate the historical and cultural significance of their chosen ingredients, dishes, and techniques..

**Information & Digital Literacy. Authority and value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.**

Via course readings, brief in-class lectures, and discussion activities, students in this course learn how to do research on Latin American food and culture using prominent internet search engines and social media platforms such as YouTube and Instagram to find primary materials and trends in Latin American cuisine, while also reflecting on the ways in which thoughts and ideas concerning food circulates in contemporary digital culture. In larger assignments such as a group presentation on a key ingredient in Latin American cuisine and an individual research presentation, they learn how to use basic research techniques such as using internet search engines to carry out parameter-based searches and using Google News, Google Scholar, and university library databases to encounter high-quality journalistic and academic sources concerning food history. They also, in readings and in-class lectures and discussions, learn how the food industry has constructed mass consumer publics, molded tastes, and imposed the authority of industrialized food products via the use of advertising in audiovisual print, radio, television, and digital media.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3692

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	HUMN
Number	2180
Suffix	
Title	Latin American Popular Music
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	HUMN
Number	2180
Suffix	
Title	Latin American Popular Music

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☒ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. . Identify many of the key singers, musicians, songs, albums, and genres of Latin American popular music. 746  
Revised 3/10/2025
2. Define key concepts related to the study of music and culture and apply those concepts to particular musical works in essays and class presentations.
3. Narrate the history of some of the principal genres of Latin American popular music (tango, salsa, samba/bossa nova, the corrido, cumbia, funk, and reggaetón), including each genre's origin, key recordings, and popularization.
4. Relate musical works to broader processes of political, economic, cultural, and technological change in modern Latin America.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In this interdisciplinary humanities course, students learn to situate musical works from a variety of popular Latin American musical genres (for example, tango, samba, ranchera, salsa, cumbia, bachata, reggaeton, funk) in a broad array of historical, cultural, sociopolitical, and technological contexts. Via brief lectures, secondary readings, in-class discussion activities, and discussion board assignments, they learn to identify the form and thematic content of prominent songs from each genre, and they also learn to narrate the genre's history. Then, in research assignments, they formulate research questions concerning how a given genre emerges historically against the backdrop of the historical experiences of specific Latin American countries and/or of the region as a whole; they draw on secondary readings to seek out prominent artists and songs that give evidence of the genre's attributes and its relation to the historical processes they have chosen to study; they evaluate their research questions in line with their chosen

primary materials in short in-class reflections, essay assignments, and audiovisual research presentations; and they draw conclusion concerning how musical works impact their personal experiences and the collective fabric of Latin American and/or North American social existence.

**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*

Students in this course learn to apply intercultural reasoning and competence in their study of Latin American musical genres in a variety of ways. Students learn to identify unique characteristics of genres emerging from different national and transnational contexts (for example, tango in Argentina, samba in Brazil, salsa in Puerto Rico/New York City), and, in in-class discussions and short discussion board assignments, they situate these characteristics in their original historical contexts, and also relate them to their own cultural backgrounds. Listening activities and short course readings also train students to identify musical elements shared by diverse genres, such as the tresillo, Habanera, and clave rhythms that have been used in Afro-Latin-American musical forms for the past century and beyond. They demonstrate their capacities for intercultural reasoning in larger group and individual presentations, such as a group presentation on a foundational song in a chosen genre, and an individual presentation on a prominent Latin American musical genre.

Students furthermore develop their collaboration skills, teamwork, and values through a series of interactive in-class activities and assignments. These include frequent group discussions based on prompts designed to help students reflect on how music both reflects a given society's value systems and generates new ways of seeing and understanding collective existence; discussion board assignments where students engage with each other's thoughts and ideas concerning musical form and thematic content; and a larger group project in which students analyze a prominent song and interpret its cultural and sociopolitical significance.

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

Via course readings, brief in-class lectures, and discussion activities, students in this course learn how to do research on popular music using prominent internet and social media platforms such as YouTube and Spotify to find primary audiovisual materials, and reflect on the ways in which these platforms function as musical archives and relate to other historical forms of recording, transmitting, and preserving popular music. In larger assignments such as a group song presentation and an individual audiovisual presentation on a prominent Latin American genre, they learn how to apply basic informal research techniques, such as using major social media platforms and internet search engines to carry out parameter-based searches, to inquire into the history of musical genres, beginning with canonical songs and artists and searching for a growing network of influences crossing geographical and historical lines. They also, in readings and in-class lectures and discussions, learn how the music industry has constructed audiences and imposed the authority of its products via the development of the star system in ad-supported radio broadcasts; Hollywood,

and Latin American film and music industries; and contemporary ad-and-subscription-based platforms such as Spotify and YouTube.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

## HUMN 2180: Latin American Popular Music Individual Genre Presentation

**Essential skill:** Critical thinking

**Instructions:** You will choose a genre from the list below and prepare a ten-plus minute video presentation on its history and its primary characteristics. Alternately, if you have a genre you are interested in studying, you can create your own topic. Your presentation will explain the origin of the genre, then study **three** songs that you consider to be good examples of the genre. You will use the songs to illustrate some of the primary thematic and musical elements of the genre, and explain how the songs emerge in relation to their historical, cultural, sociopolitical, and technological contexts. You will do some light research--I will give you one good source to work with, and you'll need to cite at least three other sources. They don't need to be academic or peer-reviewed sources. You will submit two files for this assignment: a video file of yourself giving the presentation (made using Zoom or a different app if you prefer), and a Google Slides or PowerPoint file of the presentation.

### Rubric:

Category	Points
<b>Origin story and chronology.</b> After the title slide, your next few slides tell the story of the genre's origin and provide a basic timeline of important events in the genre's history. When you are narrating the genre's origin, try to mention how it emerges out of other existing musical genres, and also explain how its "birth" relates to its social, political, and/or cultural context (for example, in class we related Tropicália to political upheaval and revolutions, and we related Norteña/Banda songs about the drug trade to the <i>Guerra contra el narco</i> ). The chronology slide should highlight key moments in the genre's history.	/25
<b>Song analysis: basic information.</b> For each of the three songs you choose to spotlight, provide the artist, song title, and year, along with some combination of additional information. This can include, but is not limited to, the lyricist, the arranger, the producer, the musicians, or any other information about the song that you think is helpful.	/10
<b>Song analysis: musical and lyrical elements.</b> For each of the songs you choose, highlight elements of the music <i>and</i> the lyrics that make the song a strong example of the genre. The idea is that at the end of this presentation, your classmates can easily identify <i>other</i> songs in the genre based on what they've learned in your presentation. <b>You can include snippets from the songs if you want, but each snippet should be no longer than 30-40 seconds.</b>	/25
<b>Design, proofreading, and citation.</b> Your presentation generally follows the basic format of the model presentation (but you can be more creative than I am with my slides). In particular, it checks the following boxes:	/15

<ul style="list-style-type: none"> <li>Title slide with an original title, name, class, date, <b>and a large, archival image with clear historical value.</b></li> <li>All slides except lyric slides contain large archival images with clear historical value.</li> <li>All images are accompanied by captions and hyperlinks to sources.</li> <li>The text in all slides is AT LEAST 14 point font.</li> <li>The text is proofread and is generally free from grammatical errors.</li> <li>You list at least four sources in your works cited, <b>and you actually mention those sources during your presentation.</b></li> </ul>	
<b>Delivery of presentation.</b> You have rehearsed and your presentation goes smoothly. <b>You do not just read off the slides (aim for <i>at most 30% of your presentation to be read off the slides</i>).</b> You use notes, an outline, or a written script to supplement what you have on the slides (watch the sample presentation for an example of how this works).	/15
<b>Meeting deadlines / supporting your classmates / providing feedback.</b> You have the presentation ready on November 6. You are in class on November 6 to give feedback to your classmates. You are supportive and give helpful feedback.	/10
<b>Grade</b>	/100

**Genre options / Topics (maximum four students per genre):**

Reggaeton	Samba	Bossa nova	Ranchera
Bolero	Funk carioca (Brazilian hip-hop genre)	Huayno (Andean genre)	Salsa
Bachata	Sertanejo (Brazilian country music)	Cumbia in Mexico	Mambo
Norteña	Tango	Dembow	Son
Tropicália	Merengue	Corrido	Vallenato
Mariachi	Banda	Balada romántica	Rock in Argentina
Nueva canción chilena (Chilean folk/protest music from the 60s and 70s)	Cumbia in Peru	Nueva trova	Corridos tumbados (recent Mexican genre)
Waltz in Mexico	Latin freestyle (1980s hip-hop genre)	Rock in Mexico	Rumba
Forró (Brazilian genre)	Cumbia in Colombia	Grupera (Mexican pop cumbia music)	Invent your own topic



## New Mexico General Education Curriculum Course Certification Form

Application Number

3693

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	MUSC
Number	1110
Suffix	
Title	Music Appreciation: Jazz
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	MUSC
Number	1110
Suffix	
Title	Music Appreciation: Jazz

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Develop a vocabulary of musical terms, and be able to describe music using those terms.
2. Demonstrate knowledge of composers, their music and their relationship to historical periods.
3. Recognize how music played and plays a political, social, and cultural function.
4. Identify well-known pieces and the historical and social context in which they were composed.
5. Demonstrate basic understanding of music notation and musical communication.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**GENRE AND MEDIUM AWARENESS**

Within the History of Jazz from the 1920's to present day, genres and mediums change on a rapid time frame, with each having a specific title denoting the style, for example, "Big Band", and "Jazz Rock Fusion" are style names denoting ensemble size, instrumentation and stylistic interpretation of that particular jazz music. Students learn to hear, see, and identify these changes within jazz styles through video and audio examples, discussing the differences which help them denote a specific style of Jazz, and researching questions presented by the instructor.

**APPLICATION AND VERSATILITY**

Students learn about application and versatility within Jazz by learning about what the musicians did to change the genres. For example, after the rise of Rock and Soul music, students learn about the application of electronic musical instruments in Jazz. By seeing the influence of these styles and instruments, students learn how Jazz can encompass other styles within it. Students learn how melody, harmony and rhythm function in a basic way, so they get an idea of the different ingredients musicians work with, to shape the music.

**UNDERSTANDING AND EVALUATING MESSAGES**

Students learn to evaluate messages in Jazz music by learning about for example, dissonance vs consonance and rhythmic intensity. Jazz is primarily instrumental music without lyric content. Transitions in Jazz history often parallel social and cultural changes in America, for example, during the civil rights movement in the 1960's, the use of dissonance became more prominent to reflect the musicians' feelings.

#### EVALUATION AND PRODUCTION OF ARGUMENTS

Through the understanding of the musicians, styles, instrumentation, and musical approaches, students gain the ability to produce an argument for why they prefer a certain Jazz style. Based on the understanding of the intricacies within Jazz styles, students learn to evaluate and appreciate others criticisms of different styles.

#### **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

##### CRITICAL THINKING

Students engage in critical thinking by identifying the context of musical examples dictated or played by the instructor. For example, in MUSIC APPRECIATION JAZZ, students may identify time periods of a musical phrase by applying knowledge of instrumentation, for example a big band vs a quintet, tempo, and dissonance and consonance in melodic and harmonic patterns associated with various Jazz styles and time periods (such as Big Band vs Avant-Garde or Jazz Rock Fusion).

##### PROBLEM SETTING and EVIDENCE ACQUISITION

In at least one assignment, students are given an open-ended prompt requiring them to FORMULATE A QUESTION (problem setting) and GATHER EVIDENCE to reach an answer to the question (REASON/CONCLUSION). For example, a student might pose the question, "What are the differences in the musical paths chosen by two contemporaries, Miles Davis and John Coltrane?" Good problem setting is modeled by the instructor, who provides examples of appropriate questions. After setting up the problem, students ACQUIRE EVIDENCE by gathering, for example, recordings and interviews with the musicians that give indicators of the musical divergence in directions by two Jazz contemporaries.

##### EVIDENCE EVALUATION and REASONING/CONCLUSION

Through the evaluation of the evidence gathered, the student will be able to see and discuss the question/problem in a clear and cohesive way. Discerning and communicating the differences based on the musicians' recordings and interviews etc., the student will learn from the musicians' own musical philosophies represented in their individual musical directions, preferences for certain instruments, approaches to melody and harmony as well as personal preferences such as lifestyle choices and spiritual philosophies.

#### **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*

#### Intercultural reasoning and intercultural competence

Cultural Context of Jazz music is integrated with the course material. Students learn how Jazz parallels American society historically beginning in the 1920's and '30's, and how jazz musicians use the compositions and improvisation as a language, a personal way of commenting on society. Some assignments may involve applying knowledge of cultural context to musical ingredients such as consonance and dissonance in improvisation to different points in American History. As Jazz grows globally the students learn how Jazz integrates music and musicians from all over the globe.

#### Collaboration skills, teamwork, and value systems

Students work in discussion groups to create a cohesive idea to present to the class on a specific topic of each Jazz lecture. To ensure participation by each group member, the individuals may be expected to demonstrate an individual contribution to the group's presentation. Each member may also identify the role their individual contribution makes to the group's presentation.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

## 1. Class 9

### ***“Be-Bop”***

***Nice work everyone we are moving this semester along!***

This week we will move into “Be-Bop”, named for the short, 'jabby' musical phrases found in this new style of jazz. This is the time, around the late 1930's, into the 1940's and '50's, that *jazz gets transformed from dance music and popular music to art music*. Up to this point swing was king, large dance bands traveled and played all over the country. The musicians, however, were getting together at after hours jam sessions, and figuring out new ways to express themselves.

*In the change from Swing to Be-Bop, the music shifted in several important ways; it changed from big bands with 15 -20 musicians, to quartets and quintets with 4 or 5 musicians in the group, the music itself changed tempo...it sped up, got faster, and was performed in small clubs where people sat and listened to how these musicians could express themselves instead of dancing. The main thing though, was that improvisation and musical virtuosity became the goal with this new jazz music.* Instead of the melody being the main point and the solos being short, the melodies were now only jumping off points for long improvisations by all of the musicians....everyone soloed, not just the horn players, but the piano, bass players and drummers also began to solo....many of these changes came about because of 4 people: Alto saxophonist Charlie “Bird” Parker, trumpeter Dizzy Gillespie, drummer Max Roach and pianist Thelonius Monk.

Musicians all over America, and eventually Europe and the world, began to emulate these musicians, everyone wanted to play like them.....they made it acceptable to search for new sounds and become solo artists. They shaped modern creative music. Although Charlie Parker died from heroin addiction and alcoholism in 1956 at age 34, Dizzy Gillespie and Max Roach continued to play into their '70's, and I have included some later video of them, as well as the great

pianist Bud Powell. Also, we talked about the transition from swing to bop, so, I have included videos of Charlie Parker and Dizzy Gillespie, playing with their mentors, Coleman Hawkins and Louis Armstrong. Lets look and listen:

Charlie Parker and Dizzy Gillespie

<https://youtu.be/4PiKHAecEvM>

Clifford Brown, A true great who died young in a car crash

<http://www.youtube.com/watch?v=9iuP3CfFZDQ>

Max Roach demonstrating just the hi-hat

<http://youtube.com/watch?v=H8syiOwwVyY&mode=related&search=>

*Thelonius Monk- Piano...and some other greats....enjoy!!!!*

*“Monk” used jagged, soulful rhythms, a great sense of humor, and complex melody and harmony to make his music something that even today is a right of passage for jazz musicians and a mainstay of the jazz repertoire. Notice his compositions and eccentric behavior, such as dancing around on stage etc. Check out these great videos of the master himself:*

Thelonius Monk- "Epistrophy"

<https://m.youtube.com/watch?v=hLopWusx-ZU>

Bud Powell-“Anthropology”

<http://www.youtube.com/watch?v=TaSDinL6pC8&feature=related>

**Herb Ellis and Barney Kessell--"Flintstones Theme"**

<http://www.youtube.com/watch?v=EMrv9aXOCnA>

*Your assignment continues on our path of musical discovery:*

**Part 1- Video--Worth 10 points---Please give me a minute by minute breakdown of each video, and tell me how what they are playing is different than what you've heard so far.**

**Part 2- Worth 10 points---Please write a 3-5 paragraphs on "Be-Bop". What musical characteristics define the music and who were some of the major players who contributed to the music?**

**And, as always: Relax and Enjoy! Music is the Best!!!**

Attachments area

Preview YouTube video Charlie Parker & Dizzy Gillespie, "Hot House" at DuMont Television, February 24, 1952 (in color)



Preview YouTube video Clifford Brown - Oh, lady be good - Memories of you



Preview YouTube video Max Roach-Hi Hat



Preview YouTube video Thelonious Monk Epistrophy



Preview YouTube video Bud Powell - Anthropology (1962)



Preview YouTube video Barney Kessel & Herb Ellis - Flintstones Theme





## New Mexico General Education Curriculum Course Certification Form

Application Number

3694

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	MUSC
Number	1140
Suffix	
Title	Music Appreciation: World Music
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	MUSC
Number	1140
Suffix	
Title	Music Appreciation: World Music

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Develop a vocabulary of musical terms, and be able to describe music using those terms
2. Demonstrate knowledge of composers, their music and their relationship to historical periods
3. Recognize how music played and plays a political, social, and cultural function
4. Identify well-known pieces and the historical and social context in which they were composed
5. Demonstrate basic understanding of music notation and musical communication

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**GENRE AND MEDIUM AWARENESS**

The World music course teaches students about various musics from different cultures around the World including, vocal and instrumental styles of Asia, Africa, the Middle East and Native America with a focus on Lutes, Percussion, Vocal styles, Flutes and String instruments. Students learn to hear, see, and identify the differences and similarities in various kinds of World musics thru video and audio examples, discussing the differences which help them understand and identify different musics from around the globe and researching questions presented by the instructor.

**APPLICATION AND VERSATILITY**

Students learn about application and versatility in World Music. For example, in addition to the traditional practices of each culture, students see how musicians from different cultures can play together to create something larger than the sum of their parts. By seeing the influence these styles and instruments can have on each other, students learn how versatile traditional music and musicians can be.

**UNDERSTANDING AND EVALUATING MESSAGES**

Students learn to evaluate messages in World music by learning about for example, the idea of story telling as a means of expression with music and how in some cultures, music is a way of maintaining historical and familial

records. World music traditions are an insight into different cultures, languages, societies and history. Students learn how these musics carry forward the past while looking to the future.

#### EVALUATION AND PRODUCTION OF ARGUMENTS

Through the understanding of World music, its musicians, styles, instruments, and musical approaches, students gain the ability to produce an argument for why they prefer a certain kind of World music. Based on the understanding of different musical cultures, students learn to evaluate and appreciate others musical points of view.

#### EVALUATION AND PRODUCTION OF ARGUMENTS

Through the understanding of the musicians, styles, instrumentation, and musical approaches, students gain the ability to produce an argument for why they prefer a certain Jazz style. Based on the understanding of the intricacies within Jazz styles, students learn to evaluate and appreciate others criticisms of different styles.

#### **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students engage in critical thinking by identifying the context of musical examples dictated or played by the instructor. For example, in MUSIC APPRECIATION WORLD MUSIC, students may identify the origin of a certain musical example by applying knowledge of instrumentation, for example, an Oud sample from the Middle East, or a Sitar from India.

#### PROBLEM SETTING/EVIDENCE ACQUISITION

In at least one assignment, students are given an open-ended prompt requiring them to FORMULATE A QUESTION (problem setting) and GATHER EVIDENCE to reach an answer to the question (REASON/CONCLUSION). For example, a student might pose the question, “What are the differences and similarities of the traditional tambourines played in India, Italy, Brazil, and the Middle East?” Good problem setting is modeled by the instructor, who provides examples of appropriate questions. After setting up the problem, students ACQUIRE EVIDENCE by gathering, for example, videos of percussionists demonstrating and speaking about these various tambourines, their playing techniques and musical usage.

#### EVIDENCE EVALUATION and REASONING/CONCLUSION

Through the evaluation of the evidence gathered, the student will be able to see and discuss the question/problem in a clear and cohesive way. Discerning and communicating the differences based on the musician videos and interviews. The student will be able to discuss the playing techniques, and various other aspects of how the instruments are used in their traditional music.

#### **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*

The CULTURAL CONTEXT of World music is highly integrated with the course material. For example, students discuss how instruments function and vary in construction and playing techniques across cultures. Students encounter and reflect upon musical examples from various cultural contexts. Some assignments may involve applying knowledge of cultural context to musical ingredients (e.g., modes, rhythmic meters and instrumentation).

Collaboration skills, teamwork, and value systems

Students work in GROUPS to compose a lecture to be presented by the group. To ensure BALANCED COLLABORATION, each group member may be expected to demonstrate an individual contribution to the group's lecture. Each member may also identify the role their contribution makes to the lecture.

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

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

## Assignment 10

In this assignment we will be mixing some traditional African, East Indian and Native American instruments with Western music instruments and musics.

This is an exercise in descriptive writing using those tools you have gained in this course up to this point.

Please give a description of what you see and hear based on the following questions;

1. Please tell me the instruments you see and where they are from.
2. Please tell me the different elements of Western and Non-Western music's you hear and see, and tell me how they do, or don't, fit together and why you feel that way.

Trio Dali and the Kronos Quartet

<https://youtu.be/TVRcZUfLpy4>

Jack DeJohnette and Foday Musa Suso

<https://youtu.be/gvo4gLoYJZA>

Shakti featuring John McLaughlin and Zakir Hussain

<https://youtu.be/qGW4nrsZJ3o>

R Carlos Nakai with the Akira String Quartet

<https://youtu.be/B7vRGyTkMxg>

Attachments area

Preview YouTube video Trio Da Kali & Kronos Quartet Live - Tita



Preview YouTube video Jack DeJohnette & Foday Musa Suso - Sunjatta Keita - Philips Music World Festival - 2004



Preview YouTube video [HD] Joy - Shakti



Preview YouTube video Whippoorwill - R. Carlos Nakai with the Arkaira String Quartet, Live at Montgomery College





## New Mexico General Education Curriculum Course Certification Form

Application Number

3695

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	SOSC
Number	2123
Suffix	
Title	Collapse of Civilizations and its Prevention
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	SOSC
Number	2123
Suffix	
Title	Collapse of Civilizations and its Prevention

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Course assignments will help students hone their analytical, thinking, and oral presentation skills. By the end of the course, students should be able to:

(1) Problematize common understandings of “progress” and theories of collapse

(2) Recognize and describe different cause and effect relationships contributing to civilizational collapse

(3) Contrast divergent solutions to civilizational problems, which may include degrowth, ecomodernism, polycentric governance, rewilding, etc.

(4) Present a cohesive oral argument regarding a specific civilizational threat and what might be done about it or a specific author’s claims regarding it.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Genre and Medium Awareness, Application and Versatility: Students’ class interactions span a variety of media, including oral and online discussion, oral presentation, written essays, and research reports. Class discussions challenge students to apply concepts from anthropology, geography, sociology, and political science to historical and contemporary examples and to foster collaborative thinking and disagreement.

Strategies for Understanding and Evaluating Messages and Evaluation and Production of Arguments: Biweekly homework assignments/in-class presentations and major writing assignments ask students to evaluate differing data sources/interpretations on cases of collapse, conflict, and resilience to develop their own argument about the character of collapse

The final research project takes this even further, tasking students with a more open-ended exploration of a topic relevant to the analysis and civilizational challenges. They are asked to synthesize course concepts with those emerging out of their research, not only to develop an explanation for how environmental, economic, social, and/or

political instability occurs and how to prevent it but also in terms of which concepts are most appropriate for characterizing which event/situation and why.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Problem Setting and Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion: The entire course is based on students learning to acquire and evaluate evidence in the process of reasoning toward conclusions about societal decline. The lecture material provides a scaffolding structure of important concepts and illustrative case studies, but students themselves are tasked with extending this material to understand other assigned/chosen examples from the real world.

In the homework assignments, the instructor sets the problem and supplies most of the evidence/resources. For later projects, one layer of this scaffolding is taken away, now tasking the student with acquiring and evaluating evidentiary resources. And the final research project removes the final layer, requiring students to also develop their own questions/problem statement, acquire evidence, evaluate that evidence, and reason their way to conclusions.

Critical thinking skills are further developed in the assignments themselves. Students are asked to read their resources critically, and ask how the author utilizes evidence to support their conclusions/operationalize their concepts.

Students

are to also ask whether different concepts learned throughout the class might be more appropriate or more powerful in explaining the case being analyzed.

**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*

The core focus of the course is to develop personal & social responsibility by critically analyzing the idea of human progress. A strong emphasis is placed on how the course material can inform more socially responsible/ethical/ecological behavior by people and societies, an important topic for budding citizens.

Students' skills in intercultural and intercultural competence are enhanced through the reading material, class discussions, and in exams in that they are forced to reckon with cases from throughout history and from across the globe. They learn to see social problems as influenced by political forces and the cultural biases of powerful people within society, firm, or organization, as well as the surprising resilience and intelligence of non-western peoples. Available case studies and topics further develop this focus, given that the consequences of societal collapse are so often disproportionately borne by the least empowered members of society (i.e., the poor, racial minorities, the "global south", etc.)

Civic discourse is promoted in classroom/online discussions, where the instructor models charitable reading/listening and encourages seeing issues are multifaceted and complex. Class discussions float between a variety of modes, depending on whether online or in-person, meant to facilitate collaborative thinking and disagreement.

Collaboration skills and teamwork are fostered primarily in nearly every assignment, where students work as pairs and/or groups in striving to understand and critically evaluate a challenging case study. Not only do students read resources together but they collaborate to produce a single presentation or report analyzing their cases.

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

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

## **SOSC 2123 – Civilization Collapse and its (Potential) Prevention**

### **Final: Panel Discussion**

**Summary:** Because Sam Altman neglected to consult with educators prior to releasing ChatGPT, I have had to replace the final research project with a panel discussion. Students will prepare to act as invited experts on collapse, participating in short group conversations in front of an audience of their classmates. You will pretend as if you were guests on a television program or podcast.

**Preparation:** Students, in groups, will research an historical case, promising solutions, or some other aspect of the debate over collapse. Or, as individuals, they can read an additional book on the subject. The attached rubric provides more detail, but the main requirements are to be prepared to do the following:

- 1) Give brief “opening comments” that introduce and explains the case study and/or theory or perspective that you researched
  - a. Define relevant concepts and theories for a general audience
  - b. Provide evidence in the form of case study, statistical data, and or history
  - c. Explain how this evidence supports theory (or doesn’t)
- 2) Draw out connections from these cases to today’s world. What can they (not) tell us about the challenges “we” face in the 21<sup>st</sup> century?
- 3) Charitably respond to, challenge, and add to the remarks made by your fellow panel members
- 4) Speak with poise and confidence, while being honest about unknowns and uncertainties.

**In action:** Whatever the case, students will be organized into groups according to theme. Each member will be asked to briefly speak on their topic (**notes allowed but no slides**). The moderator will ask a series of questions in order to draw out panel participants thoughts on interesting findings, difficult dilemmas, tradeoffs, or disagreements. Grading will be based on the students’ degree of preparation/ability to talk in an engaging way about their topic.

**Note:** Students will be required to write and turn in a research report or book review in order to prepare for the presentation (**writing IS thinking**), but the instructor will only provide written feedback on this report upon request. That component of the final will be graded as complete/incomplete.

Section	Excellent	Good	Adequate	Deficient
Opening Comments	The speaker introduces a problem and/or perspective on a civilization challenge, describing relevant examples, data, or anecdotes to convey the importance of the issue	The speakers does well, but minor errors in clarity or detail makes introduction less compelling than it could have been	A problem or perspective is clearly named but not explained in sufficient detail, or cites little evidence	Comments are too brief and/or vague to give the audience a sense of the speaker's purpose
Quality of Reasoning	Speakers contributions illustrate the main features of quality reasoning; 1) Naming and describing guiding theories 2) Citing of evidence 3) Explanation of how evidence supports theory	Minor limitations in laying out theory, citing evidence, or explanation	Skeleton of argument is presented, but limitation are more glaring than minor	Reasoning is shallow and ad-hoc, showing little familiarity with relevant theories and evidence
Application to Today's World	Speaker explains the degree to which case or perspective illuminates (or fails to illuminate) contemporary civilizational challenges, naming and describing specific lessons and limitations	The speakers does well, but minor errors in clarity or detail makes connections less compelling than they could have been	Described lessons or limitations seem superficial or vague. Response doesn't demonstrate careful reflection about applicability	Speaker never addresses or fails to address this component
Civil Discourse	Speaker responds to questions and comments from moderator, co-panelist, and audience with poise and humility 1) Acknowledges uncertainty /complexity 2) Disagrees charitably	Minor difficulties in responding to questions, either lacking in sufficient preparation or demonstrates some degree of incuriosity	Is able to provide answers to questions, but with major limitations	Responses are flat-out flippant, disrespectful, or uncivil. Or, speaker appears to make up answers with little to no basis.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3737

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	FDMA
Number	2110
Suffix	
Title	Introduction to Film Studies
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	FDMA
Number	2110
Suffix	
Title	Introduction to Film Studies

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Identify key movements in film history.
2. Demonstrate a basic vocabulary in film production, as well as film studies and criticism.
3. Recognize and identify the specific formal elements that make up a film.
4. Interpret and analyze how formal elements contribute to the implicit meaning of a film.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Communication:

This course introduces students to the basic components of the film medium, i.e. film form, as well as film history and film analysis. This includes studying films of a variety of genres to expand students' Genre and Medium Awareness and identify how various formal qualities, such as cinematography, mise-en-scene, sound design, editing, and other aesthetic elements influence genre categorization. Further, students learn to Understand and Evaluate the meanings, or Messages, of various films. This occurs through the application of multiple theoretical lenses, whether that be a formal lens, a cultural lens (gender, race, social class, ideology, etc.), or an historical lens (how methods, meanings, genres, and styles have changed over time). Students communicate and apply their understanding of the film medium and film genres using the basic terminology of film studies in discussions, short essay responses on quizzes, and a final researched essay assignment. Students Produce Arguments about films, filmmakers, film genres, or an aspect of film history, while also Evaluating Arguments encountered in research for the final essay assignment. This research is integrated as supporting evidence into the essay using the MLA citation style.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Throughout the semester, students apply Critical Thinking by utilizing the formal, historical, and cultural concepts of film studies when viewing and analyzing a variety of film types. This is assessed through class discussions, short essay responses, and on the final research essay. For the major research essay, students develop a Research Question (Problem Setting) to guide their research. Then, they make use of reading materials provided in class as well as perform their own academic research (Evidence Acquisition) to find additional sources in order to address the question. In the research process, Evidence is Evaluated for credibility and applicability to the particular question or situation to which the student intends to apply it. Students are required to answer their Research Question in the form of a Thesis (a Conclusion), an argument that is developed throughout the essay with logical reasoning and the integration of supporting evidence and examples.

**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*

Intercultural reasoning and intercultural competence

Students view, read about, reflect upon, and discuss films from a range of different film cultures. This includes films produced in a variety of nations or regions, as well as films produced outside of the Hollywood system in the United States. In some essay responses, students apply their growing knowledge of international film histories with reflection on how various film movements have influenced subsequent developments in the medium.

Civic discourse, civic knowledge and engagement

This introductory film course integrates ideas about civic discourse, civic knowledge, and engagement to provide students with a deeper understanding of how society influences the film medium and how films may reflect or influence society. Analysis of several of the films in class, especially those representing Italian Neorealism, the New Hollywood era, and independent cinema, focuses on how the films speak to the civic, political, and/or social discourses or contexts of their respective historical periods.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.nmt.edu/academicaaffairs/assessment/gened.php>

## FDMA 2110: Introduction to Film Studies

### Final Project Options and Guidelines – sp2025

For the Final Project, you have two options to consider. In broad terms, here are the options: 1) a conventional academic research paper; 2) a video essay. Both options require the use of assigned readings and/or external sources, in-text citations, and a Works Cited page in MLA format.

All projects must be attentive to the standards and conventions of academic writing (e.g., logical organization, specific details to support claims, avoidance of plagiarism, and careful proofreading and editing, MLA format). For video essays, these same principles apply, even though the mode of presentation is different. In other words, your voiceover script should be well-composed and reference other authors.

Details for each option:

- 1) **An academic research paper.** (MLA format, 5-7 pages, Times New Roman 12pt font, double-spaced, 1-inch margins). If you choose this option, you will compose a research paper that discusses a focused topic, develops an argument (thesis), and remains focused throughout to support the argument. Address counterarguments when appropriate.

For a paper of this length, it's advisable to use and properly cite approximately 4-6 sources. These can include readings assigned for the class, but it should also include *at least* 3 sources that you find in your own research. Do not rely strictly on popular sources, such as blogs, encyclopedia-style/background sources, YouTube videos, and film reviews. These can be useful, depending on your purposes, but you should also incorporate some scholarly, peer-reviewed sources for increased credibility.

Potential Research Paper Topics (You are not limited to these; they are presented here as examples to help you conceptualize your paper. We'll brainstorm other possibilities as a class):

- a. *An analysis of an auteur.* This kind of topic would develop an argument about what defines a filmmaker as an artist. What are the distinctive qualities and themes of their films? What films illustrate this best? What makes them an important film artist? (This is just a small sampling of the kinds of questions you could research.)
- b. *A genre-based analysis.* For example, you might choose to write your essay about Film Noir as a genre. That's a large subject, so you'll have to narrow it down to something more focused. Will you focus on classic film noir of the 40s-50s? Or will you look into neo-noir (uses of film noir from the 70s to the present)? Will you focus on a particular aspect of film noir, such as the femme fatale character?
- c. *An analysis of some aspect of film aesthetics.* You could choose to focus on cinematography, sound, costumes, acting, editing, etc. Again, these are all really large subjects, so you would still have to decide how to focus your paper in a way that works for a 5-7 page paper.
- d. *A detailed formal analysis of a single film.*
- e. *A cultural or social analysis of film(s).* Race, gender, socioeconomic status, ideology, etc.

- 2) **An original video essay of about 5-10 minutes in length.** (I chose this length based on two things: First, many video essays found online are about this length, although some are much longer. Second, it's roughly the length of time I would expect for students to give an oral presentation of their 5-7 page paper in class. If you find yourself struggling with the length, speak to me. I'm willing to work with you on this.)

**IMPORTANT:** If you choose this option, you should already be fairly experienced in using video editing software and sound recording. I won't be able to teach these skills to the class this semester.

Just like the academic research paper option, the video essay requires you to develop an argument/thesis and support that thesis throughout the essay with examples and evidence. Many of the same approaches/topics would be appropriate for this project. Part of this will involve, probably, using clips or screenshots/frame captures from some films as examples/evidence. It will also require you to record a voiceover, which will be the main source of your commentary and analysis. Your voiceover should reference 4-6 sources, just like the academic research paper. For example, you might discuss your agreement with another author's analysis of a particular film. Mention the author by name while quoting and/or paraphrasing in the voiceover, and include a list of references at the end of the video.

That list of references at the end should also give credits to the film clips/screenshots that you use in the video essay. Additionally, you should use titles for each clip/screenshot that you use. Never let your viewers be confused about the source of images/sound (for clips/screenshots) or words/ideas (for written sources).

Here's a link that includes many examples of well-received video essays about films, from *Sight & Sound*: <https://www2.bfi.org.uk/news-opinion/sight-sound-magazine/polls-surveys/best-video-essays-2018>

And here's a link to Scout Tafoya's Vimeo page of many of his accomplished video essays: <https://vimeo.com/honorszombiefilms> (I especially like his series of essays called "The Unloved," about films that he feels deserve to be appreciated despite their lack of critical or popular success.)



## New Mexico General Education Curriculum Course Certification Form

Application Number

3750

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	ARTS
Number	1123L
Suffix	
Title	Book Arts
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	ARTS
Number	1123L
Suffix	
Title	Book Arts

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Make a variety of book structures.
2. Integrate a book's content with an appropriate structure.
3. Recognize and appreciate a well-made book.
4. Analyze an artist's book with critical knowledge of technique, craftsmanship and history.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In ARTS 1123L, students communicate in a variety of ways throughout the course; they're expected to present their work at the end of each assignment for critique, which often includes written information (as in their zine projects) as well as to present research on a given book at the end of the semester. This research project requires quite a lot of reading, and particularly difficult research, given our library's resources. We discuss, in our citation workshop, how to research art historical information using our library's limited resources. In that same citation workshop, we address the CRAAP (Currency, Relevance, Authority, Accuracy, Purpose) test and SIFT method (Stop, Investigate Source, Find better coverage, Trace claims, quotes and media to original context). We, of course, also review MLA citation strategies for both in-text citations, works cited citations and image citations.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Problem setting is an integral part of every decision students make in studio courses. Students learn to identify and understand the problems posed to them (whether mathematical calculations for book proportions or figuring out what experimental, non-paper media could become a book - one student made a book out of cucumbers this semester, for instance). This is also, naturally, a big part of their research presentation - they set their own research topic by either choosing from a list or identifying one independently. They are in charge of their own research

questions, as well. Students are expected to research semi-independently to solve some problems, including the research presentation, researching book forms from given online resources, etc, and using that to create a new book form. Students are also provided additional instructions on more complex variations of the processes demonstrated in class, and often take those on (for instance, choosing to do tortoiseshell binding instead of simple four-hole binding). Students also do regular materials tests, again, during their experimental media projects, to see if these materials can withstand the processes and act as intractable book forms. Students' research presentations require them to develop clear conclusions with sound reasoning, as do their final books, which require them to trouble-shoot the entire process, often finding new solutions to old problems - especially when they work on these book forms at home.

**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*

Collaboration, teamwork and the development of value systems are one of the most important skills that studio courses can teach. Critique is a major part of developing this personal and social responsibility - students must learn to consider their own strengths and weaknesses, identify the strengths and weaknesses of their fellow students, and suggest improvements in the critique space. In addition, intercultural reasoning and competence are scattered throughout the course, as students must learn the social, cultural and historical meaning of certain book forms. The most obvious is the Zine assignment, which requires them to engage with a wide number of zines from different social frameworks and social justice initiatives throughout history. In addition, they use zines then as their introduction to the class, producing one zine that "introduces them" - almost always used as a chance to discuss their cultural backgrounds and other aspects of their lives they care about. They also produce a zine that teaches their classmates how to do something - this has included how to be an anarchist, how to make pesto like a Genoese would, how to tie a halter on a horse properly, etc.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

Rebecca Spruill  
Professor  
[rebecca.spruill@nmt.edu](mailto:rebecca.spruill@nmt.edu)

**Office Hours:**  
Fitch Hall, Room 204  
Wednesday, 2-4 pm

**PRESENTATION  
REQUIREMENTS:**

- 7-10 minutes long, including discussion of design
- At least 3 sources
- At least 4 properly cited and discussed images
- MLA Format
- In-Text Citations
- Written out and thorough presentation notes
- Meets all objectives on rubric
- Proper grammar & spelling
- On time at all stages

**ARTS 1123 - Book Arts  
BOOK ARTS RESEARCH PRESENTATION**

**Project Details**

Each student is required to create a 7-10 minute long **research presentation** with a works cited page (MLA format) on a selected historical book, book style or book artist.

For instance, if you research The Book of Kells, your presentation will discuss the visuals of The Book of Kells, how the book influenced history and society, and anything else required by the rubric. Students may choose a topic from the provided list or suggest a research topic, **with instructor approval**.

This research presentation will identify the topic and at least four example images that relate to the topic, the cultural and historical context of the topic, the influence and processes of the topic, and any relevant technological advances to the topic's production, etc. (See rubric for more).

**Objectives:**

Students will be able to:

1. Develop a vocabulary necessary to discussing works of book design within the discipline of history.
2. Ability to express their own preferences and aesthetics through choice of topic;
3. Ability to describe a book or book artist in their cultural and social context;
4. Discuss (written/oral) a given work of book design in terms of its form, contextual history, function, cultural and historical meaning.
5. Ability to evaluate the authority of sources and appropriately cite sources in your presentation

**IMPORTANT DATES:**

- **February 14th:** Topic Selection Due
- **TBD:** Citation Workshop
- **March 15th:** Presentation Outlines Due
- **Finals Week:** Final Presentations

**SUGGESTED BOOKS:**

The Book of Kells	Riot grrrl zines
Malleus Maleficarum	The Discovery of Witchcraft (Scot)
The Dresden Codex	Hokusai's Manga
The Tale of Genji	Les Tres Riches Heures
Patrick Henry Reason	Caldecott
The Book of Shah Jahan	Poor Richard's Almanac
Benjamin Bannaker's Almanac	Black Panther Newspaper
Poems on Various Subjects, Religious and Moral - Wheatley	
1,001 Arabian Nights.	The Coffin Texts
Beardsley's Yellow Book	Qur'an
The Lotus Sutra	The Kama Sutra
Lindisfarne Gospels	Voynich Manuscript
The Rubaiyat of Omar Khayyam	Dead Sea Scrolls



## New Mexico General Education Curriculum Course Certification Form

Application Number

3751

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	ARTS
Number	1710
Suffix	
Title	Introduction to Printmaking
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	ARTS
Number	1710
Suffix	
Title	Introduction to Printmaking

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Properly operate a printing press and safely handle materials and equipment.

2. Demonstrate an adequate ability to utilize basic historical printmaking techniques that are widely relevant to contemporary, artistic expressions.

3. Utilize formal elements of art and design (line, shape, value, texture, space, and color), to create prints that are formally sophisticated.

4. Create imagery that contains conceptual depth, which can be interpreted by viewers with regard to social, cultural, political, geographical, and/or psychological experiences and relevance.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In ARTS 1710, students communicate in a variety of ways throughout the course; they're expected to present their work at the end of each assignment for critique, as well as to present research on a given printmaker at the end of the semester. This research project requires quite a lot of reading, and particularly difficult research, given our library's resources. We discuss, in our citation workshop, how to research art historical information using our library's limited resources. In that same citation workshop, we address the CRAAP (Currency, Relevance, Authority, Accuracy, Purpose) test and SIFT method (Stop, Investigate Source, Find better coverage, and Trace claims, quotes and media to original context). We, of course, also review MLA citation strategies for both in-text citations, works cited citations and image citations.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Problem setting is an integral part of every decision students make in studio courses. Students learn to identify and understand the problems posed to them (whether calculating the timing for a certain depth of line in a copper etching

or figuring out what paper is most likely to hold up to a certain printing process). This is also, naturally, a big part of their research presentation - they set their own research topic by either choosing from a list or identifying one independently. They are in charge of their own research questions, as well. Students are expected to research semi-independently to solve some problems, including the research presentation, researching historical printmakers and processes from given online resources for the sake of their Old Master's Study. Students are also taught studio safety and critical thinking in a lab space through a safety day and a written exam on safety that presents a series of possible occurrences in the lab. Students also do regular materials tests, again, during their experimental media projects, to see if these materials can withstand the processes. Students' research presentations require them to develop clear conclusions with sound reasoning, as do their Old Master's prints, which require them to trouble-shoot the entire process a historical printmaker went through to develop their images

**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*

Collaboration, teamwork and the development of value systems are one of the most important skills that studio courses can teach. Critique is a major part of developing this personal and social responsibility - students must learn to consider their own strengths and weaknesses, identify the strengths and weaknesses of their fellow students, and suggest improvements in the critique space. In addition, students in this class literally have to keep each other safe - again, they are regularly tested on safety and introduced to SOPs and critically thinking when working with chemicals. Students also had a graded component to lab cleanup. In addition, intercultural reasoning and competence are scattered throughout the course. This particular component is part of their relief engraving project. They are meant to take an adage or saying from their cultural and social background and make it have meaning. Students responses to this assignment ranged from biblical adages to concepts that discussed WWII, to Mayan imagery to translate Hispanic sayings, etc. Research Paper also encourages this, but in a less public way and through the selection of topic.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

## Remix the Masters

In this assignment, you will explore the process of etching. We will use etchings to explore the effect of hatching, cross-hatching, line, depth, and shading/value. These etchings will be based on master's etchings - etchings that were created by a variety of printmakers of yore, including Goya, Rowlandson, Rembrandt, etc. You must make significant changes to the narrative shown in these images.

### Materials

Copper Plate	Rags, Q-tips, Brushes, etc.
1 glass jar	Newsprint
Foam Brush	Gloves
Paper - Provided by Instructor	Ferric Chloride

### Process

- Select your master's print from the list of recommended prints
- Sketch over it, making your own changes to the story it depicts
- Prepare your copper plate
- Use your mark-making materials to produce an image in the ground
- Etch your copper plate
- Tear your paper to the appropriate size.
- Print your etching.

For this project, your print edition will be three.

### List of Artists:

- Francisco Goya
- Thomas Rowlandson
- Rembrandt Van Rijn
- Albrecht Dürer
- Mary Cassatt
- Lucas Van Leyden
- Daniel Hopfer
- Pieter Bruegel the Elder
- Antoine Watteau
- Jean Honoré Fragonard
- William Hogarth

## ARTS 1710 - Research Presentation Rubric

The research paper is worth 100 points, or 10% of your overall grade, including your outlines.

**Student Name:**

**Total Points:**

**Grade:**

Grading Categories	5	4	3	2	1
Presentation clearly defines topic, as well as relevant processes					
Presentation thoroughly examines topic through the context of history, culture, technology and society					
Presentation clearly describes and relates to topic through aesthetics, influence, genre and style where applicable					
Includes and discusses at least 4 meaningful and relevant example images					
Appropriate length, Grammar, MLA Formatting, appropriate in-text citations and works cited, and punctuality (at all stages)					
<b>Notes:</b>					



## New Mexico General Education Curriculum Course Certification Form

Application Number

3752

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	ARTS
Number	2127
Suffix	
Title	Digital Interface Design
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	ARTS
Number	2127
Suffix	
Title	Digital Interface Design

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

By exploring content through exercises, discussions, demonstrations, readings, research, assignments, and critiques, students will have achieved the following:

1. The ability to define interface design's place in the fields of graphic, UI/UX, and digital product design.
2. Successfully work through the stages of design development, from concept to working prototype.
3. Learn and utilize digital tools and services unique to the creation of digital interfaces.
4. Make creative choices appropriate to the brand, service, or product their interface represents.
5. Understand that aesthetics is only part of the process, which also includes user experience.
6. Apply various analog and digital tools used in graphic design.
7. Submit and present design work in a manner suitable for critique.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

This course entirely focuses on communication and interaction with the user through development of various digital interfaces, including web and app design. To support the development of these interfaces, students do several reading assignments that address reading for main points, and they are expected to do independent research on existing user interfaces and other projects they produce. Students are expected to find and cite these existing user interfaces and evaluate their strengths/weaknesses and whether or not they would work for their specific user profile (developed at the start of the semester).

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students are expected to address every assignment posed (a problem of its own) with the unique needs of their user in mind - often something that creates new problems that must be both identified by the student and addressed in

the student's design. In addition, all design assignments are problem solving, as they are tasked with a deliverable and must (with minor guidance) decide how to solve said problem. Again, students are expected to find and cite these existing user interfaces and evaluate their strengths/weaknesses and whether or not they would work for their specific user profile. In addition, students do introductory user tests in class; they collect, analyze and discuss their data in short data summaries - especially for their final project, though they do practice user testing on each other throughout the entire semester. Students then interpret their user tests and make changes to their designs based on the feedback they receive; this course ends with them summarizing the feedback of their last user test.

**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*

- students must learn to consider their own strengths and weaknesses, identify the strengths and weaknesses of their fellow students, and suggest improvements to everyone's designs. I specifically teach these students to design for accessibility (each student is given at least one randomized "limitation", including impaired vision, mobility issues, and age ranges) and to explore rhetoric about accessibility in the UX and UI space

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

**Rebecca Spruill**  
Assistant Professor  
[rebecca.spruill@nmt.edu](mailto:rebecca.spruill@nmt.edu)

**Office Hours:**  
Fitch Hall, Room 204  
**Wednesday** 11:00 - 1:00 PM

**Required Materials**  
Word Processor, Sketchbook,  
Adobe Illustrator

**Relevant Terms:**  
Color, Line, Shape, Layout,  
Typography, Readability

## **Project 1 - User Profile**

### **PROJECT DETAILS**

In this project, you will formulate an ideal user for your interface. This user should be the primary audience that you are designing for, though they will have some limitations. See below for more instructions.

### **OBJECTIVES**

#### **User Profile Information & Sketches**

- Generate information about your ideal user
- You should have the following information;
  - About (A full paragraph about the user)
  - Strengths (At least 3; must be relevant)
  - Frustrations (At least 3; One assigned by me; must be relevant)
  - Occupation and Education
  - Interface Usage and/or Other Brands
  - Three Word Summary
  - One additional Category of your choice
- Sketch **three** options for the general layout for your user profile, determining where information will be placed;
- Hold a group critique with classmates, discussing and improving your ideas;

#### **Design a User Profile**

- Use demonstrated Illustrator skills and asset sites to create a User Profile;
- Make sure your design considers all relevant terms;
- All required User Profile information must be included in this user profile

#### **Critique & Improve User Profile**

- Present user profile to the class
- Improve these profiles based on feedback about aesthetics and information from your classmates and the instructor

#### **Project Deliverables:**

- Written rough draft of User Profile Information;
- 3 Sketches of your user profile;
- One digital draft of your user profile;
- One final draft of your user profile

### **CRITIQUE**

Wednesday, September 4th

### **FINAL PROJECT DUE**

Sunday, September 8th

**Required Interview Questions and Answers**

**1 - What is your gender?**

- Man
- Woman
- Nonbinary or 2-Spirit
- Something Else

**2 - Select your Race (this question should be check boxes; this is based on the US Census).**

- Black or African American
- Native American or Alaska Native
- Asian
- White
- Native Hawaiian or Pacific Islander
- Multiracial
- Other

**3 - Select your Ethnicity (again, based on the US Census guidelines).**

- Hispanic or Latiné
- Non-Hispanic or Latiné

**4 - What level of education have you completed?**

- High School
- Some College
- Bachelor's Degree
- Graduate School

**5 - Do you have any movement, sensory, cognitive or environmental frustrations when using digital interfaces (you will have to explain these to your interviewee)?**

**6 - What is your occupation?**

**7 - What would you say are your strengths?**

**8 - What are your hobbies and/or interests?**

**9 - Do you have any specific brands, apps, games or websites you use regularly?**

**10 - How would you describe yourself in three words?**



## New Mexico General Education Curriculum Course Certification Form

Application Number

3753

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	ENGL
Number	2410
Suffix	
Title	Autobiography
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	ENGL
Number	2410
Suffix	
Title	Autobiography

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☒ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Read and analyze autobiographical works.
2. Identify literary models commonly used in the autobiography genre.
3. Incorporate/respond to literary models in student's own creative work.
4. Critique objectively student's own work and that of others.
5. Revise and polished drafts of autobiographical work.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This course focuses on Autobiography as narrative structure. In addition to reading and comprehending Autobiographies as written narratives, the students look deeper into written materials and identify the structure used as well as the main points and problems to be solved. The students conduct a complex analysis of bias, reliability and validity not just to understand the nature of bias, reliability and validity, but to realize that in some contexts, such as autobiographical inquiry, bias leads to reliability and validity of the author. The students then apply this model in order to write their own autobiographical narratives and build their own credibility. Additionally, the students are required to write an analysis of an autobiographical work that utilizes all of these critical thinking skills and applies them to develop conclusions about the successful/unsuccessful outcome of an autobiography of their own choice. This analysis provides a substantive view of how to apply critical thinking skills within their own writing and create well-reasoned argumentation that can apply to all critical analyses of writing.

**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*

- Intercultural Reasoning and Intercultural Competence: The class is required to write their own autobiography allowing each student to examine their own understanding of personal, social, cultural or social justice issues. Each student writes their own autobiography focusing on a specific aspect of their life and gathering information throughout their own personal experience in order to further explore their comprehension of issues as they understand them. This requires use of language (for example, syntax, diction, etc.) to become forefront in their own writing. Understanding the language that people use based on cultural and socio-linguistic patterns becomes imperative within the context of personal and social responsibility.
- Collaboration Skills, Teamwork and Value Systems: A major aspect of this class is for the students to not only write their own autobiographies, but for each student to participate in workshops where each student's autobiography is discussed within the classroom. It is imperative for students to learn the value of academic critique in a classroom environment and necessary for each person to better their own work. This aspect of the class also teaches value systems to each student by doing workshops where the work itself is evaluated rather than the person or their own experiences being evaluated.

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

- Authority and Value of Information: Through both the reading of autobiography and the writing process of creating their own autobiographies students learn about the nature and ethics of recognizing authority. There are numerous discussions throughout the course analyzing how authors build authority and in what ways they use personal information and personal narratives to show that authority. Students then use this knowledge to build their own authority as authors by writing their own autobiography.
- Digital Literacy: Students explore the complex process of writing, editing, creating and designing their own autobiographical work in a way that is consistent with modern publishing standards. One of the texts that is used throughout the course, Tell it Slant is a guide not just on how to write an autobiographical work, but how to format and design work that meets current digital publication requirements.
- Research as Inquiry: The class is designed around researching how authors have written their autobiographies in order to research the process of writing one's own autobiography. Additionally, students are required to write a literary analysis of an autobiographical work of their choosing in order to research what makes a work successful, compelling or otherwise engaging and meaningful to a wider audience. This allows students to understand academic research as a process that can be applied within their own work.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

# English 2410 – Autobiography

## Essay #1: Final Draft Assignment

Your essay must be typed, double-spaced, 12-point font, in standard format and in a reasonably easy to read font (Cambria, Arial, Helvetica, Times New Roman, etc.) and should include an introduction, body, conclusion and a title.

1. The first essay for the class will focus on standard autobiography. You can pick your own topic and style of writing, but it must be an essay about your own life written from your own perspective. There are many different ways to do this, which we will be discussing in class, but you should find a topic you feel comfortable sharing with the entire class as everyone will be reading it and workshopping it. It is perfectly acceptable to experiment with time, structure and writing style within your autobiography.
- The essay must be a minimum of 1200 words and a maximum of 2400 words (4-8 pages).
  - Please remember to edit your papers for grammar, punctuation and spelling.
  - The rough draft will be at least 3-4 pages in length and contain a primary topic that you want to write about.



## New Mexico General Education Curriculum Course Certification Form

Application Number

3754

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	FDMA
Number	1266
Suffix	
Title	Digital Techniques in Visual Arts
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	FDMA
Number	1266
Suffix	
Title	Digital Techniques in Visual Arts

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

- ☒ Communication      ☒ Critical Thinking      ☐ Information & Digital Literacy  
☐ Quantitative Reasoning      ☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Develop skills in a variety of Adobe® programs through tutorials, research and projects.
2. Develop traditional and digital production understanding for 2-D print and web projects.
3. Develop the ability to think conceptually and critically.
4. Develop the ability to articulate constructive criticism and guidance for suggested rework of the projects.
5. Build and practice using design vocabulary while discussing your own (and others') work.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

This course entirely focuses on communication and interaction with audiences through written and digital designed work. Students are expected to do independent research on existing and historical designs, etc. Students are expected to find and cite these existing designs and information about these design styles and evaluate their strengths/weaknesses. For citations, the historical poster assignment requires research of literal historical poster design and different styles of design, which are then applied to the poster the student creates. In addition, students are assigned a social media infographic, in which they independently research a topic they find needs to be communicated to the world, and create short, bite-sized bits of information about it.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students are expected to address every assignment posed (a problem on its own) with the unique needs of their audience in mind. In addition, all design assignments are problem solving, as they are tasked with a deliverable and must (with guidance) decide how to solve said problem. Again, students are expected to find and cite historical design styles and then implement them in their poster designs, as well as any information used in their infographic assignment. Students learn to research using the CRAAP and SIFT test, and receive the same citation workshop that

my art history students receive. Students then interpret their research of historical styles and make changes to their designs based on what they learn. They also synthesize the information they find into small, relevant, palatable chunks for their social media infographics.

**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*

Critiquing within the class is a major part of developing collaboration skills, teamwork and shared value systems - students must learn to consider their own strengths and weaknesses, identify the strengths and weaknesses of their fellow students, and suggest improvements to everyone's designs. This is always framed as assisting one another in growth as designers. The social media infographic teaches students to develop strong reasoning behind why their designs are necessary. Students are encouraged to develop infographics based on information important to them - for instance, a Native student discussed the rampant existence of H. Pylori in water on NM reservations.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.nmt.edu/academicaffairs/assessment/gened.php>

**Rebecca Spruill**  
Assistant Professor  
[rebecca.spruill@nmt.edu](mailto:rebecca.spruill@nmt.edu)

**Office Hours:**  
Fitch Hall 204  
Mon: 10-Noon  
Tues: 12:30-1:30 PM

**SOFTWARE**  
Adobe Photoshop, Illustrator Optional

**RELEVANT TERMS**  
Shape, Color, Line, Layout, Hierarchy,  
Typesetting (kerning, leading, tracking,  
baseline), Readability, Texture

**FINAL PROJECT DUE**  
Monday, October 17th

## **FDMA 189 - Digital Techniques in Visual Art**

### **Project 3: Historically Inspired Poster Design**

#### **PROJECT DETAILS**

For this project, we will be putting ourselves in the position of a working designer, and creating a poster for an event, based on our personal interests. We will start by researching historical poster styles and writing a 2 paragraph description of them. These styles are listed on the next page.

In addition to this research, we will write out the Who, What, When, Where and Why of poster design. Then we will create several poster layout sketches, describing where this information will be found in our posters and any other forms or visual content that will be included. Finally, we will produce a final poster, after going through critiques and revisions.

#### **OBJECTIVES**

##### **Research:**

- Research one of the styles listed & write a 2 paragraph description of the style (see next page for more details);
- Choose an event to promote (either a convention, concert, or a movie)
- Decide the Who, What, Where, When and Why of your event (see next page);
- Create 3 layout sketches showing how your poster could be arranged.

##### **Design:**

- Use the above research and demonstrated skills to inform problem-solving while designing an event poster;
- Consider the 5 Ws and the style you are working in;
- Evaluate success of self and classmates' designs;
- Provide critical feedback to self and classmates;
- Produce one final poster design

##### **Project Deliverables:**

- Research Paragraphs;
- Event Poster information & 5 W's;
- At least 3 sketches of poster layouts (in Sketchbook);
- At least two poster design drafts;
- One finalized poster, based on critiques;
- Supplemental Readings, if assigned

**Rebecca Spruill**  
Assistant Professor  
[rebecca.spruill@nmt.edu](mailto:rebecca.spruill@nmt.edu)

**RESEARCH POSTER STYLES:**

- Art Nouveau
- Art Deco
- Polish
- Swiss/International Style
- Psychedelic
- Punk/DIY

**ARTH 189 - Digital Techniques in Visual Art**  
**Project 3: Historically Inspired Poster Design**

**RESEARCH REQUIREMENTS:**

I am expecting a two paragraph summary that describes your historical style's visuals, including the kinds of colors, shapes, lines, layouts, and textures that are common in the posters. Include a works cited page in MLA format **with at least 2 reputable sources.**

This summary should be in Times New Roman, 12 point font and double-spaced. Include at least 2 example images, alongside the name of the designer (if available). While the examples used in your papers do not have to be event posters, be sure to think about how you can adapt this style into your event poster.

**I strongly suggest using Google Scholar through NMT's website, as it seems to have more resources on design.**

**EVENT POSTER INFORMATION:**

The following is a roadmap of information that should be written and submitted separately. This information will be included in your poster; some of this information will be shown explicitly (written out in type) while some can be implied with visuals in your poster.

- **Who** is involved in the event? Who are the organizers or the financial backers? Who is your audience?
- **What** do people need to know about the event?
- **When** is the event? When are the dates for ticket purchasing? Does the event repeat annually? Will there be multiple events like this one?
- **Where** is the event? Will the event-goers need anything? (For instance, if it's a book-signing or a drive-in movie).
- **Why** should your audience want to go?

**FDMA 189 - DIGITAL TECHNIQUES IN VISUAL ART RUBRIC | SPRUILL**

Process/Concept	<p><b>5</b> Project shows maturity and self-direction with strong evidence of an idea-driven process and concept-based solutions. Demonstrates sophisticated research skills, original thought, awareness of audience and extreme depth of communication.</p>	<p><b>4</b> Project shows self-direction with good evidence of an idea-driven process and concept-based solutions. Demonstrates aspects of good research, original thought, and/or awareness of audience, though one of these areas lacks the utmost depth. Level of communication is very good.</p>	<p><b>3</b> Project shows some self-direction, though process and/or solution could indicate stronger emphasis on concept. Average demonstration of research, original thought, and/or awareness of audience, though more than one of these areas lack sufficient depth. Level of communication is good.</p>	<p><b>2</b> Project shows little self-direction with minimal evidence of an idea-driven process or concept-based solutions. Below-average demonstration of research, original thought, and/or awareness of audience, resulting in a merely fair level of communication.</p>	<p><b>1</b> Project lacks self-direction or evidence of both an idea-driven process and concept-based solutions. Demonstrates almost no research, original thought, and/or awareness of audience, resulting in shallow to non-existent communication.</p>
Relevant Terms (Principles & Elements of Design & Typography)	<p><b>5</b> Student demonstrates a superb working understanding of the design elements and principle introduced with each project, as well as a sensitivity to typography as both a design element and tool of communication as required.</p>	<p><b>4</b> Student demonstrates a competent working understanding of the elements and principles, as well as some successful attempts to use typography as both a design element and tool of communication.</p>	<p><b>3</b> Student demonstrates an understanding of the elements and principles, but needs improvement. Typographic work exhibits some sensitivity, but also weakness in more than one area</p>	<p><b>2</b> Student demonstrates some understanding of the elements and principles, with a clear need for further study and practice. Typographic work, though exhibiting some potential, is weak in all areas.</p>	<p><b>1</b> Student demonstrates little to no understanding of the elements and principles. Typographic sensitivity is practically non-existent.</p>
Craftsmanship & Technique	<p><b>5</b> Work shows superior craftsmanship and command of technique — whether digital or traditional, and is executed with careful attention to detail. Materials and media are handled with skill while also enhancing design and concept.</p>	<p><b>4</b> Work shows good craftsmanship and command of technique — whether digital or traditional, and is executed with attention to detail. Materials and media are handled with skill while, for the most part, enhancing design and concept.</p>	<p><b>3</b> Work shows unpredictable craftsmanship and command of both digital and traditional technique, while attention to detail also needs improvement. Materials and media are handled inconsistently and do not always enhance design or concept.</p>	<p><b>2</b> Work shows hugely inconsistent craftsmanship and command of digital and traditional technique, and is executed with often poor attention to detail. Materials and media are handled weakly, while rarely enhancing design or concept.</p>	<p><b>1</b> Work shows an almost complete lack of craftsmanship or command of either digital or traditional technique, and is executed with little to no attention to detail. Materials and media are handled very poorly, while doing nothing to enhance design or concept.</p>
Presentation	<p><b>5</b> Project is professionally presented with consideration for detail, impact, practicality, and communication. Student supplied final project files as specified. All required elements are present.</p>	<p><b>4</b> Project is professionally presented but may adversely affect the work. Consideration has been given to most areas: detail, impact, practicality, and communication. Student supplied final project files as specified. All required elements are present.</p>	<p><b>3</b> Projects shows some evidence of an effort toward professional presentation, but needs improvement in one or more of these areas: detail, impact, practicality, and communication. Student supplied final project files as specified after faculty request and/or one required element may be missing.</p>	<p><b>2</b> Project shows little evidence of an effort toward professional presentation. Presentation may be inappropriate, and/or improvement is needed in the consideration all of these areas: detail, impact, and communication. Student supplied final project files, but did not meet specifications and/or more than one required element is missing.</p>	<p><b>1</b> Project is not professionally presented or planned. The display detracts significantly from the total presentation, and there is a lack of consideration given to detail, impact, and communication. Student did not supply final project files and/or several required elements are missing.</p>

**Student Name:**

**Project Name:**

**Total Points:**

**Total Score:**

**Notes:**



## New Mexico General Education Curriculum Course Certification Form

Application Number

3755

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	GNDR
Number	2040
Suffix	
Title	Science and Gender
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	GNDR
Number	2040
Suffix	
Title	Science and Gender

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☒ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

By the end of class, students will be able to:

1. Construct and clearly communicate arguments about sex/gender/sexuality and science; and defend their judgments with charity and without logical fallacies.
2. Write and research essays about contemporary scientific debates over gender with analytic structure that engage with popular and scholarly conversations.
3. Recognize how human cultures and value judgments shape the process of science and the practice of medicine, including dichotomies (e.g., nature/culture, sex/gender), biases (e.g., heteronormativity, Eurocentrism), and standpoints (e.g., Black feminism, disability rights).
4. Evaluate critically scientific studies in terms of their assumptions about sex, gender, sexuality, etc., and their methodology; and analyze how to improve their theories, inferences, and objectivity

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

-Genre and Medium Awareness, Application, and Versatility- In week 4, to prepare for their student-led discussions, groups of two to three students present orally and digitally (using multimedia slides) background information on a topic related to weekly themes (e.g., Sexual diversity in the natural world) to facilitate a discussion on an open-ended question. The instructor provides guidance on public speaking, including posture, physicality/body language, voice, and preparation. Emphasis is placed on engaging with the audience.

-Strategies for Understanding and Evaluating Messages- For understanding the daily readings, students are instructed during week 2 in charitable reading and tips for comprehension (planning time to read, active note taking, reading journals). In class, students compare their summaries of the reading to contrast take-home points and different interpretations of the text.

-Evaluation and Production of Arguments- Nearly every class, we evaluate arguments by discussing how the author might respond to a hypothetical objection. For instance, in Week 8, we discussed Ruth Hubbard's critique of androcentrism in Darwin's theory of sexual selection. I then tasked students with responding to objections that (1) Darwin was just reporting what he observed (Nature cannot be sexist), and (2) it is impossible for scientists to avoid having the gender norms of their day influence their science. Students discuss their ideas in pairs and then share them with the group, and we evaluate how strong their responses are according to logical criteria and logical fallacies.

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

-Problem Setting- For their final projects, students conduct a critical analysis of one debatable piece of research, technology, or law/policy related to science, sex, & gender. They get to choose their own problem or question, and I guide them through this process in a workshop on scholarly and popular research; they begin looking through news websites etc., to think about public issues, and then we delve into scholarly databases to start refining their questions.

-Evidence Acquisition- In that same workshop, I instruct students on how and when to look for scholarly vs. popular articles. For instance, we talk about using popular sources for citing claims related to current events, and the many reasons that scholarly sources are needed: for non-obvious empirical claims (statistics, causes), for crediting and attributing ideas, and for making an argument more plausible or authoritative.

-Evidence Evaluation- In another workshop on Scientific Criticism and Literacy, we evaluate a retracted article. We first analyze the methods and questions of the article, and then look at different critiques published (both popular and scholarly) of the article's conclusions. Students work in groups on the different sections of the paper to make sense of their reasoning and identify gaps in their logic. For instance, in the statistics group, they discuss proxy measures and the assumptions needed for the proxies to be reliable.

-Reasoning/Conclusion- Each day of class I cover a different "Fallacy of the Day," coming from a handout in the first week of class. Fallacies are unsupported reasoning, when a conclusion does not follow from the premises presented. Students are encouraged to review this handout regularly, and typically the Fallacy of the Day will show up somewhere in class, and students are then primed to look for that pattern of fallacious reasoning and explain how the error was committed.

**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*

-Intercultural reasoning and intercultural competence – One of the major ideas in the class is Standpoint Theory, which articulates the benefits of challenges of "outsides within." Students discuss the challenges faced by scientists from excluded ethnic groups, as well as the epistemic benefits of their standpoint given the cultural hegemonies in STEM. Students are also tasked with reading articles from post-colonial thinkers in Native American anthropology, Indian/Hindu philosophy, and African studies. While students struggle to think outside their background, these perspectives enable them to broaden their minds.

-Ethical Reasoning – Throughout the course, issues of inequity and inequality abound, and students are presented with the challenging structural dimensions and tasked with evaluating potential reforms. For instance, in Week 7 on

sexual discrimination and gender harassment in STEM, students post online questions for their peers about ethical issues raised by the past and present exclusions. They then discuss in class and online about how the responsibility is shared but also unique to the different positions of power held in scientific laboratories and institutions.

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

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

GNDR/Φ 2040, Spring 2024, **Final Paper Stage 2: Draft Peer-Review (Handout 7)**

**Peer-Reviewer (You)** \_\_\_\_\_

**Paper Author (Your Peer)** \_\_\_\_\_

*3 (absolutely)*

*2 (adequately)*

*1 (not at all)*

**COMPLETENESS:**

\_\_\_\_\_ 1. **TARGET:** Does the author find and describe a singular debatable piece of research, technology, or policy related to science & gender/sex/sexuality (from the past decade)?

\_\_\_\_\_ 2. **POSITION:** Does the author take a strong critical stance toward one or more aspects of the research/technology/policy, based on its methodological, theoretical, or ethical problems?

\_\_\_\_\_ 3. **FOUNDATIONS:** Does the author completely elaborate their position, drawing on course materials, outside knowledge, and personal experience?

\_\_\_\_\_ 4. **DEFENSE:** Does the author defend their position well from 2+ strong objections with equally strong responses, and discuss its broader implications?

Warm comment on completeness:

Constructive comment on completeness:

**CHARITY:**

\_\_\_\_\_ 5. **INTERPRETATION:** Does the author charitably represent their target, particularly in terms of assuming the best, most rational interpretation of the opposition and avoiding strawman fallacies?

\_\_\_\_\_ 6. **STRENGTHS & WEAKNESSES:** Does the author discuss the potential limitations of their own critical arguments, particularly in terms of the strength of objections to their own argument?

Warm comment on charity:

Constructive comment on charity:

**CLARITY:**

\_\_\_\_\_ 7. BACKGROUND: Does the author clearly introduce their analysis and frame it in context?

\_\_\_\_\_ 8. ORGANIZATION: Does the author clearly convey their argument and organize their analysis?

\_\_\_\_\_ 9. CONSISTENCY: Is the author's position stable & coherent throughout the entire paper?

\_\_\_\_\_ 10. RESEARCH: Does the author justify their arguments with necessary citations and references of sources, including both popular articles and scholarly (peer-reviewed) articles and books?

Warm comment on clarity:

Constructive comment on clarity:

---

**OVERALL:**

\_\_\_\_\_ / **30 TOTAL**

Warm comments overall:

Constructive comments overall:



## New Mexico General Education Curriculum Course Certification Form

Application Number

3756

### Institution and Course Information

Name of Institution	NMT
Chief Academic Officer Name	Steve Simpson
Chief Academic Officer Email	Steve.simpson@nmt.edu
Registrar Name	Alexandria Armendariz
Registrar Email	alexandria.armendariz@nmt.edu
Department	Communication, Liberal Arts, Social Sciences
Prefix	PHIL
Number	2040
Suffix	
Title	Science and Gender
Number of Credits	3

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

Is this application for your system (ENMU, NMSU, & UNM)?

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	PHIL
Number	2040
Suffix	
Title	Science and Gender

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☒ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

By the end of class, students will be able to:

1. Construct and clearly communicate arguments about sex/gender/sexuality and science; and defend their judgments with charity and without logical fallacies.
2. Write and research essays about contemporary scientific debates over gender with analytic structure that engage with popular and scholarly conversations.
3. Recognize how human cultures and value judgments shape the process of science and the practice of medicine, including dichotomies (e.g., nature/culture, sex/gender), biases (e.g., heteronormativity, Eurocentrism), and standpoints (e.g., Black feminism, disability rights).
4. Evaluate critically scientific studies in terms of their assumptions about sex, gender, sexuality, etc., and their methodology; and analyze how to improve their theories, inferences, and objectivity

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

-Problem Setting- For their final projects, students conduct a critical analysis of one debatable piece of research, technology, or law/policy related to science, sex, & gender. They get to choose their own problem or question, and I guide them through this process in a workshop on scholarly and popular research; they begin looking through news websites etc., to think about public issues, and then we delve into scholarly databases to start refining their questions.

-Evidence Acquisition- In that same workshop, I instruct students on how and when to look for scholarly vs. popular articles. For instance, we talk about using popular sources for citing claims related to current events, and the many

reasons that scholarly sources are needed: for non-obvious empirical claims (statistics, causes), for crediting and attributing ideas, and for making an argument more plausible or authoritative.

-Evidence Evaluation- In another workshop on Scientific Criticism and Literacy, we evaluate a retracted article. We first analyze the methods and questions of the article, and then look at different critiques published (both popular and scholarly) of the article's conclusions. Students work in groups on the different sections of the paper to make sense of their reasoning and identify gaps in their logic. For instance, in the statistics group, they discuss proxy measures and the assumptions needed for the proxies to be reliable.

-Reasoning/Conclusion- Each day of class I cover a different "Fallacy of the Day," coming from a handout in the first week of class. Fallacies are unsupported reasoning, when a conclusion does not follow from the premises presented. Students are encouraged to review this handout regularly, and typically the Fallacy of the Day will show up somewhere in class, and students are then primed to look for that pattern of fallacious reasoning and explain how the error was committed.

**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*

-Intercultural reasoning and intercultural competence – One of the major ideas in the class is Standpoint Theory, which articulates the benefits of challenges of "outsides within." Students discuss the challenges faced by scientists from excluded ethnic groups, as well as the epistemic benefits of their standpoint given the cultural hegemonies in STEM. Students are also tasked with reading articles from post-colonial thinkers in Native American anthropology, Indian/Hindu philosophy, and Africana studies. While students struggle to think outside their background, these perspectives enable them to broaden their minds.

-Ethical Reasoning – Throughout the course, issues of inequity and inequality abound, and students are presented with the challenging structure dimensions and tasked with evaluating potential reforms. For instance, in Week 7 on sexual discrimination and gender harassment in STEM, students post online questions for their peers about ethical issues raised by the past and present exclusions. They then discuss in class and online about how the responsibility is shared but also unique to the different positions of power held in scientific laboratories and institutions.

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

-Authority and Value of Information- One of the main goals of the class is to have students question the assumed authority of science in our society. Students learn how to avoid the fallacy of "Appeal to Authority" by focusing on the logic of an argument and the methodology of the study, with careful attention to bias and standpoint. We cover a variety of biases in STEM, including how human cultures and value judgments shape the process of science and the practice of medicine, including false dichotomies (e.g., nature/culture, sex/gender), unfair/unjust biases (e.g.,

heteronormativity, Eurocentrism), and critical standpoints (e.g., racial/ethnic background, gender identity, sexual orientation).

-Information Structures- For their student-led discussions, students must research the background on a topic their group has chosen related to the weekly theme (e.g., The HIV/AIDS Epidemic). They orient their presentation around 1 or 2 open ended questions, which are the culmination, and then present information they have researched but only what is relevant to the discussion at hand. To refine their organization of information, student groups submit a draft to the instructor, who then comments on what information is unnecessary/redundant and what additional information is needed for an informed discussion.

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.nmt.edu/academicaffairs/assessment/gened.php">https://www.nmt.edu/academicaffairs/assessment/gened.php</a>
---	---

GNDR/Φ 2040, Spring 2024, **Final Paper Stage 2: Draft Peer-Review (Handout 7)**

**Peer-Reviewer (You)** \_\_\_\_\_

**Paper Author (Your Peer)** \_\_\_\_\_

*3 (absolutely)*

*2 (adequately)*

*1 (not at all)*

**COMPLETENESS:**

\_\_\_\_\_ 1. **TARGET:** Does the author find and describe a singular debatable piece of research, technology, or policy related to science & gender/sex/sexuality (from the past decade)?

\_\_\_\_\_ 2. **POSITION:** Does the author take a strong critical stance toward one or more aspects of the research/technology/policy, based on its methodological, theoretical, or ethical problems?

\_\_\_\_\_ 3. **FOUNDATIONS:** Does the author completely elaborate their position, drawing on course materials, outside knowledge, and personal experience?

\_\_\_\_\_ 4. **DEFENSE:** Does the author defend their position well from 2+ strong objections with equally strong responses, and discuss its broader implications?

Warm comment on completeness:

Constructive comment on completeness:

**CHARITY:**

\_\_\_\_\_ 5. **INTERPRETATION:** Does the author charitably represent their target, particularly in terms of assuming the best, most rational interpretation of the opposition and avoiding strawman fallacies?

\_\_\_\_\_ 6. **STRENGTHS & WEAKNESSES:** Does the author discuss the potential limitations of their own critical arguments, particularly in terms of the strength of objections to their own argument?

Warm comment on charity:

Constructive comment on charity:

**CLARITY:**

\_\_\_\_\_ 7. BACKGROUND: Does the author clearly introduce their analysis and frame it in context?

\_\_\_\_\_ 8. ORGANIZATION: Does the author clearly convey their argument and organize their analysis?

\_\_\_\_\_ 9. CONSISTENCY: Is the author's position stable & coherent throughout the entire paper?

\_\_\_\_\_ 10. RESEARCH: Does the author justify their arguments with necessary citations and references of sources, including both popular articles and scholarly (peer-reviewed) articles and books?

Warm comment on clarity:

Constructive comment on clarity:

---

**OVERALL:**

\_\_\_\_\_ / **30 TOTAL**

Warm comments overall:

Constructive comments overall:



## New Mexico General Education Curriculum Course Certification Form

Application Number

3768

### Institution and Course Information

Name of Institution	SJC
Chief Academic Officer Name	Dr. Michael Ottinger
Chief Academic Officer Email	ottingerm@sanjuancollege.edu
Registrar Name	Karen Doughty
Registrar Email	doughtyk@sanjuancollege.edu
Department	Registration & Records
BIOL	MATH
Number	1110
Suffix	
Title	Math for Teachers I
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	MATH
Number	1110
Suffix	
Title	Math for Teachers I

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☒ Quantitative Reasoning

☐ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Investigates the representation of rational numbers and rational number arithmetic, including base ten and decimal numbers, fractions, and arithmetic operations on these sets. Connections to basic geometric concepts are included. Explanation and problem solving is emphasized throughout.

**1. Unpack arithmetic.**

Component 1: Explain procedures for doing addition, subtraction, and multiplication with whole numbers, integers, and fractions.

Component 2: Do addition, subtraction, and multiplication of multi-digit numbers in several different ways.

Component 3: Analyze student work, assess the validity of arguments, and identify mathematical misconceptions in mistakes.

Component 4: Use the decomposition of whole numbers to find factors, multiples, and prime numbers.

Component 5: Use the relationships between operations, to solve simple algebraic equations.

**2. Apply mathematical concepts.**

Component 1: Recognize the difference between multiplicative and additive situations.

Component 2: Solve problems involving fractions.

**3. Represent mathematical concepts.**

Component 1: Use tactile representations, including base blocks and integer chips to represent numbers and operations.

Component 2: Use visual representations, including discrete pictures, number lines, and rectangles, to represent operations.

Component 3: Use tactile and visual representations to explain how estimation and rounding work.

Component 4: Use concrete applications to represent operations.

**4. Communicate mathematical concepts.**

Component 1: Describe the equivalence between different representations of numbers and operations.

Component 2: Create justifications for properties and procedures in arithmetic.

Component 3: Use correct terminology and notation.

General Education Outcomes for Communication, Quantitative Reasoning and Critical Thinking

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Math for teachers involves a high degree of communication, as students are learning not only math content, but also how to teach math to elementary students. In terms of genre awareness, the math for teachers' students must learn the conventions and expectations of student-facing, teacher-facing, and family-facing materials.

When understanding and evaluating messages, one critical area for new teachers is unpacking what the curriculum intends. For example, what is the meaning of a given standard, why is that concept important and how does it connect with other math concepts, and what types of activities support students to develop proficiency? One example of this is learning to teach the standard algorithm for long-division. Long-division can be difficult to teach, so it's important for the math for teachers' students to explore the earlier concepts of division and multiplication that help children build their conceptual understanding and readiness for long-division. They must also be able to communicate why the algorithm works and identify conceptual errors that students may make. Furthermore, we explore the ways that long division is used to divide polynomials, so students develop a more rigorous understanding of the concept and its applications.

For evaluating and producing arguments, students design their own lessons and activities, applying the skills we have studied, such as problem-based learning and equitable math teaching strategies. They need to draw on the resources available to them and discern what will be the most effective for a selected standard and group of students. Students also engage in rich problem-solving tasks, such as the bumper cars assessment that has been attached, and must produce arguments to support their conclusions and evaluate the arguments made by their peers.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

One aspect of modern math teaching is that we encourage students to explore their own strategies for solving problems before teaching them the standard algorithms. This requires our math for teachers' students to develop a deep understanding of arithmetic concepts and place value, so that they can evaluate their own students' strategies as well as design contextual problems that allow students to explore multiple strategies and approaches.

One way that we do this is to look at place value and simple arithmetic in different base systems. For example, when working in base 2 or base 5, what meaning is given to the place value in these systems? How does addition and subtraction work? How do these experiences inform the way we teach place-value to elementary students? What types of learning experiences help us explore these concepts in depth and allow for multiple strategies to emerge? As part of this lesson, students choose a base system to focus on (problem setting), and use hands-on materials to explore the meaning of place-value and simple arithmetic in their chosen base (evidence acquisition). Students then partner with someone from another numerical base to act as a "critical friend" – evaluating their arguments and identifying areas that are unclear or incorrect (evidence evaluation). Finally, the class as a whole relates their experiences to teaching place value, and the types of teaching experiences that can help young students deeply understand base 10 (reasoning / conclusions).

There are many other activities and assessments in Math for Teachers that apply critical thinking skills. Another example is the bumper car task, which has been attached to this application.

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

Quantitative reasoning is at the heart of Math for Teachers. Although the learning outcomes may appear to focus on elementary math content, the goal is for students to develop a rigorous and in-depth understanding of the math concepts they will eventually be teaching, as well as the best practices for teaching these concepts. In order to achieve these goals, the Math for Teachers course activities and assessments have multiple layers.

For example, when learning about the Algebra content strands, we explore the way skip counting in kindergarten forms the foundation of pattern finding in middle school, and eventually leads to the study of sequences and series in college algebra or precalculus. As part of this unit, students must choose a pattern and design a teaching activity for each of these levels (early elementary, middle school, and college algebra). Students must express their pattern using different representations (symbolically, graphically, through visual or concrete patterns, and in written or oral language). Students must also generate real-world contexts for their patterns, as part of their teaching approach, as well as analyze and critique the ideas presented by their classmates.

This is just one example of how the content in Math for Teachers is approached through multiple layers of quantitative reasoning. Another example of quantitative reasoning in Math 1110 can be seen in the attached assessment sample, bumper cars. In this assessment, students design two bumper car tracks meeting specific design limits (applying quantitative models to real world contexts). One design uses elementary concepts of area and perimeter, while the second uses more complex formulas from trigonometry. Students must persuade their audience that their designs are the best, using multiple representations to support their work (communication and representation), and critique the work of their peers (analysis of quantitative arguments).

**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*

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

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.sanjuancollege.edu/media/sanjuancollegeedu-2023/documents/homepage/about/accreditation/SJC_GenEd_Assessment_CourseList-07.11.23.pdf">https://www.sanjuancollege.edu/media/sanjuancollegeedu-2023/documents/homepage/about/accreditation/SJC_GenEd_Assessment_CourseList-07.11.23.pdf</a>
---	---

# Math 1110 Assessment Example

## Final Lesson Plan Instructions and Rubric

### GOAL:

To extend your lesson planning skills by applying equity principles and assessment to a Three Phase Lesson plan.

### Collaboration:

You will be allowed to choose a group of 3 or 4 students. You must work together to plan your lesson, create your resources, and record a short video demonstrating one section of your plan.

### Note:

This lesson task builds on the first lesson planning task from the semester. You are expected to continue to use best practices such as selecting a high-quality problem and following the Three Phase Format. In addition, **you will add in the principles of assessment and teaching equitably**. As such, some of the directions below will be familiar. **The new directions have been bolded so you can see them clearly.**

### Assignment Details:

- Choose one math standard from the grade level of your choice (K - 6). You may use Common Core State Standards, or New Mexico standards
- Design / select a high quality problem to help students explore this standard. (Refer to Teaching Through Problem Solving Ch 3; and our Mathematical Mindset resources.)
- Plan a lesson using the Three Phase Lesson format (Ch 4).
- **Consider how you will know what students have learned during your lesson. What type(s) of assessment are appropriate/helpful for your planned lesson? (Ch 5)**

- Choose *one aspect* of teaching math equitably to focus on when designing your lesson (supporting students with disabilities; OR supporting multilingual learners; OR culturally responsive pedagogy). Be sure to explain how your lesson addresses this aspect of teaching equitably in your lesson plan. (Ch 6 and additional resources from the module.)

Complete and submit the following:

- Fill in the full lesson plan template appropriately.
  - Be sure to give detailed bullet point instructions for the Before, During and After phases of the lesson. Imagine you are writing for a co-teacher who will need to understand exactly what is happening in the lesson.
  - List the resources carefully, **including any materials related to assessment or equity.**
  - **Clearly state how your lesson addresses your chosen aspect of teaching equitably (supporting students with disabilities; OR supporting multilingual learners; OR culturally responsive pedagogy).**
  - **Explain how you will assess student learning as part of this lesson.**
- When appropriate, include the necessary resources in your submission, **especially any assessment or equity resources.** (In other words, if you are using ten frames, you can just list this material. But if you are using a worksheet or a graphic organizer, you should include this in the submission.)
- Choose one section of the lesson to model in a short video [10 - 12 minutes].
- **Submit your lesson plan, resources, and video model by \_\_\_\_\_.**

## Final Lesson Plan GRADING RUBRIC

Category	Needs improvement	Satisfactory	Outstanding	Points	Gen Ed Essential Skills
Problem selection and/or design.	The problem is not aligned to the standard and/or will not allow for equity principles to be applied.	The problem is aligned to the standard and allows for equity principles to be applied.	The problem is clearly aligned to the standard and makes it easy to <b>apply equity principles.</b>	/15	Quantitative Reasoning Critical Thinking
Lesson plan.	The lesson plan does not follow the Three Phase Format.	The lesson plan is filled out completely and follows the Three Phase Format.	The lesson plan is filled out completely and clearly, follows the Three Phase Format, <b>and a special education or MLL teacher could review and adjust the lesson as needed.</b>	/15	Communication Critical Thinking
<b>Assessment.</b>	The assessment selected is not appropriate for the task and/or the standard.	The assessment selected is appropriate for the standard and task, but may not allow the teacher(s) to assess all students equitably.	<b>An appropriate assessment has been selected and/or designed for this standard and task. The assessment will clearly allow the teacher(s) to see whether students are making progress in this standard.</b>	/15	Quantitative Reasoning Communication Critical Thinking

Equity.	No attempt was made to apply equity principles to the lesson.	An attempt has been made to apply one aspect of teaching equitably to the lesson plan.	<b>A specific aspect of teaching equitably has been applied and clearly explained.</b>	/15	Communication Critical Thinking
Resources	The resources needed for the lesson have not been thought out fully. Some resources are missing and/or of poor quality.	The necessary resources have been listed and are included in the submission. Some resources need to be improved before using them with students.	The resources required for the lesson have been listed clearly and will support <b>all</b> the students in completing the task. <b>Any equity or assessment materials specific to the lesson have been included and are of high-quality.</b>	/15	Quantitative Reasoning Communication
Model Lesson Video.	The video lesson is not the correct length and/or is very unclear.	The video lesson is the appropriate length (10 - 12 min).	The video lesson is the appropriate length (10 - 12 min) and clearly demonstrates <b>an aspect of either equity or assessment.</b>	/15	Quantitative Reasoning Communication
Team work	The members of the team are not able to work together to successfully complete their project.	The members of the team work together to successfully complete their lesson plan project.	The members of the team work together respectfully and share the responsibilities of lesson planning, resource creation, and teaching. Conflicts and	/10	Communication

			disagreements are resolved professionally.		
			TOTAL	/100	

## Math 1110 Assessment Cover Letter

To the members of the NM Gen Ed Committee,

I am writing to address the concerns shared by the committee that Math 1110 Math for Teachers I may not contain sufficient college level math to be considered a Gen Ed Math course.

At first glance, it does appear that the content we focus on are the math content standards for grades K – 6. However, the focus of this course is to support future teachers in developing a deep and rigorous understanding of the math content. Activities in the course are designed such that teachers can explore each math standard from its earliest stages in Kindergarten up through the college-level applications in College Algebra, Trigonometry, and Discrete Mathematics.

For example, if we look at the Algebra standards as they move from Kindergarten to College Algebra, we see this type of development:

Kindergarten or 1<sup>st</sup> Grade: Start at 5 and count on by 3's.

6<sup>th</sup> or 7<sup>th</sup> Grade: How many circles are needed for the 100<sup>th</sup> term of this pattern?



College Algebra or Precalculus: Applying formulas for sequences and series to arrive at

$$a_n = 5 + 3(n - 1)$$

Each topic in the course is explored in this way, so students develop a rich and comprehensive understanding of the mathematics they will be teaching. As further examples, when studying place value, we look at other base systems such as binary or base 5. When studying long division, we look at how this concept extends into the division of polynomials.

Attached is one sample assessment that demonstrates this approach in more detail. The bumper car task allows students to experience a teaching methodology (problem-based learning), the elementary math content of area and perimeter, and the college-level applications of trigonometry for more complex shapes. In addition, the problem-based design followed by a persuasive presentation engages students in the Gen Ed skills of Communication, Quantitative Reasoning, and Critical Thinking. A majority of the work we do in Math 1110 follows this same structure.

I hope that you will consider our resubmission for Math 1110 to be listed as a Gen Ed Math course for SJC, along with those colleges who have already been approved, MCC and SFCC.

Sincerely,

Genevieve Hildebrand

Assistant Professor of Mathematics

San Juan College

# Sample Math 1110 Assessment

## Bumper Cars

### Overview

The goal of the task is for students to experience a high quality, open-ended, problem-based learning lesson. This task is considered “low floor, high ceiling”, because it allows students to access the task at a lower level, while also having room to extend the task all the way into trigonometry concepts as appropriate.

As a Math for Teachers course, I require students to create two different designs for their bumper car tracks – one that is simple and could be completed by elementary students; and **one that uses more complex shapes and college-level math concepts**. This allows students to see both the elementary application, while also experiencing the full challenge of the higher-level math concepts.

### Task Details

Students are introduced to a real-world problem about bumper cars:

- A local amusement park would like to add a bumper car track to their park.
- They have released a call for design proposals, and your company has asked you to submit two designs – one simple and low cost; and the second one more exciting but potentially higher cost.
- The limitations and costs are:
  - The bumper car track must fit into a 20ft by 32 ft space.
  - Each foot of bumper costs \$10, and each square foot of floor tile costs \$4.

Student submission requirements:

- Design two different bumper car track designs to submit. **Each track should be drawn to scale, with measurements and cost calculations clearly shown and explained.**
  - Design A – Simple and Low Cost
    - This design should use simple shapes and keep the cost as low as possible.
    - The intention is to complete a track that is reasonable for 4<sup>th</sup> or 5<sup>th</sup> grade students.
  - Design B – Exciting and innovative
    - This design should use more complex shapes such as curves and diagonal lines.
    - The intention is to apply higher-level math concepts, such as trigonometry, to practice and develop your own mathematical skills.
- Present your designs to the amusement park owners, and persuade them that your designs are the best option.

## Rubric

Category	Emerging	Developing	Proficient	Gen Ed Comparison
Bumper Car Designs	Student has designed bumper car tracks. Student identifies the measurements needed to calculate the costs of the tracks.	Both designs meet the design specifications. The measurements for the tracks have been drawn to scale, and calculated correctly as needed.	Both bumper car designs meet the design specifications and demonstrate creativity and <b>thoughtful application of geometric and trigonometric concepts.</b>	<b>Math content:</b> <b>Problem Solving</b> Critical Thinking Quantitative Reasoning
Bumper Car Math	Student identifies formulas to use for area and perimeter. Student explained their ideas in their presentation.	Student has solved their chosen formulas and calculated the costs for each track. Student describes their solutions, using a range of representations.	Student has <b>applied the correct mathematical formulas</b> to compute the costs of their track designs. Student has <b>checked their work and justified their approach</b> to the problem in their own words.	<b>Math content:</b> <b>Expressions &amp; equations and Mathematical language</b> Communication Critical Thinking Quantitative Reasoning
Persuasive Presentation	The presentation includes both designs, as well as their measurements and the selected formulas. Student explains their work using both visuals and verbal explanations.	The presentation includes persuasive elements. Student includes multiple representations of the designs and math. Student uses relevant mathematical concepts to support their ideas.	The presentation <b>effectively persuades the audience</b> to select their designs. Student <b>moves fluidly between words, images and mathematical formulas.</b> Student <b>demonstrates deep understanding of the applied mathematical concepts.</b>	<b>Math content:</b> <b>Mathematical language and Problem solving</b> Communication Critical Thinking Quantitative Reasoning

Note: The math content areas come from the General Education Learning Outcomes from the Math and Statistics Content Area. Specifically, the Survey of Math rubrics. (Please see below). We complete the Graphical Representations strand in a different task.

## General Education Learning Outcomes

### Content Area: Mathematics & Statistics

Courses in mathematics or statistics fulfill the general education requirement if they meet the Emerging, Developing, and Proficient column descriptions given by the appropriate rubric shown in the following pages. For example, programs in science, technology, engineering, and mathematics would use the College Algebra rubric, as would any calculus-based program, for students that test into or below College Algebra.

The mathematics or statistics general education requirement may also be satisfied by mathematics or statistics courses above the level shown in the rubrics. For example, if a student begins college with a course in Calculus I, this implies sufficient knowledge of College Algebra. Calculus I may therefore be used to fulfill the general education requirement without having to reference the College Algebra rubric.

### General Education Outcomes: Survey of Mathematics

Core Competency	Emerging	Developing	Proficient	Assessment Suggestions
<b>Graphical Representations:</b> Construct and analyze graphs and/or data sets.	Students gather and organize information; Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc.	Emerging skill descriptions plus: Students interpret results through graphs, lists, tables, sequences, etc.	Developing skill descriptions plus: Students draw conclusions from data or various graphical representations.	<ul style="list-style-type: none"> <li>• Test/quiz questions</li> <li>• Routine use of an accepted Classroom Assessment Technique (CAT)</li> <li>• Oral presentation by student</li> <li>• Written presentation by student</li> <li>• Student-created portfolio</li> <li>• Capstone project</li> <li>• Peer review</li> <li>• Student self-assessment</li> <li>• Group research and presentation on a real-life problem analyzed/solved by using mathematics</li> <li>• Student journal</li> <li>• Individual or group projects</li> <li>• Cooperative learning activities</li> <li>• Pre/post test</li> </ul>
<b>Expressions &amp; Equations:</b> Evaluate expressions. Use and solve various kinds of equations.	Students understand the purpose of formulas and use appropriate formulas within a mathematical application.	Emerging skill descriptions plus: Students solve equations within a mathematical application.	Developing skill descriptions plus: Students check answers to problems and determine the reasonableness of results.	
<b>Mathematical &amp; Statistical Language:</b> Write mathematical explanations using appropriate definitions and symbols.	Students show an understanding of a mathematical application both orally and in writing.	Emerging skill description plus: Students describe solutions of mathematical problems in the context of the problems.	Developing skill descriptions plus: Students define mathematical concepts in the student's own words.	
<b>Problem Solving:</b> Solve problems in mathematical contexts.	Students translate mathematical information into symbolic form.	Emerging skill description plus: Students gather and organize relevant information for a given application.	Developing skill descriptions plus: Students draw conclusions and communicate the findings and create an effective problem solving strategy.	



## New Mexico General Education Curriculum Course Certification Form

Application Number

3774

### Institution and Course Information

Name of Institution	SJC
Chief Academic Officer Name	Dr. Michael Ottinger
Chief Academic Officer Email	ottingerm@sanjuancollege.edu
Registrar Name	Karen Doughty
Registrar Email	doughtyk@sanjuancollege.edu
Department	Registration & Records
BIOL	ANTH
Number	2210
Suffix	
Title	Introduction to Archaeology
Number of Credits	3

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

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	ANTH
Number	2210
Suffix	
Title	Introduction to Archaeology

### **A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

1. Distinguish archaeological remains from natural manifestations.
2. Prepare a survey map (field sketch).
3. Prepare excavation maps: site map, feature map, and profile map.
4. Understand the site grid and elevation system.
5. Set up excavation unit within a site grid.
6. Classify different types of artifacts.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Throughout the course, students will complete assignments and assessments that require them to integrate information from different areas and different aspects from the readings, videos, and activities presented in class. Students must complete a variety of written assignments that require them to think on the spot, interpret data, synthesize complex topics, and write well-organized essays.

Students also participate in class discussions that require use of both, class concepts and their own ideas to complete. The online course requires students to post and participate in graded discussions with their classmates on order to engage in discourse about pertinent points in the course that benefit from the sharing of ideas and clarification of salient points. These discussions take place throughout the semester and students are encouraged to continue the conversations beyond the class requirements at all times, but especially when the content is of particular interest.

For the midterm, students will research ethics in archaeology and ask students to discuss ethical issues in the field and how those issues might be addressed. The paper must include at least 5 scholarly sources and urges students to connect with the community (friends, family, elders, etc.) to bring in support for their research and to bring local focus to the issue of ethics in archaeology. The end result of their research being a paper written in MLA or APA format.

Student also complete a final paper in which the paper must be more than information gathering and present an interpretation of an archaeological site that is backed up by research coupled with their own reasoning. This interpretation must be presented in essay format and include properly formatted citations, including in-text, in MLA or APA format.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Archaeology is built on a foundation of collecting evidence and using that evidence to find research-based answers to a question. Introduction to archaeology seeks to provide students with opportunities to think critically as a rule. Throughout the class students will be asked to participate in activities and complete assessments that require them collect a body of evidence that allows them to make a decision or come to a conclusion based on their collected evidence. Students will do this when they complete case study assignments that allow them to explore archaeological sites and work to determine the cultural importance of the site or the societal importance of the site. Critical thinking is also needed when they complete assignments that connect current archaeological news to the world around them and work to see the importance of archaeology as a whole and why what archaeologists do is important.

**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*

Introduction to archaeology includes, readings, and discussions, and research projects that will connect the field of archaeology to the greater goals of the field, which include the recording of culture, but also connect to concepts and ideas revolving around sustainability and the natural world. In many ways, archaeologists are attempting to understand what has happened in the past and the implications of those actions on the present and future. This includes elements like subsistence patterns, how people from the past were able to survive without the same access to resources, how past activities, such as the creation of irrigation systems and other aspects of technological innovation have affected the world now and how we can take from or improve those systems to be more sustainable that what we have currently, or make sure that we do not repeat the mistakes of past innovation.

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

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.sanjuancollege.edu/media/sanjuancollegeedu-2023/documents/homepage/about/accreditation/SJC_GenEd_Assessment_CourseList-07.11.23.pdf">https://www.sanjuancollege.edu/media/sanjuancollegeedu-2023/documents/homepage/about/accreditation/SJC_GenEd_Assessment_CourseList-07.11.23.pdf</a>
---	---

## #1 Arch in the News

**Topic:** In class we have discussed “Archaeology in the News”. For this assignment, you will draw on what you have learned in class and the news stories we have discussed. Be sure to address the following points in your paper:

- (1) What **types** of archaeological stories or projects are *most likely* to be reported by the news media? What aspects of archaeological stories do media outlets **emphasize** in order to satisfy and **attract** readers?
- (2) Summarize (in your own words) the news stories and video of the **Franklin** shipwreck and **at least one other** story you heard about in class. Be sure to describe the story and include details.
- (3) Archaeological discoveries can raise **controversies** – particularly with respect to ownership of objects, territory, or culturally-specific views of the past. **Discuss** this issue with respect to the Franklin shipwreck. Explain why the ownership of this site is controversial. You may also write about a controversial issue raised in another news story but this must be in addition to the Franklin.
- (4) Did these stories or stories give you a better understanding of **what archaeology is** and **what archaeologists do**? **How** specifically? Or if it did not give you a better understanding of archaeology/archaeologists, **explain why**.
- (5) Do you think it’s a **good** thing for archaeology to be in the news? Why or why not? E.g. Does it help inform the public about “**real**” **archaeology**? Is it portrayed **accurately**? Does it connect archaeology to **real world/relevant issues**?
- (6) Finally, think back to the first day of class and what you thought archaeology was or what, if anything, you knew about archaeology. **Have your ideas changed? Stayed the same? How did “Archaeology in the News” influence your ideas?**

### **FORMAT GUIDELINES:**

- Paper must be 1-2 pages, double spaced
- Pages must be numbered
- Correct spelling and grammar

### **GRADING RUBRIC:**

Organization \_\_\_\_ / 5

- Is there a clear beginning, middle, and end to the paper?

Content \_\_\_\_ / 5

- Are there specific examples in the paper? Are they accurate?

Context \_\_\_\_ / 5

- Is the paper on topic?

Mechanics

- Has it been checked for grammar and spelling mistakes?

Total Score \_\_\_\_ / 20

Points	Score	Grade
20	100%	A+
19	95%	A
18	90%	A-
17	85%	B+
16	80%	B
15	75%	C+
14	70%	C
13	65%	D+
12	60%	D
>11	>55%	F



## New Mexico General Education Curriculum Course Certification Form

Application Number

3102

### Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	SPAN
Number	1210
Suffix	
Title	Spanish for Heritage Learners I
Number of Credits	3

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

☒ Yes ☐ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☒ Yes ☐ No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Suffix	N/A
Title	N/A

### New Mexico Common Course information

Prefix	SPAN
Number	1210
Suffix	
Title	Spanish for Heritage Learners I

### A. 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
 ☐ Flex

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

**List all common course student learning outcomes for the course.**

Student Learning Outcomes:

1. Interpersonal Communication: Students can engage in exchanges in culturally appropriate ways using understandable pronunciation on familiar topics using contextualized words, phrases, common idiomatic expressions, and simple sentences.
2. Written expression: Students can write an essay/poem/story/creative sketch/lyric in the target language that describes a past/present/future (fictional) event to the reader.
3. Interpretive listening: Students can understand familiar questions and statements from simple sentences in conversations.
4. Interpretive reading: Students can identify the topic and some isolated facts from simple sentences in informational and fictional texts.
5. Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with subsequent courses.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

**C. Narrative**

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

SPAN 1210 strongly supports Essential Skill 2, Communication, and its Component Skills, which will be demonstrated through assessing the attached assignment, Variación de palabras ('Word Variation'). Students will enhance their Genre and Medium Awareness, Application, and Versatility by communicating in various genres. In this project, students use oral communication in order to obtain data on lexical variation, as described above and in the assignment. Students will create a written report as a group and will also create a presentation for the learning community that will be the subject of a class discussion, thereby attending to audience, purpose and context. In this assignment students will use Strategies for Understanding and Evaluating Messages primarily through applying a cultural and ideological lens to communicating their conclusions and in interpreting the conclusions of their peers in class discussions of the digital presentations. Naturally, students will understand and evaluate messages in terms of

the rhetorical situation. Data is gathered from the community and analyzed with the purpose of understanding language variation in the context of linguistic analysis in a way that sheds light on language ideologies. Students will engage in the Evaluation and Production of Arguments by examining the data that they produce from this assignment individually and as a group. For example, it is common for students to gather data from two parents and they will frequently disagree as to what the word is for something (e.g. pavo or guajalote for 'turkey'). Defendants of one word may invoke standardized sources such as a dictionary in arguing why one word choice is correct while defendants of a non-standard word may invoke community and family while drawing upon notions of solidarity to defend their choice. This will lead to discussion as to what the value is, and when it is appropriate, to use a more normative source of support versus a community-based source.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

SPAN 1210 strongly supports Essential Skill 1, Critical Thinking, and its Component Skills, which will be demonstrated through assessing the attached assignment, Variación de palabras ('Word Variation'), which is the final project for the class. Students will demonstrate Problem Setting by drawing upon their personal community experiences with the Spanish language in order to address the prevalent ideology that there is one correct word for something, which may lead to the belief that community vocabulary is incorrect and may inhibit a desire to maintain the heritage language. Students will conduct Evidence Acquisition by gathering data from the community through showing five images of items known to have variable terms to five speakers. Although not seen in the attached description, the students will collect data on sheets that also include general sociodemographic information, such as gender, place of origin, and approximate age. This data collection technique reflects common practices in the field of Dialectology, that studies and documents linguistic variation. Students will enact Evidence Evaluation in groups by evaluating the data that they collect. While the instructor will guide them, groups are encouraged to use their own language experiences and funds of knowledge in order to identify patterns in the data (e.g. Is there regional variation?). Students will arrive at Reasoning/Conclusion through their evaluation of evidence. Without prompting from the instructor, groups almost invariably come to the conclusion that there is a great deal of variation present in the Spanish speaking world and that different speech communities will have their own terms for things. Overall, this assignment invites students to interrogate prevalent ideologies that may lead them to feel as though their own communities' language varieties are less valuable than more normative ones. One solution that stems from the conclusions reached is that students promote a valorization of their heritage varieties among peers, institutions, and family.

**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*

SPAN 1210 strongly supports Essential Skill 3, Personal and Social Responsibility, and its Component Skills, which will be demonstrated through assessing the attached assignment, Variación de palabras ('Word Variation'). Students will enhance their Intercultural reasoning and intercultural competence through the attached assignment because, by its nature, it invites students to focus on their personal language experience and how it relates to social, cultural and

social justice issues. As stated above, Variación de palabras invites students to interrogate language ideologies that are prevalent and that may denigrate community varieties of the language while upholding a standard language variety as being more valuable. This assignment frequently connects students to a larger, societal-level language experience, which makes them feel validated. By recognizing that criticisms of a language variety are arbitrary and connecting them to ideological forces that may be present and propagated in sites, such institutional or educational contexts, students engage in issues of social justice. Students also engage in Civic discourse, civic knowledge and engagement – local and global in this assignment. Positions regarding the value of a more standardized variety of the language versus the value of community varieties may vary. Some students will express that standardized registers of a language may open doors in professional contexts and lead to economic success whereas others may opine that they will alienate students from their communities. Defenders of community varieties may argue for the social value and talk about how they relate to the transmission of traditions. We facilitate civic discourse in which all language users are encouraged to see the value of one way of speaking without having to denigrate another. After all, many students want to use Spanish to enhance their economic prospects while others wish to connect with their families and communities, creating solidarity. Variación de palabras gives students the opportunity to engage in informed discussions in which they may explain and support their own positions on specific local or global issues while recognizing that there may be multiple valid perspectives.

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

#### **D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="http://assessment.unm.edu/">http://assessment.unm.edu/</a>
---	---

## Combined UNM General Education Form C and

### New Mexico Curriculum & Articulation Committee (NMCAC) Certification Request

*The information provided on this form will enable review of the proposed general education course by both the UNM Faculty Senate Curricula Committee (see Faculty Handbook A61.2) and submission of the proposed course by the UNM Registrar for review by the New Mexico Curriculum and Articulation Committee (NMCAC). Please use the information below to develop a word document attachment to a Form C, which will then be used by UNM Registrar to initiate review with NMCAC and with FSAC.*

#### 1. Contact Information

Name	Damián Wilson
Title	Professor
Phone	505 250 5118
Email	damianvw@unm.edu

#### 2. Institutional Course Information

Prefix	SPAN
Number	1210
Title	Spanish for Heritage Learners I
Number of credits	3
Was this course previously part of the Gen Ed Core Curriculum?	Yes
General Education Area (select <u>one</u> )  See <a href="http://gened.unm.edu">gened.unm.edu</a> and <a href="http://assessment.unm.edu/assessment-types/gened-assessment/essential-skills.html">http://assessment.unm.edu/assessment-types/gened-assessment/essential-skills.html</a> for information about content areas	<b>7. Second Language</b>  (Note: Second Language is numbered as 6 on the NMHED rubric for Criteria/Essential Skills as seen below)

### 3. Student Learning Outcomes

**List all common course student learning outcomes for the course.**

**Student Learning Outcomes:**

1. Interpersonal Communication: Students can engage in exchanges in culturally appropriate ways using understandable pronunciation on familiar topics using contextualized words, phrases, common idiomatic expressions, and simple sentences.
2. Written expression: Students can write an essay/poem/story/creative sketch/lyric in the target language that describes a past/present/future (fictional) event to the reader.
3. Interpretive listening: Students can understand familiar questions and statements from simple sentences in conversations.
4. Interpretive reading: Students can identify the topic and some isolated facts from simple sentences in informational and fictional texts.
5. Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with subsequent courses.

**Institution-specific Student Learning Outcomes**

N/A: We assess SPAN 1210 with the common course SLOs above. However, to guide instructors in course implementation we also offer the following course goals, which are not SLOs, per se:

**Course goals and communicative functions we will cover, by the end of SPAN 1210, students will be able to:**

- Participate in simple conversations: describe people and places, narrate recurring events, especially personal routines, in the present, and perform such standard interactions as greetings, leave-takings, giving thanks, giving advice/directions, indicating agreement, etc.
- Comprehend simple spoken conversations about familiar everyday situations
- Participate meaningfully in a simple conversation in familiar everyday situations
- Gain experience in reading and producing authentic texts in Spanish
- Obtain an understanding of language variation in the Spanish-speaking world and specifically in US Spanish-speaking communities
- Acquire knowledge of linguistic and cultural patterns that are shared throughout the Spanish-speaking world and specifically among U.S. Spanish-speaking communities
- Demonstrate a basic understanding of the behavior, attitudes, and customs of members of the Spanish-speaking community of New Mexico.

### 4. UNM General Education Criteria

**Explain how this course will benefit UNM students and why it belongs in the UNM General Education Program.**

a) Rationale and justification for adding the course to the General Education Program.

How will this course benefit UNM students?

This course will benefit UNM students in a variety of ways, especially given that we are a Hispanic Serving Institution. It is important to note that SPAN 1210 is part of our [Spanish as a Heritage Language program](#) (SHL) that caters to students who come from communities in which the Spanish language has been or is currently part of the social fabric.

Why does it belong in the [General Education Program](#)?

SPAN 1210 has been a General Education course for many years. It was a Gen Ed course when Professor Wilson began coordinating the SHL program in 2009 and was part of the Gen Ed offerings when he came to UNM to obtain his Master's in 2001. Before the common core numbering system was instanciated, this course was numbered as SPAN 111. We may presume that what is currently SPAN 1210 has been a Gen Ed course since at least the late 1990s, if not before. Therefore, one answer to the above question is that SPAN 1210 belongs in the Gen Ed program because it has been a steady member for a long time.

c) Impact statement on the effect this addition may have upon other departments/courses currently in the General Education Program.

Departments and programs preparing curriculum form course proposals for general education areas outside the department's/program's routine offerings must communicate with the chairs of departments/programs and associate deans of schools and colleges that regularly offer courses within the area of the course proposal. Such communication is essential in order to understand the methods by which component and essential skills in the relevant general education are taught within already-existing courses. The other departments/programs should acknowledge having been informed and are supportive of the proposal or respond with any concerns they may have. The FSCC will consider these concerns and recommend a means for their resolution.

d) Explanation of how the course meets updated criteria for General Education Program courses, including UNM criteria and NM Higher Education Department criteria on required essential skills adopted by the FSCC (see rubrics below)

e) Current and predicted enrollments for the next three (3) years.

f) Awareness and adoption of UNM General Education Program Assessment posted by the [Office of Assessment](#).

g) Statement of Budget Impact, Faculty Load, and Resources (faculty/facilities) that the department has for teaching the course.

h) Memo from Dean or College Curriculum Committee regarding financial support for five (5) to ten (10) years.

i) Complete syllabus and course schedule including time on topics and suggested text.

The following rubric of UNM general education criteria will be used by the Faculty Senate Curricula Committee to evaluate the proposal:

**UNM General Education Program: Rubric for Evaluating Form C Course Additions**

<b>UNM Criteria for Evaluating Proposed Courses</b>	
	<b>met/not</b>
<i>1. Of broad and tangible interest and intellectual benefit to many students.</i>  Presents content in a way that will be useful, innovative, and engaging for students for whom this may be the only course in an academic field or area as well as for students who may continue in a discipline; complements and enriches the general education program without course duplication.	
<i>2. Defined by student learning outcomes related to knowledge, understanding, or skills in the liberal arts.</i>  Can be distinguished from the foundation course of an academic major, from a course on a small sub-area of a discipline or field, and from a course with a rotating topic.	
<i>3. Designed to introduce students to habits of mind, theories, concepts and methods in a field or area</i>  Provides modes of thinking and learning that contribute to exploration and satisfaction in career, life, or community endeavors.	
<i>4. Appropriate for a research university</i>  Demonstrates scope, quality, accuracy of knowledge and content relative to contemporary scholarship in the field, and addresses diversity, equity, and inclusion in content and delivery.	
<i>5. Characterized by an inclusive pedagogy</i>  Seeks to provide enrichment and educational opportunity to all students.	

## 5. NM Higher Education Department Criteria; demonstration of teaching relevant Essential Skills and component skills for general education area

The State of New Mexico goal for the new model of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of seven content areas. Faculty teaching courses within any given content area must weave the three related essential skills and component skills throughout their course while also addressing content knowledge and skills. The UNM Faculty Senate Curricula Committee will use the following rubric to assess whether the course addresses NMHED Essential skills and component skills for the relevant general education area:

<b>NM HED Criteria/Essential Skills (complete for one area only)</b>		
Essential Skill	Component Skill	met/not
<b>1. COMMUNICATION</b>		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments	
Information & Digital Literacy	(3 of the following 4): Authority and Value of Information; Digital literacy; Information structures; research as Inquiry	
<b>2. MATHEMATICS &amp; STATISTICS</b>		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments	

Quantitative Reasoning	Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; Application of Quantitative Models	
3. PHYSICAL AND NATURAL SCIENCES		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global	
Quantitative Reasoning	Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; Application of Quantitative Models	
4. SOCIAL AND BEHAVIORAL SCIENCES		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments	
Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global	

5. HUMANITIES		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Information and Digital Literacy	(3 of the following 4): Authority and Value of Information; Digital literacy; Information structures; research as Inquiry	
Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global	
6. SECOND LANGUAGE		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments	
Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global	
7. ARTS AND DESIGN		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	

Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments	
Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global	

**a. Three Essential Skills Narratives (one for each essential skill assigned to the gen ed area)**

Write a short (~300 words) narrative for each of the three essential skills aligned with the content area in which your course falls. Explain how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible. Narratives should describe what activities students do to develop the essential skills throughout the course (for example, "students demonstrate their capacity for *problem setting* in a pre-writing assignment focused on proposing a research question based on initial exploration of three scholarly studies about controlled burns in woodlands").

**Be sure to address all of the component skills for each of the three essential skills.**

*Please refer to this description of component skills: [https://hed.state.nm.us/resources-for-schools/public\\_schools/general-education](https://hed.state.nm.us/resources-for-schools/public_schools/general-education). Note that only 2 of 5 possible component skills must be addressed for Personal and Social Responsibility and only 3 of 4 possible component skills must be addressed for Information and Digital Literacy.*

**Narrative 1 on Essential Skill 1 and Component Skills (<300 words):**

Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion
-------------------	--

SPAN 1210 strongly supports Essential Skill 1, Critical Thinking, and its Component Skills, which will be demonstrated through assessing the attached assignment, *Variación de palabras* ('Word Variation'), which is the final project for the class. Students will demonstrate Problem Setting by drawing upon their personal community experiences with the Spanish language in order to address the prevalent ideology that there is one correct word for something, which may lead to the belief that community vocabulary is incorrect and may inhibit a desire to maintain the

heritage language. Students will conduct Evidence Acquisition by gathering data from the community through showing five images of items known to have variable terms to five speakers. Although not seen in the attached description, the students will collect data on sheets that also include general sociodemographic information, such as gender, place of origin, and approximate age. This data collection technique reflects common practices in the field of Dialectology, that studies and documents linguistic variation. Students will enact Evidence Evaluation in groups by evaluating the data that they collect. While the instructor will guide them, groups are encouraged to use their own language experiences and funds of knowledge in order to identify patterns in the data (e.g. Is there regional variation?). Students will arrive at Reasoning/Conclusion through their evaluation of evidence. Without prompting from the instructor, groups almost invariably come to the conclusion that there is a great deal of variation present in the Spanish speaking world and that different speech communities will have their own terms for things. Overall, this assignment invites students to interrogate prevalent ideologies that may lead them to feel as though their own communities' language varieties are less valuable than more normative ones. One solution that stems from the conclusions reached is that students promote a valorization of their heritage varieties among peers, institutions, and family.

**Narrative 2 on Essential Skill 2 and Component Skills (<300 words):**

Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments
---------------	--

SPAN 1210 strongly supports Essential Skill 2, Communication, and its Component Skills, which will be demonstrated through assessing the attached assignment, *Variación de palabras* ('Word Variation'). Students will enhance their Genre and Medium Awareness, Application, and Versatility by communicating in various genres. In this project, students use oral communication in order to obtain data on lexical variation, as described above and in the assignment. Students will create a written report as a group and will also create a presentation for the learning community that will be the subject of a class discussion, thereby attending to audience, purpose and context. In this assignment students will use Strategies for Understanding and Evaluating Messages primarily through applying a cultural and ideological lens to communicating their conclusions and in interpreting the conclusions of their peers in class discussions of the digital presentations. Naturally, students will understand and evaluate messages in terms of the rhetorical situation. Data is gathered from the community and analyzed with the purpose of understanding language variation in the context of linguistic analysis in a way that sheds light on language ideologies. Students will engage in the Evaluation and Production of Arguments by examining the data that they produce from this assignment individually and as a group. For example, it is common for students to gather data from two parents and they will frequently disagree as to what the word is for something (e.g. *pavo* or *guajalote* for 'turkey'). Defendents of one word may invoke standardized sources such as a dictionary in arguing why one word choice is correct while defendents of a non-standard word may invoke community and family while drawing upon notions of solidarity to defend their choice. This will lead to discussion as to what the value is, and when it is appropriate, to use a more normative source of support versus a community-based source.

**Narrative 3 on Essential Skill 3 and Component Skills (<300 words):**

Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global
------------------------------------	--

SPAN 1210 strongly supports Essential Skill 3, Personal and Social Responsibility, and its Component Skills, which will be demonstrated through assessing the attached assignment, *Variación de palabras* ('Word Variation'). Students will enhance their Intercultural reasoning and intercultural competence through the attached assignment because, by its nature, it invites students to focus on their personal language experience and how it relates to social, cultural and social justice issues. As stated above, *Variación de palabras* invites students to interrogate language ideologies that are prevalent and that may denigrate community varieties of the language while upholding a standard language variety as being more valuable. This assignment frequently connects students to a larger, societal-level language experience, which makes them feel validated. By recognizing that criticisms of a language variety are arbitrary and connecting them to ideological forces that may be present and propagated in sites, such institutional or educational contexts, students engage in issues of social justice. Students also engage in Civic discourse, civic knowledge and engagement – local and global in this assignment. Positions regarding the value of a more standardized variety of the language versus the value of community varieties may vary. Some students will express that standardized registers of a language may open doors in professional contexts and lead to economic success whereas others may opine that they will alienate students from their communities. Defenders of community varieties may argue for the social value and talk about how they relate to the transmission of traditions. We facilitate civic discourse in which all language users are encouraged to see the value of one way of speaking without having to denigrate another. After all, many students want to use Spanish to enhance their economic prospects while others wish to connect with their families and communities, creating solidarity. *Variación de palabras* gives students the opportunity to engage in informed discussions in which they may explain and support their own positions on specific local or global issues while recognizing that there may be multiple valid perspectives.

**b. Sample Assignment**

Provide a sample assignment (exam, project, paper prompt, etc.) demonstrating how students will be assessed on learning an essential skill and one or more related component skills.

Tip for success: refer to the assignment in one of your narratives on how essential skills are taught.

## Variación de palabras: What is the correct word (in our communities)?

Have you ever wondered if a certain word you know in Spanish is the ‘correct word’ for a certain object or action? As Spanish as a Heritage Language students, we often come to know certain vocabulary items through our experience with Spanish speakers from our communities. For example, it is very common to hear speakers of Spanish from many regions say *asina* ‘like that’. Yet, is *asina* the correct word? We sometimes have to confront this question when we use our community words in settings where speakers have been taught that a different word is the correct word. Speakers who have been formally educated in Spanish in and outside of the United States will often emphatically tell you that *asina* is wrong and that the right word is *así*. However, the notion that one word is inherently correct and that another word with the same meaning is wrong is misleading. The word *asina* appears in sophisticated and revered texts from the Golden Age of Spanish including *Don Quixote* and *La Celestina*.

Has someone ever told you, “That’s not a word”? Regardless of the language, many people believe that a word is only a word if it appears in a dictionary. Yet speakers manipulate language to fit their communicative and social needs. For example, the word *mansplaining* is heard in modern pop-culture and social media but would not appear in any dictionary (yet). Bilinguals have a great deal of linguistic inventory at their disposal with which they can be very creative. Sometimes this creativity is part of a *payaso*’s comedic repertoire, like saying *thingadera*, but some times this creativity is born out of a need to describe newly encountered objects and can come to be a community norm. The word *troca*, to give an example, derived from English truck, was first used in the 1800s to describe flat railroad cars in New Mexico and was later extended to refer to pickup trucks. Snappy dictionary readers are happy to denounce *troca* and tell you that the word is *camioneta* or *furgoneta*. While it adds to our vocabulary to know these more standardized words, we have to realize that these will sound and look odd in communities of practice where they are not used.

Drawing on concepts from the field of sociolinguistics, in the SHL program at UNM we recognize that words tell complex stories and that every community of linguistic practice will come to have their own terms for different things. These varied terms may have cultural importance and we have to acknowledge that they are all legitimate because they fit the communicative and social needs of the community in question.

Let’s increase our vocabulary! In this project you will show the images of five different items to five different Spanish speakers and ask them to give you the term that they use. Please reassure the participant that this is not a quiz of their literacy skills. Instead, we are attempting to document the rich language variation found in New Mexico. Record their responses in the spaces provided and we will discuss the outcome and the process in class.

The project: Students will complete steps 1 and 3 individually, and step 2 as a group.

Step 1: Collection of Data / Due:

Students will use the 5 terms that have been provided by your instructor and collect data from 5 different individuals using the template provided.

### Step 2: Presentation of Data / Due:

In groups of 3-4 you will each collect data for your respective group template, and also present your respective data collections.

The presentations are to last 10-12 minutes in which students will discuss the data they collected as well as their experience in conducting the final project.

Criteria for presentations:

- 10-12 minutes long
- Students are NOT TO READ their presentations, rather engage and talk to the audience
- Presentations should be creative and stimulating to the audience

Student presentations will be graded on the following rubric:

Organization: /20
Quality of Presentation: /20
Speaking Fluidity: /20
Comprehensibility: /20
Preparedness: /20

### Step 3: Final Report / Due:

Students will write a report that will include two portions:

1. An analysis of the collection of data (Can be written in English)
2. Reflection concerning the final project (MUST be written in Spanish)