



## New Mexico General Education Curriculum Course Certification Form

Application Number

1798

### 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	Public Administration
Prefix	PADM
Number	2110
Suffix	
Title	Public Leadership for Social Change
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	PADM
Number	2110
Suffix	
Title	Public Leadership for Social Change

### 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.**

The common course student learning outcomes for PADM 2110 are:

1. Map the influence that key political actors and stakeholders have in the policy-making arena locally in your own community.
2. Describe the core values of public service by examining the gaps between theory and practice.
3. Use data and evidence to frame a public issue(s).
4. Compose a compelling story to encourage data-driven decision-making practices.
5. Compile a cohesive set of public service values that you and your peers believe are non-negotiable with compelling reasons as to why.
6. Communicate clearly and succinctly in spoken presentations.
7. Develop persuasive writing skills.

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

none

**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 develop both written and verbal communication skills throughout the course as well as learn how to hold constructive dialogues, facilitate teaching and collaboration efforts, and engage in reflection discussions on personal and contextual biases. With the in-class activities, students engage in a variety of small and large group discussions on different policy and social change related topics. Students also evaluate the validity, reliability, and biases of policy positions in preparation materials through the weekly, written reflection and in-class discussions. In conjunction with their personal, weekly reflections, students are asked to reflect upon and communicate their own personal values and goals as a leader for social change with four profile papers throughout the semester.

Each week, student teams meet to prepare for the two major group assignments due at the mid-point and final week of the semester. In these meetings, students develop a team charter, which outlines their agreed upon rules of communication and conflict resolution. Throughout the semester, students collaborate as teams to produce a policy

analysis paper and presentation, which evaluates a policy problem and potential alternatives. Students also work in teams to teach one class session on an element from the 7C leadership identity development model (Komives & Wagner, 2017). As part of this assignment, students provide a mini-lecture, engage the class in an activity to further understand the theory, and facilitate a reflection on the learning process and the concept being taught.

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

Critical thinking is an important skill and outcome woven into all course activities. First, students engage in a variety of in-class activities from conducting a stakeholder analysis to working through an ethical dilemma to debating their own values around leadership and social change. In each of these activities, students are asked to evaluate the evidence gathered from their preparation for class and their personal experience, express their reasoning, and work to identify potential next steps or solutions. Second, students engage in weekly reflections that connect what was discussed in class and the preparation materials with their own values and interests regarding social change and public service. Third, students engage in monthly profile essays that ask them to dissect different elements of their own leadership origin story, the social change causes they are focused on. Course profile essays require students to reflect on their leadership development journey while in this class and to set goals for their time at UNM. Fourth, students demonstrate critical thinking by conducting a team-based policy analysis throughout the semester. Teams propose the topic, create a problem statement, research potential alternatives, evaluate the alternatives, and recommend the policy alternative. Throughout the course, students spend time reflecting on their own learning through regular self-evaluations on their individual efforts and the work as part of a team. Students are asked to identify personal learning goals; and at the end of the semester, provide a written assessment of their progress with evidence justifying their conclusions as to whether they have achieved their goals.

**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 develop different skills related to personal and social responsibility including skills around civic discourse, civic knowledge and engagement, collaboration skills, teamwork and value systems, and ethical reasoning. During the course, students are encouraged to explore their own leadership identity and their ability to impact social change. Students engage various factors related to public service values, ethics, tools to generating and evaluating public policy, and how to lead individuals, groups, and communities through social change. As part of their team assignments, students facilitate and engage in collaborative thinking and produce a unified recommendation for policy change. Students also learn how to develop frameworks for civic discourse and create team-based value systems to drive their decision-making and conflict resolution processes. These skills are evident in the team charter, the team presentation on leadership, and the team policy analysis paper and presentation. Students learn about how different environmental conditions, including politics, history, local culture, etc. influence policy making and policy outcomes and spend time evaluating how to address these variables when promoting social change. Many in-class activities provide an opportunity for students, as an individual or part of a small or large group, to practice applying

their knowledge. For example, students are asked to work with their team in class to build a logic model for their policy analysis. During the logic model exercise, students consider the assumptions being made about the policy, the external, environmental factors, and the activities that would need to change to achieve a preferred outcome. Finally, as part of several personal reflections on their own leadership, students are asked to consider the influence of previous leadership experiences and how their personal values drive them to engage in leading social change.

**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 <http://assessment.unm.edu/>

## 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	Kate Cartwright, PhD, MPH
Title	Associate Professor, School of Public Administration
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#### 2. Institutional Course Information

Prefix	PADM
Number	2110
Title	Public Leadership for Social Change
Number of credits	3
Was this course previously part of the Gen Ed Core Curriculum?	No
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	Area IV. Social and Behavioral Sciences

### 3. Student Learning Outcomes

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

*Common Course Student Learning Outcomes: these are the student learning outcomes shared by courses with the same four-digit lower-division course number across multiple higher education institutions in New Mexico. A course may be "unique" to UNM, but it must still be assigned a common course number and the course description and SLOs must be listed with the NMHED. The UNM Assistant Registrar helps faculty register courses in common course numbering.*

*Find Common Course SLOs at: <http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>.*

The common course student learning outcomes for PADM 2110 are:

1. Map the influence that key political actors and stakeholders have in the policy-making arena locally in your own community.
2. Describe the core values of public service by examining the gaps between theory and practice.
3. Use data and evidence to frame a public issue(s).
4. Compose a compelling story to encourage data-driven decision-making practices.
5. Compile a cohesive set of public service values that you and your peers believe are non-negotiable with compelling reasons as to why.
6. Communicate clearly and succinctly in spoken presentations.
7. Develop persuasive writing skills.

### **Institution-specific Student Learning Outcomes**

*List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor. Tip for Success: New Mexico Curriculum and Articulation Committee interprets NMHED statute on General Education as limiting institution-specific SLOs to no more than 20% of the total SLOs. So, if there are 10 total SLOs, 8 could be common course numbering SLOs and 2 could be UNM-specific SLOs.*

For this course, the institution-specific SLOs are the same as the Common Course SLOs.

### 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?

Why does it belong in the General Education Program?

The undertaking of the UNM General Education is to empower students to face a rapidly changing world with the ability to frame questions and solve problems. PADM 2110 supports this undertaking. Students who take this course will be better prepared to contribute to public and/or not-for-profit organizations that function at all interrelated levels of government around the globe. Students who pursue careers in the private sector will be better prepared to navigate the intersections with the public and private sectors and how public policy, through laws, regulations, and financial opportunities influence business practices.

As a set of classes, GenEd courses aim to provide a set of strategies, such as communication, critical thinking, information analysis, quantitative skills, responsibility towards local and global communities. In PADM 2110, students will acquire critical knowledge and skills to help them address ethical, equity, and managerial challenges in a complex and diverse world. Urbanization, technology, and environmental changes lead to massive social redesigns and create (or disappear) professions and institutions.

This class is one of 3 required classes for the 6 class (18-credit) multidisciplinary Minor in Public Service, which through its diverse course offerings is complementary to all majors.

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.*

Offered for the first time at any NM higher education institution in Fall 2023, PADM 2110 is one of the newest course in the School of Public Administration, for UNM, and for New Mexico institutions of higher education more broadly. This course draws specifically from public administration scholarship and practice to develop capacity for nonprofit leaders. We have reviewed the UNM Course Catalog, specifically the classes currently offered under GenEd Area IV: Social and Behavioral Science, for classes related to public service values. While there are currently a wide array of classes which have similar goals of developing the capacity for civic engagement and leadership, this class would be the only UNM GenEd class which uses public administration framework and theories to explore the nonprofit sector, leadership and practice. Our course and the related minor in public service are designed to support not to compete with courses, programs, and initiatives across the UNM curriculum related to public service. PADM

2110 should serve as not only a foundational class in public service, but also as a bridge class to other public service-related courses across the curriculum.

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)

As this course is new, it was designed to meet the updated criteria for the General Education program courses, including both the UNM criteria and the NMHED criterion on required essential skills. PADM 2110 is a course which prepares students to lead productively according to public service values by requiring active learning practices and developing communication skills by thinking through and defending solutions to problems with no easy answers and tremendous tradeoffs. While described in greater detail in Part 5 through narratives reflecting on how this class meets the criteria for the NMHED essential skills, we would like to reflect more broadly on how PADM 2110 meets both the UNM general education criteria and the NMHED essential skills criteria. PADM 2110 is designed to interest and benefit students inclusive of all majors. While this is one of the required classes for the Minor in Public Service, this is also a strong stand-alone class for all UNM undergraduates. While students may take this class at any point throughout their undergraduate career, students who take this course earlier in their career will complete the class with a framework for understanding how all their courses and their co-curricular and extracurricular activities can help build their capacity for meaningful careers in public service and social change. This course is designed to foster knowledge, understanding, and skills of both concepts of public administration but also more broadly about how to be an agent of social change inclusive of students' wide range of majors. Students develop skills that will also support them in their academic pursuits by building their capacity for identifying credible sources, analyzing social and public policies, and developing persuasive writing and communication skills. Part 5 of this proposal expands on how this course achieves these goals through narrative reflections on the NMHED Essential Skills from the Social and Behavioral Sciences Category, including critical thinking, communication, and personal and social responsibility.

e) Current and predicted enrollments for the next three (3) years.

Fall 2023 is the first semester that this course has been offered. In this pilot semester, we have 3 sections with 23 students. With the combination of recruitment through SPA staff and faculty, continued with advisors, and the ability to offer a general education course, we predict enrollments of approximately 50 per semester next year, and up to 100 per semester by the third year.

f) Awareness and adoption of UNM General Education Program Assessment posted by the [Office of Assessment](#).

We have reviewed the UNM General Education Program Assessment plan and will incorporate all components in the plan for assessing PADM 2110.



g) Statement of Budget Impact, Faculty Load, and Resources (faculty/facilities) that the department has for teaching the course.

Our goal is to offer this course twice a year (Fall and Spring Semester terms). This would have limited impact on the SPA and UNM budgets. If we maintain our current budget, we are able to offer this course as part of a tenure-line, full-time faculty member's workload, and can also use PTI to teach the course.

h) Memo from Dean or College Curriculum Committee regarding financial support for five (5) to ten (10) years.

We are in the process of acquiring this memo and we are currently waiting for the response from Associate Dean of Curriculum, Fred Gibbs, and the College Curriculum Committee.

i) Complete syllabus and course schedule including time on topics and suggested text.

**PADM 2110**  
**Public Leadership for Social Change**  
*Monday, Wednesday, Friday (2:00-2:50)*  
*Science Math Learning Center 386*

**Faculty Information**

**Name:** Michelle Allgood, Ph.D., MPA

**Office:** 3042 Social Science Building

**Email:** [mallgood@unm.edu](mailto:mallgood@unm.edu)

**Office hours:** Wednesdays 1:00 – 2:00 or by appointment

(<https://calendly.com/drallgood/30min>)

**Purpose of a Syllabus**

*A syllabus is meant to serve as a guide to students and represents an agreement between the instructor and students. You should use this syllabus to engage with the course. I have set up the syllabus to help you manage the course work while establishing my expectations and boundaries for this course.*

**Land Acknowledgement**

*Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico - Pueblo, Navajo, and Apache - since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.*

**Statement of Inclusion**

*UNM campuses – from classrooms to communal spaces, from events to ethos – are inherently inclusive, accessible and readily accommodating to all students, staff, faculty, administration, and community members, inclusive of race, ethnicity, gender, sexual orientation, gender identity and expression (SOGIE), religion, first-generation college status, ability/disability status, and all other categories/identities.*

**Statement Acknowledging the Labor and Sacrifices of Black Americans**

*At UNM, we respectfully acknowledge the traumatic history of forced labor of Black Americans who have advanced our country. We are indebted to the enslaved and exploited African Americans who established our U.S. infrastructure and economy, advanced civil rights, and continue to influence popular culture. We are obligated to continuously recognize historic and current systemic oppression and injustices placed on Black Americans. We are grateful to their ancestors; for without them we would not be where we are today.*

**Subject to Change Notice**

*All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with me, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.*

**Working with Difficult Content**

*This class works with content and material that some may find difficult. The course could deal with many controversial social issues, just like real-life work and leadership in the public sphere. Some media, texts, readings, and topics discussed could be seen as racist, sexist, homophobic, transphobic, misogynistic, or otherwise disagreeable. My intent is not to sanction a particular view. Instead, I champion reasonable, knowledgeable, and respectful discussion and debate about issues, often from multiple perspectives. If something goes too far for you, see me about strategies for coping with that moment, discussion, or assignment. Feel free to remove yourself from class or discussions where you anticipate discomfort. You still are responsible for any material you miss. Much like the Civility in the Classroom statement's purpose, this policy aims to maintain an environment that helps you learn. I hope you can draw some comfort from this policy when our discussions push past your comfort zone. This policy covers all our course-related meetings, whether face-to-face or online.*

## **Syllabus Content**

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## Course Information

Public service organizations touch every part of your life and are tasked with helping improve the opportunities available to all members of society. Understanding the leading role public service organizations play in responding to and directing change is the first step in participating in that change yourself. Governments at all levels, professional associations, civic and/or nonprofit organizations, and local commerce enterprises are key actors in overcoming the increasingly challenging and complex challenges facing society. Different public service values shape the response of and leadership choices made by public service organizations when working to support social change.

This course extends the School of Public Administration's mission statement to undergraduate students that will go on to contribute to public and/or not-for-profit organizations that function at all interrelated levels of government around the globe. Students will acquire critical knowledge and skills to help them address ethical, equity, and managerial challenges in a complex and diverse world. This is an applied, experiential course that prepares you to lead productively according to public service values by requiring active learning practices and developing your communication skills by thinking through and defending solutions to problems with no easy answers and tremendous tradeoffs.

### Course Materials

#### *Textbook*

- Komives, S. R., & Wagner, W. (Eds.). (2016). *Leadership for a better world: Understanding the social change model of leadership development*. John Wiley & Sons. **{Required}**

#### *Online Materials*

- Required materials for each week will be available on Canvas.

**Need Help?** Students needing help with technical issues can contact UNM IT for help. Click on this link for more information: <https://it.unm.edu/support/>.

What Will I Learn?	
<i>Learning Objectives</i> ( <b>Bold</b> =NM Common Course SLOs)	<i>Course Component(s)</i>
<i>Course Goal 1: Upon successful completion of the course, you will be able to critically engage with, discuss, and present topics related to public policy and social change.</i>	
Learning Objective 1.1: Evaluate different viewpoints around a social change policy issue by <b>using data and evidence to frame a public issue.</b>	<ul style="list-style-type: none"> <li>• Reflection activities</li> <li>• Profile paper</li> <li>• Team policy analysis</li> <li>• In-class activities</li> </ul>
Learning Objective 1.2: Demonstrate confidence in identifying credible sources to use when researching a policy issue.	<ul style="list-style-type: none"> <li>• Academic Integrity Tutorial</li> <li>• Profile paper</li> <li>• Team policy analysis</li> </ul>
Learning Objective 1.3: <b>Compose a compelling story to encourage data-driven decision-making practices,</b> specifically through developing and communicating an analysis of specific public policies, including identifying policy alternatives, by relying on researched data and logical reasoning.	<ul style="list-style-type: none"> <li>• Profile paper</li> <li>• Team policy analysis</li> <li>• In-class activities</li> </ul>
<i>Course Goal 2: Upon successful completion of the course, you will be able to explain the role public service organizations play as leaders in social change.</i>	
Learning Objective 2.1: Explain the purpose of public service organizations.	<ul style="list-style-type: none"> <li>• Reflection activities</li> <li>• In-class activities</li> </ul>
Learning Objective 2.2: <b>Describe the core values of public service by examining the gaps between theory and practice.</b>	<ul style="list-style-type: none"> <li>• Reflection activities</li> <li>• In-class activities</li> </ul>
Learning Objective 2.3: Analyze a public issue that is driving social change and evaluate potential interventions.	<ul style="list-style-type: none"> <li>• Profile paper</li> <li>• Team policy analysis</li> <li>• In-class activities</li> </ul>
Learning Objective 2.4: <b>Map the influence that key political actors and stakeholders have in the policy-making arena locally in your own community,</b> specifically by categorizing the different elements involved in public leadership for social change including stakeholders, political influence, public funding, and ethics.	<ul style="list-style-type: none"> <li>• Reflection activities</li> <li>• Profile paper</li> <li>• Team policy analysis</li> <li>• In-class activities</li> <li>• 7c's group presentation</li> </ul>

What Will I Learn?	
<i>Learning Objectives</i> ( <b>Bold</b> =NM Common Course SLOs)	<i>Course Component(s)</i>
Learning Objective 2.5: <b>Compile a cohesive set of public service values that you and your peers believe are non-negotiable with compelling reasons as to why.</b>	<ul style="list-style-type: none"> <li>• Reflection activities</li> <li>• In-class activities</li> </ul>
<i>Course Goal 3: Upon successful completion of the course, you will recognize your own power, influence, implicit bias, and opportunities to engage in enacting social change.</i>	
Learning Objective 3.1: Demonstrate an ability to collaborate with peers to identify opportunities to enact social change.	<ul style="list-style-type: none"> <li>• Reflection activities</li> <li>• Team policy analysis</li> <li>• In-class activities</li> <li>• 7c's group presentation</li> </ul>
Learning Objective 3.2: <b>Develop persuasive writing skills.</b> We will focus on the skills to communicate clearly and succinctly in written assessments.	<ul style="list-style-type: none"> <li>• Reflection activities</li> <li>• Profile paper</li> <li>• Team policy analysis</li> <li>• In-class activities</li> </ul>
Learning Objective 3.3: <b>Communicate clearly and succinctly in spoken presentations.</b>	<ul style="list-style-type: none"> <li>• In-class activities</li> <li>• 7c's group presentation</li> </ul>
Learning Objective 3.4: Discover new learning skills, including critical reading and analysis, innovative thinking, problem solving, and organization, to increase the likelihood of life-long learning.	<ul style="list-style-type: none"> <li>• Reflection activities</li> <li>• Profile paper</li> <li>• Team policy analysis</li> <li>• In-class activities</li> <li>• 7c's group presentation</li> </ul>
Learning Objective 3.5: Assess personal progress towards meeting learning goals through self-evaluation and reflection on personal learning processes.	<ul style="list-style-type: none"> <li>• Syllabus quiz</li> <li>• Self evaluations</li> </ul>

## Engaging In the Course

### Communication

**Look for the answer first.** When questions arise during the course of this class, please remember to check these three sources for an answer: (a) the course syllabus, (b) Canvas announcements, and © the Q & A Canvas discussion thread.

**Where to post your questions.** If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A discussion thread. This discussion thread can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. I will post answers on the Q & A discussion thread within **1-2 business days**. For questions of a personal nature, email me directly. Allow between **1-2 business days** for replies to direct emails.

I am happy to respect all students who choose to use an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You can change your displayed name in some UNM systems including Canvas.

### Email

UNM email is an official means of communication among students, faculty, and staff. You are expected to read and act upon email in a timely fashion. You bear the responsibility of missed messages and should check your UNM-assigned email regularly. ***All official correspondence for this class will be sent to your UNM email account or posted to Canvas. Please ensure Canvas notifications are being sent to your email as I rely on Canvas announcements to communicate about deadlines, course materials, etc.***

### Attendance and Accommodation of Excused Absences

You are expected to attend all class meetings. A student with excessive absences (defined as three or more absences) may be dropped from a course (with a grade of W) or receive a grade of F at the end of the semester. Absences due to illness, or to authorized University activity such as field trips, athletic trips, etc., should be reported to me. The reporting of absences does not relieve you of responsibility for missed assignments, exams, etc. **You are expected to take the initiative in arranging to make up missed work.**

***Excused absences*** for classes will be given without penalty to the grade in the case of any of the following six reasons: (1) University-sanctioned and/or university-approved activities; (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); (5) illness, quarantine or self-isolation related to illness; and (6) family death or emergency. When any of the first four reasons conflict with class meeting times, you are responsible for informing the professor of the reason for the absence **at least one week in advance of the absence.** Excused absences do not relieve you from responsibility for any part of the course work required during the period of absence. I will provide accommodations that *may* include



participation in classes remotely, access to recordings of class activities, or make-up work. Failure to notify me a week in advance may result in grading penalties. Absences for illness, quarantine, or self-isolation related to illness or a family emergency should be communicated as soon as possible (by emailing me at [mallgood@unm.edu](mailto:mallgood@unm.edu)).

## Assignments and Evaluation Procedures

### Grading

True learning requires much more than submitting assignments—learning occurs when both student and instructor are engaged and collaborate effectively. I focus my class around four core elements of learning: preparation, participation, application, and reflection. While collaboration can foster an environment for learning, learning itself is an individual process that requires personal commitment, effort, and accountability. As learning is individual, it is important to me to recognize your individual effort and growth while providing feedback on your work, even while asking you to participate in team assignments.

The collaborative nature of the class should mirror practices found in the workplace and allow you to not only take responsibility for your work, but assess your performance. Team assignments cannot be changed unless the instructor determines the team environment is unhealthy and all efforts to correct the team culture have been taken. If this process is overwhelming or you need additional support, please contact me as soon as possible to set up a time to talk. This process may be uncomfortable and challenging, but my hope is you will be able to move beyond remembering course content into creating, evaluating, and analyzing the course material. Please give yourself the space to try hard things, fail *and try again*, and learn something new.

Focusing on reflection and team-based work **does not mean you do not participate** in the learning process. **You can fail this course if you do not follow the instructions outlined in this syllabus and on Canvas.** It is your responsibility to reflect on your performance on assignments and adhere to deadlines. Please review the individual assignments for grading criteria. Unless otherwise noted in the syllabus and assignment, you will receive a complete/incomplete grade where your work is rated on a scale of “**Exceeds Expectations**”, “**Meets Expectations**”, “**Does Not Meet Expectations**”, and “**Did Not Submit**”. If you do not submit an assignment, you receive an automatic incomplete for the assignment. If more than 50% of the submitted assignment does not meet the expectations outlined in the rubric, the assignment is also considered incomplete. Finally, I may use my discretion to mark an assignment as incomplete based on previous behavior in the course. For example, if a student consistently fails to respond to a peer's discussion post *as required* and has been warned about this practice, that student may be subject to an incomplete on future discussion post assignments. Feedback and scores for assignments will be available via the Gradebook on Canvas. Feedback on assignments will be available within 5-7 business days of the due date via the Gradebook.

I determine final grades by relying on your evaluated work, examining the improvement in your assigned work, reviewing the feedback from your team mates on your assigned work, and reviewing your self-evaluations and reflections throughout the course. **I reserve the right to change grades as appropriate.**

*Note: You are also asked to complete the course evaluation, which is separate from the self-evaluations completed throughout the course. The course evaluation provides me with valuable information and is used, in conjunction with the information from students' self-evaluation to improve student learning. You are notified when the online evaluation form is available.*

### **Submitting Assignments and Late Work**

All assignments, unless otherwise announced, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

### **Course Deadlines**

Course deadlines are here to help you succeed. Deadlines are a way to help you balance the demands on your time (work/school/family/friends/etc.) and engage in time management and help me provide feedback in a timely/helpful way. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval from me is provided or as allowed by University policy (see below). All assignments are due **before 11:59 pm** on the date listed. This requirement means you should plan on turning in your assignment ***before 11:59 pm*** as Canvas takes a few minutes to upload documents.

**No late work will be accepted.** All assignments not submitted by the due date shown on the syllabus will result in an automatic grade of "0" unless you have made prior arrangements with me. If you know that you will have an issue in advance for why you will be unable to meet a specific deadline, **please contact me in advance of the deadline.** If appropriate, I will consider making an accommodation. *Note on extra credit: Please do not ask for extra credit. Although an extra credit assignment may be offered to the whole class for attending a talk or participating in a learning experience beyond those assignments shared in this syllabus, no individualized extra credit work will be permitted.*

### **Grading Guidelines**

The assignment grading in this course will break down as follows:

<b>Grade</b>	<b>Range:</b>
A+	97.0% to 100 %
A	94.0% to < 97.0 %
A-	90.0% to < 94.0 %
B+	87.0% to < 90.0 %
B	84.0% to < 87.0 %
B-	80.0% to < 84.0 %
C+	76.0% to < 80.0 %
C	70.0% to < 76.0 %
D	60.0% to < 70.0 %
E	0.0% to < 60.0 %

## Assignment Descriptions and Course Schedule

Below are the assignment descriptions and an outline of the material we should cover throughout the semester. We may vary from this schedule as the class progresses. Therefore, use this schedule with the caveat that assignments may be changed for any given class session. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval from Dr. Allgood is provided or as allowed by University policy. You are required to use the citation style and format of the American Psychological Association (APA). Review the APA Referencing and Citation Guide by clicking on this link:

<https://libguides.unm.edu/psychology/apa-citing>.

### Summary of Assignments

1. *Reflection Activities:* You are expected to reflect on your weekly learning, engagement in the course, and insights drawn from the assigned learning materials. You will need to respond to a weekly reflection prompt and interact with your peer's thoughts as well via the discussion board on Canvas. **You are allowed to miss two (2) reflections with no penalty.**
2. *Preparation Activities:* Preparing and reflecting on your preparation is an important part of the learning process. To prepare you for the course, you need to complete the syllabus quiz and academic integrity tutorial. The syllabus quiz and academic integrity tutorial must be completed to unlock the other course materials contained in the course site on Canvas. There are also two self-evaluations, which help you evaluate your preparation and adjust your learning goals. You receive credit just for taking these evaluations. **You are not allowed any preparation activities. Failure to submit these activities can result in a minimum of a letter grade deduction.**
3. *In-class Assignments:* Being present and engaged in class is an important aspect of learning. As such, each week there will be a graded in-class activity you will need to submit. This activity requires you to work on your own or in teams, depending on activity. You receive credit just for participating in these in-class activities and following the instructions, as outlined in the rubric. **You are allowed to miss three (3) in-class activities with no penalty, except for the days you are assigned to present with your team.**
4. *Profile papers:* You will be asked to reflect on different elements of your own leadership and influences. Each paper will have a specific prompt and rubric. You can receive a 15+ bonus points (per assignment) if you visit the Writing and Learning center *or* UNM's online writing lab for help on one of these assignments. Specific information for each assignment element is available on Canvas.
5. *Team Assignments (including team evaluations):* Collaboration is a key element in public service. Throughout the semester, your team will work on preparing a group presentation on a 7c leadership element and policy analysis. You will be expected to meet weekly, work on the assigned tasks, and submit your team minutes and team assignments. Specific prompts and rubrics are available on Canvas. **Chronically missing meetings (missing three or more meetings) will result in grade reduction of up to two letters**

**in the final grade. Failure to submit any team evaluation can result in a minimum of a letter grade deduction.**

6. *7c Group Presentation:* Each team will be asked to present on one of the 7 leadership “c”s that we will cover over the course of the semester. Each group will be asked to generate a 40 minute presentation that engages the class with the content and uses different facilitation techniques (lecture, small group discussion, in-class activities, etc.). You will work on preparing your policy round table during your weekly team meetings. Specific information is available on Canvas. **While each team will receive one grade for their work, your grade can be affected if you do not participate and contribute in an equal manner. Failure to fully contribute will result in grade reduction of up to two letters in the final grade.**
7. *Final Presentation and Paper:* For the final evaluation, your team will implement feedback given on previous team assignments to assemble your final policy analysis on a topic of your choosing. You will also be expected to present your findings to your classmates. You will work on preparing your policy analysis and presentation during your weekly team meetings. The paper should be formatted (including references) according to APA guidelines and submitted as a Word document to Canvas. Writing should be clear, well-organized, and contain minimal grammatical errors. The presentation should last no more than 7 minutes with an additional 3 minutes for questions. Specific information for each assignment element is available on Canvas.

The table below outlines the assignments due in this course. A more detailed description of assignments can be found on Canvas.

Category (% of Grade)	Assignments	Notes
<i>Preparation (15%)</i>	Academic integrity tutorial  Syllabus quiz  Mid-point self evaluation  Final self evaluation  Team evaluations (3 total)	<i>Due:</i> Various due dates (see course schedule).  <i>Grade scale:</i> <b>Complete/Incomplete.</b> You will receive credit for turning in the assignment along with feedback on how your assignment met expectations.  <i>Special Notes:</i> You must submit the academic integrity tutorial in order to unlock the remaining class content. Team evaluations are confidential (only Dr. Allgood sees the answers) and helps maintain team function. <b><u>Your final grade will drop by at least one letter grade for each preparation activity you fail to submit.</u></b>
<i>Participation (30%)</i>	In-class activities (29 total)	<i>Due:</i> In-class activities are due at the end of each class. You can drop up to three (3) in-class activities.  <i>Grade scale:</i> <b>Complete/Incomplete.</b> You will receive credit for

Category (% of Grade)	Assignments	Notes
		<p>turning in the assignment along with feedback on how your assignment met expectations. If you submit multiple assignments that do not meet the outlined expectations, you will need to meet with Dr. Allgood and your final grade may be impacted.</p> <p><i>Special Notes:</i> Some in-class activities may be team-based. You will still need to submit your copy of the work to receive a grade.</p>
	Team assignments (14 total)	<p><i>Due:</i> Team assignments are due each Sunday before 11:59 pm. You cannot drop any team assignments.</p> <p><i>Grade scale: Complete/Incomplete.</i> You will receive credit for turning in the assignment along with feedback on how your assignment met expectations. If you submit multiple assignments that do not meet the outlined expectations, you will need to meet with Dr. Allgood and your final grade may be impacted.</p> <p><i>Special Notes:</i> The team assignments are smaller pieces of the 7c's group presentation and final policy analysis. Chronically missing meetings (missing three or more meetings) <b>will result in grade reduction of two letters in the final grade.</b></p>
Application (35%)	7c Group Presentation	<p><i>Due:</i> Various due dates (see course schedule).</p> <p><i>Grade scale: Letter Grade.</i> You will receive an individual letter grade this assignment. You will be able to evaluate your team member's efforts as an accountability measure. You will receive feedback on how your assignment met expectations. You will also receive feedback from your peers.</p> <p><i>Special Notes:</i> You are not allowed to miss the class period when your team is assigned to present. While each team will receive one grade for their work, your grade can be affected if you do not participate and contribute in an equal manner. <b><u>Failure to fully contribute will result in grade reduction of up to two letters in the final grade.</u></b></p>
	Team policy analysis (paper and presentation)	<p><i>Due:</i> Various due dates (see course schedule).</p> <p><i>Grade scale: Letter Grade.</i> You will receive an individual letter grade this assignment. You will be able to evaluate your team member's efforts as an accountability measure. You will receive feedback on how your assignment met expectations. You will also receive feedback from your peers.</p>

Category (% of Grade)	Assignments	Notes
		<p><i>Special Notes:</i> You are not allowed to miss the class period when your team is assigned to present. While each team will receive one grade for their work, your grade can be affected if you do not participate and contribute in an equal manner. <b><u>Failure to fully contribute will result in grade reduction of up to two letters in the final grade.</u></b></p>
	Profile papers	<p><i>Due:</i> Various due dates (see course schedule).</p> <p><i>Grade scale: <b>Letter Grade.</b></i> You will receive an individual letter grade this assignment along with feedback on how your assignment met expectations. If you submit multiple assignments that do not meet the outlined expectations, you will need to meet with Dr. Allgood and your final grade may be impacted.</p> <p><i>Special Notes:</i> You will receive a 15+ bonus points (per assignment) if you visit the Writing and Learning center <i>or</i> UNM's online writing lab for help on one of these assignments.</p>
<i>Reflection (20%)</i>	Weekly reflections (13 total)	<p><i>Due:</i> Weekly reflections are due Sundays before 11:59 pm. You can drop up to two (2) reflections.</p> <p><i>Grade scale: <b>Complete/Incomplete.</b></i> You will receive credit for turning in the assignment along with feedback on how your assignment met expectations. If you submit multiple assignments that do not meet the outlined expectations, you will need to meet with Dr. Allgood and your final grade may be impacted.</p>

## Course Schedule

<i>Module and Class</i>	<i>Topic</i>	<i>Preparation</i>	<i>Assignments Due (Submit on Canvas)</i>
<i>Module 0: Introduction</i>  <b>Class #1</b> Monday, August 21, 2023	Introduction to Course	<u>Read</u> <ul style="list-style-type: none"> <li>Syllabus</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>In-class activity #1: Syllabus quiz</li> </ul>
<i>Module 0: Introduction</i>  <b>Class #2</b> Wednesday, August 23, 2023	Important Skills	<u>Read</u> <ul style="list-style-type: none"> <li>Reading Critically</li> </ul> <u>Watch</u> <ul style="list-style-type: none"> <li>“How does social change happen?”</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>In-class activity #2</li> </ul>
<i>Module 0: Introduction</i>  <b>Team Meeting #1</b> Friday, August 25, 2023	See Canvas		<i>Due Sunday, August 27 before 11:59 pm</i> <ul style="list-style-type: none"> <li>Academic integrity tutorial</li> <li>Reflection Week #1</li> <li>Team Assignment #1</li> </ul>
<i>Module 1: Public Service 101</i>  <b>Class #3</b> Monday, August 28, 2023	Public Service 101	<u>Read</u> <ul style="list-style-type: none"> <li>Public Service Career Explainer</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>In-class activity #3</li> </ul>
<i>Module 1: Public Service 101</i>  <b>Class #4</b> Wednesday, August 30, 2023	Public Service Organizations	<u>Read</u> <ul style="list-style-type: none"> <li>Christensen, T., Lægreid, P., &amp; Røvik, K.A. (2007). “Organization Theory for the public sector”. In Organization Theory and the Public Sector: Instrument, Culture and Myth. Taylor &amp; Francis (<b>pages 1-9</b>)</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>In-class activity #4</li> </ul>
<i>Module 1: Public Service 101</i>  <b>Team Meeting #2</b>	See Canvas		<i>Due Sunday, September 3 before 11:59 pm</i> <ul style="list-style-type: none"> <li>Reflection Week #2</li> <li>Team Assignment #2</li> </ul>

Friday, September 1, 2023			
<b>No Class: Labor Day</b>			
Monday, September 4, 2023			
<i>Module 1: Public Service 101</i> <b>Class # 5</b> Wednesday, September 6, 2023	Public Service Values and Ethics	<b>Read</b> <ul style="list-style-type: none"> <li>The Heart of the Profession: Understanding Public Service Values</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>In-class activity #5</li> </ul>
<i>Module 1: Public Service 101</i> <b>Team Meeting #3</b> Friday, September 8, 2023	See Canvas		<i>Due Sunday, September 10 before 11:59 pm</i> <ul style="list-style-type: none"> <li>Reflection Week #3</li> <li>Team Assignment #3</li> </ul>
<i>Module 2: Public Policy and Change</i> <b>Class #6</b> Monday, September 11, 2023	Politics and Public Service	<b>Read</b> <ul style="list-style-type: none"> <li>The Political Environment</li> <li>The Relationship Between Public Administration and Politics</li> <li>Federal Bureau of Land Management and New Mexico Lands</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>In-class activity #6</li> </ul>
<i>Module 2: Public Policy and Change</i> <b>Class #7</b> Wednesday, September 13, 2023	Public Policy 101	<b>Read</b> <ul style="list-style-type: none"> <li>Introduction to Public Policy Making</li> <li>Policy Formulation</li> <li>Policy Implementation</li> </ul> <b>Watch</b> <ul style="list-style-type: none"> <li>Real Change Comes Through Policy Not Protest</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>In-class activity #7</li> </ul>
<i>Module 2: Public Policy and Change</i> <b>Team Meeting #4</b> Friday, September 15, 2023	See Canvas		<i>Due Sunday, September 17 before 11:59 pm</i> <ul style="list-style-type: none"> <li>Reflection Week #4</li> <li>Team Assignment #4</li> <li>Profile Paper #1</li> </ul>



<p><i>Module 2: Public Policy and Change</i></p> <p><b>Class # 8</b> Monday, September 18, 2023</p>	<p>Social Policy</p>	<p><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Wicked Problems: Problems Worth Solving</li> <li>• The Power of a Good Neighborhood</li> </ul> <p><b><u>Explore</u></b></p> <ul style="list-style-type: none"> <li>• Child Equity Index: <a href="https://www.impacttulsa.org/data-dashboard/child-equity-index/">https://www.impacttulsa.org/data-dashboard/child-equity-index/</a></li> <li>• Child Opportunity Index: <a href="https://www.diversitydatakids.org/maps/">https://www.diversitydatakids.org/maps/</a></li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #8</li> </ul>
<p><i>Module 2: Public Policy and Change</i></p> <p><b>Class #9</b> Wednesday, September 20, 2023</p>	<p>Stakeholders</p>	<p><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• What is a Stakeholder?</li> <li>• Stakeholder Participation</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #9</li> </ul>
<p><i>Module 2: Public Policy and Change</i></p> <p><b>Team Meeting #5</b> Friday, September 22, 2023</p>	<p>See Canvas</p>		<p><i>Due Sunday, September 24 before 11:59 pm</i></p> <ul style="list-style-type: none"> <li>• Reflection Week #5</li> <li>• Team Assignment #5</li> <li>• Team Evaluation #1</li> </ul>
<p><i>Module 2: Public Policy and Change</i></p> <p><b>Class #10</b> Monday, September 25, 2023</p>	<p>Public Funding</p>	<p><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Municipal Budgeting 101</li> <li>• New Mexico Budget Report Card</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #10</li> </ul>
<p><i>Module 2: Public Policy and Change</i></p> <p><b>Class #11</b> Wednesday, September 27, 2023</p>	<p>Evaluating Public Policy</p>	<p><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Making Well Informed Decisions (8 step review)</li> <li>• A Practical Guide to Policy Analysis</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #11</li> </ul>
<p><i>Module 2: Public Policy and</i></p>	<p>See Canvas</p>		<p><i>Due Sunday, October 1 before 11:59 pm</i></p>

<i>Change</i>			<ul style="list-style-type: none"> <li>• Reflection Week #6</li> <li>• Team Assignment #6</li> </ul>
<b>Team Meeting #6</b> Friday, September 29, 2023			
<i>Module 3: Learning about the 7 C's: The Individual</i>  <b>Class #12</b> Monday, October 2, 2023	Overview of Leadership	<u>Read</u> <ul style="list-style-type: none"> <li>• Wagner: The Social Change Model of Leadership: A Brief Overview</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>• In-class activity #12</li> </ul>
<i>Module 3: Learning about the 7 C's: The Individual</i>  <b>Class #13</b> Wednesday, October 4, 2023	Consciousness of Self	<u>Read</u> <ul style="list-style-type: none"> <li>• Komives &amp; Wagner (2017). Chapter 3</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>• In-class activity #13</li> </ul>
<i>Module 3: Learning about the 7 C's: The Individual</i>  <b>Team Meeting #7</b> Friday, October 6, 2023	See Canvas		<i>Due Sunday, October 8 before 11:59 pm</i> <ul style="list-style-type: none"> <li>• Reflection Week #7</li> <li>• Team Assignment #7</li> <li>• Profile Paper #2</li> <li>• 7 C Presentation Package</li> </ul>
<i>Module 3: Learning about the 7 C's: The Individual</i>  <b>Class #14</b> Monday, October 9, 2023	Public Service Motivation	<u>Read</u> <ul style="list-style-type: none"> <li>• Christensen, R. K., Paarlberg, L., &amp; Perry, J. L. (2017). Public service motivation research: Lessons for practice. Public Administration Review, 77(4), 529-542.</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>• In-class activity #14</li> </ul>
<i>Module 3: Learning about the 7 C's: The Individual</i>  <b>Class #15</b> Wednesday, October 11, 2023	Congruence	<u>Read</u> <ul style="list-style-type: none"> <li>• Komives &amp; Wagner (2017). Chapter 4</li> </ul>	<i>Due at the end of class</i> <ul style="list-style-type: none"> <li>• In-class activity #15</li> </ul>
<b>No Team Meeting: Fall Break</b> Friday, October 13, 2023			
<i>Mid-point self-evaluation due Sunday, October 15 before 11:59 pm</i>			

<p><i>Module 3: Learning about the 7 C's: The Individual</i></p> <p><b>Class #16</b></p> <p>Monday, October 16, 2023</p>	<p>Continuous Learning and Improvement</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• “Using Root Cause Analysis in Public Policy Pedagogy” by Travis Wagner</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #16</li> </ul>
<p><i>Module 3: Learning about the 7 C's: The Individual</i></p> <p><b>Class #17</b></p> <p>Wednesday, October 18, 2023</p>	<p>Team Presentation #1: Commitment</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Komives &amp; Wagner (2017). Chapter 5</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #17</li> </ul>
<p><i>Module 3: Learning about the 7 C's: The Individual</i></p> <p><b>Team Meeting #8</b></p> <p>Friday, October 20, 2023</p>	<p>See Canvas</p>		<p><i>Due Sunday, October 22 before 11:59 pm</i></p> <ul style="list-style-type: none"> <li>• Reflection Week #8</li> <li>• Team Assignment #8</li> </ul>
<p><i>Module 4: Learning about the 7 C's: The Group</i></p> <p><b>Class #18</b></p> <p>Monday, October 23, 2023</p>	<p>Authentic Leadership</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Crawford, J. A., Dawkins, S., Martin, A., &amp; Lewis, G. (2020). Putting the leader back into authentic leadership: Reconceptualising and rethinking leaders. <i>Australian Journal of Management</i>, 45(1), 114-133.</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #18</li> </ul>
<p><i>Module 4: Learning about the 7 C's: The Group</i></p> <p><b>Class #19</b></p> <p>Wednesday, October 25, 2023</p>	<p>Team Presentation #2: Collaboration</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Komives &amp; Wagner (2017). Chapter 6</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #19</li> </ul>
<p><i>Module 4: Learning about the 7 C's: The Group</i></p>	<p>See Canvas</p>		<p><i>Due Sunday, October 29 before 11:59 pm</i></p> <ul style="list-style-type: none"> <li>• Reflection Week #9</li> </ul>

<p><b>Team Meeting #9</b> Friday, October 27, 2023</p>			<ul style="list-style-type: none"> <li>• Team Assignment #9</li> </ul>
<p><i>Module 4: Learning about the 7 C's: The Group</i></p> <p><b>Class #20</b> Monday, October 30, 2023</p>	Building Trust	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Building Trust</li> </ul> <p><b>Listen</b></p> <ul style="list-style-type: none"> <li>• Trust Me</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #20</li> </ul>
<p><i>Module 4: Learning about the 7 C's: The Group</i></p> <p><b>Class #21</b> Wednesday, November 1, 2023</p>	Team Presentation #3: Common Purpose	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Komives &amp; Wagner (2017). Chapter 7</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #21</li> </ul>
<p><i>Module 4: Learning about the 7 C's: The Group</i></p> <p><b>Team Meeting #10</b> Friday, November 3, 2023</p>	See Canvas		<p><i>Due Sunday, November 5 before 11:59 pm</i></p> <ul style="list-style-type: none"> <li>• Reflection Week #10</li> <li>• Team Assignment #10</li> <li>• Team Evaluation #2</li> </ul>
<p><i>Module 4: Learning about the 7 C's: The Group</i></p> <p><b>Class #22</b> Monday, November 6, 2023</p>	Logic Models	<p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• Logic Models</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #22</li> </ul>
<p><i>Module 4: Learning about the 7 C's: The Group</i></p> <p><b>Class #23</b> Wednesday, November 8, 2023</p>	Controversy with Civility	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Komives &amp; Wagner (2017). Chapter 8</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #23</li> </ul>
<p><i>Module 4: Learning about the 7 C's: The Group</i></p> <p><b>Team Meeting #11</b> Friday, November 10, 2023</p>	See Canvas		<p><i>Due Sunday, November 12 before 11:59 pm</i></p> <ul style="list-style-type: none"> <li>• Reflection Week #11</li> <li>• Team Assignment #11</li> <li>• Profile Paper #3</li> </ul>
<p><i>Module 5: Learning about the 7 C's: Society</i></p>	Constructive Dialogues	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Aviles, M., Duong, M., Gross, E., Hall, K., &amp; Jones-</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #24</li> </ul>

<p><b>Class #24</b> Monday, November 13, 2023</p>		<p>Smith, D. (2023). (rep.). <i>Transforming Conflict on College Campuses</i>. Constructive Dialogue Institute. Retrieved July 1, 2023, from <a href="https://constructivedialogue.org/articles/transforming-conflict-on-college-campuses">https://constructivedialogue.org/articles/transforming-conflict-on-college-campuses</a>. (Pages 7-19, 37-50)</p>	
<p><i>Module 5: Learning about the 7 C's: Society</i></p> <p><b>Class #25</b> Wednesday, November 15, 2023</p>	<p>Citizenship</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Komives &amp; Wagner (2017). Chapter 9</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #25</li> </ul>
<p><i>Module 5: Learning about the 7 C's: Society</i></p> <p><b>Team Meeting #12</b> Friday, November 17, 2023</p>	<p>See Canvas</p>		<p><i>Due Sunday, November 19 before 11:59 pm</i></p> <ul style="list-style-type: none"> <li>• Reflection Week #12</li> <li>• Team Assignment #12</li> </ul>
<p><i>Module 5: Learning about the 7 C's: Society</i></p> <p><b>Team Meeting #13</b> Monday, November 20, 2023</p>	<p>See Canvas</p>		<p><b><u>Due Wednesday, November 22 before 11:59 pm</u></b></p> <ul style="list-style-type: none"> <li>• Team Assignment #13</li> </ul>
<p><b>No Class or Team Meeting: Thanksgiving Break</b> Wednesday, November 22, 2023 &amp; Friday, November 25, 2023</p>			
<p><i>Module 5: Learning about the 7 C's: Society</i></p> <p><b>Class #26</b> Monday, November 27, 2023</p>	<p>Power of the Neighborhood</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• How to Be a Good Neighbor</li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• The Political Power in Being a Good Neighbor</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #26</li> </ul>
<p><i>Module 5: Learning about the 7 C's: Society</i></p>	<p>Connecting to the community</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Wicked Problems: Problems</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #27</li> </ul>

<p style="text-align: center;"><b>Class #27</b> Wednesday, November 29, 2023</p>		<p style="text-align: center;">Worth Solving</p> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• NM Missing and Murdered Indigenous People Crisis: <a href="https://www.iad.state.nm.us/policy-and-legislation/missing-murdered-indigenous-women-relatives/">https://www.iad.state.nm.us/policy-and-legislation/missing-murdered-indigenous-women-relatives/</a></li> <li>• NM Water Crisis (pages 2-9): <a href="https://uttoncenter.unm.edu/resources/state-water-task-force/new-mexico-water-policy-and-infrastructure-task-force-final-report-2022.pdf">https://uttoncenter.unm.edu/resources/state-water-task-force/new-mexico-water-policy-and-infrastructure-task-force-final-report-2022.pdf</a></li> <li>• Opioid Addiction: <a href="https://www.nmag.gov/taking-action/fighting-the-opioid-crisis-in-new-mexico/">https://www.nmag.gov/taking-action/fighting-the-opioid-crisis-in-new-mexico/</a> and <a href="https://www.nmhealth.org/about/erd/ibeb/sap/dod/">https://www.nmhealth.org/about/erd/ibeb/sap/dod/</a></li> <li>• Disinformation around elections: <a href="https://www.sos.nm.gov/2022/06/01/rumor-vs-reality-website-fact-checks-misinformation-about-new-mexicos-voting-and-elections/">https://www.sos.nm.gov/2022/06/01/rumor-vs-reality-website-fact-checks-misinformation-about-new-mexicos-voting-and-elections/</a> and <a href="https://www.krqe.com/news/politics-government/new-mexico-highlighted-in-congressional-report-on-dire-">https://www.krqe.com/news/politics-government/new-mexico-highlighted-in-congressional-report-on-dire-</a></li> </ul>	
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		<a href="#">problem-of-election-misinformation/</a>	
<p><i>Module 5: Learning about the 7 C's: Society</i></p> <p><b>Team Meeting #13</b> Friday, December 1, 2023</p>	See Canvas		<p><i>Due Sunday, December 3 before 11:59 pm</i></p> <ul style="list-style-type: none"> <li>• Reflection Week #13</li> <li>• Team Assignment #14</li> <li>• Team Evaluation #3</li> <li>• Team Policy Analysis Paper</li> <li>• Team Policy Analysis Presentation</li> </ul>
<p><i>Module 6: Wrapping Up</i></p> <p><b>Class #28</b> Monday, December 4, 2023</p>	Final Presentations	<p><b><u>Listen:</u></b></p> <ul style="list-style-type: none"> <li>• Threats to Future Public Service</li> </ul>	<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #28</li> </ul>
<p><i>Module 6: Wrapping Up</i></p> <p><b>Class #29</b> Wednesday, December 6, 2023</p>	Final Presentations		<p><i>Due at the end of class</i></p> <ul style="list-style-type: none"> <li>• In-class activity #29</li> </ul> <p><b><u>Due Sunday, December 8 before 11:59 pm</u></b></p> <ul style="list-style-type: none"> <li>• Final self-evaluation</li> <li>• Profile Paper #4</li> </ul>

## Other Course Policies

### **Accessibility Statement**

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) or by phone at 505-277-3506.

If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them, I encourage you to do so.

### **COVID-19 Health and Awareness**

UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you do need to stay home, please communicate with me. I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

### **Citizenship and/or Immigration Status**

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website. You can access this information by clicking on this link: <http://undocumented.unm.edu/>.

### **Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse**

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

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: [www.myplanapp.org](http://www.myplanapp.org). myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

### **Prohibition of Sharing Copyrighted Materials and Course Content**

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including



video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student’s original work, unless the students first comply with all applicable copyright laws. Sharing of assignment submissions and results to websites advertising themselves as “study sites” (e.g. Course Hero) or other similar course information sharing sites is expressly prohibited. Copyright violations may subject students to disciplinary charges for academic integrity violations.

### **Student Conduct**

Students are expected to adhere to the guidelines provided in Pathfinder, which also lay out your rights and responsibilities as a UNM student. Students are expected to create a learning environment where all students collaborate to build a community that embraces the diversity of its members and is free from any form of harassment, intimidation, violence, and exploitation. Free expression and thought is encouraged, but hate speech, disruptive behavior, and other forms of disrespectful conduct are not tolerated. Students may be subject to disciplinary action if their acts violate the student code of conduct either in-person or online. Click on this link to access the student code of conduct: <https://pathfinder.unm.edu/code-of-conduct.html>.

### **Disruptive Behavior Policy**

According to UNM policy, “Disruptive behavior is student behavior that interferes with the educational process of other students. It may or may not be responsive to faculty or staff intervention. It is behavior that may prevent faculty members and staff from carrying out professional responsibilities. Specific examples of disruptive behavior include [but are not limited to]:

- A student who physically confronts another person.
- A student who verbally abuses another person.
- A student who interrupts the educational process in class by making remarks out of turn, taking over the lecture, or dominating class discussion.
- A student who physically acts out toward University property by breaking windows, throwing furniture or smashing doors.”

This behavior can occur in-person *or* online. Disruptive behavior is not tolerated. Students who engage in disruptive behavior will be asked to leave the class. If students are asked to leave the class, they will be invited to meet with the instructor to discuss the behaviors that need to change, the timeline students should adhere to as part of the change, and the consequences for failing to adjust their behavior. A written summary of the meeting will be provided.

### **Support for Students and Academic Integrity**

Students should feel empowered during their UNM journey and find success as they grow and develop new skills, knowledge, and passion. I encourage all of my students to become familiar with the services and policies set forth by UNM that will enable them to succeed at UNM, academically and otherwise. All students are advised they are **expected to follow the guidelines laid out in the student handbook (Student Pathfinder)**, which can be accessed by visiting this link: <https://pathfinder.unm.edu>. Visit this website to learn more about the many services available to help you as a student be successful here at UNM: <https://students.unm.edu>.

One important expectation for students is academic integrity. Understanding and avoiding violating academic integrity, including avoiding plagiarism, can be a tricky task. If you have questions, please talk with me **before the assignment is due** so we can resolve the issue and you can avoid serious disciplinary consequences. I expect all students to act with integrity by submitting original work for all class

assignments. Failure to submit original work in any way can lead to grade penalties and course failure along with other consequences. While many students unintentionally commit acts of academic dishonesty, ignorance is not an excuse. To promote academic integrity practices, students are required to take the tutorial on Canvas. Students should also review this reference on Avoiding Plagiarism by clicking on this link:

[https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/preventing\\_plagiarism/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html).

A couple of rules to help you succeed:

1. If you are unsure about providing a citation, please ask!
2. Always provide a citation for direct quotations and paraphrases or summaries of someone else's work.
3. Acknowledge the people you collaborate with on any assignments.
4. It is considered cheating to change, alter, or revise someone else's work and submit that work as your own. **It is also considered cheating to let someone else change and submit your work as their own.** Finally, if you want to use your own prior work for your new work, you need to cite yourself, unless you have specific permission from the instructor to alter the original content.

### **Acceptable and Unacceptable Use of AI**

When in doubt about permitted usage, please ask for clarification. The use of generative AI tools (e.g. ChatGPT, Dall-e, Grammarly, etc.) **is permitted in this course** for the following activities:

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Drafting an outline to organize your thoughts
- Revising originally created language as part of the iterative drafting process
- Checking grammar and style.

The use of generative AI tools **is not permitted in this course** for the following activities:

- Finding information on your topic
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>. Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to grading and other penalties, including being reported for academic dishonesty based on the instructor's discretion and the seriousness of the offense.

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**

UNM Criteria for Evaluating Proposed Courses	
	met/not
<p>1. <i>Of broad and tangible interest and intellectual benefit to many students.</i></p> <p>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.</p>	
<p>2. <i>Defined by student learning outcomes related to knowledge, understanding, or skills in the liberal arts.</i></p> <p>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.</p>	
<p>3. <i>Designed to introduce students to habits of mind, theories, concepts and methods in a field or area</i></p> <p>Provides modes of thinking and learning that contribute to exploration and satisfaction in career, life, or community endeavors.</p>	
<p>4. <i>Appropriate for a research university</i></p> <p>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.</p>	
<p>5. <i>Characterized by an inclusive pedagogy</i></p> <p>Seeks to provide enrichment and educational opportunity to all students.</p>	

**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>4. SOCIAL AND BEHAVIORAL SCIENCES</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	
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	

This class is designed to meet the NM HED Criteria/Essential Skills of (4) Social and Behavioral Sciences Category.

**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*

Critical thinking is an important skill and outcome woven into all course activities. First, students engage in a variety of in-class activities from conducting a stakeholder analysis to working through an ethical dilemma to debating their own values around leadership and social change. In each of these activities, students are asked to evaluate the evidence gathered from their preparation for class and their personal experience, express their reasoning, and work to identify potential next steps or solutions. Second, students engage in weekly reflections that connect what was discussed in class and the preparation materials with their own values and interests regarding social change and public service. Third, students engage in monthly profile essays that ask them to dissect different elements of their own leadership origin story, the social change causes they are focused on. Course profile essays require students to reflect on their leadership development journey while in this class and to set goals for their time at UNM. Fourth, students demonstrate critical thinking by conducting a team-based policy analysis throughout the semester. Teams propose the topic, create a problem statement, research potential alternatives, evaluate the alternatives, and recommend the policy alternative. Throughout the course, students spend time reflecting on their own learning through regular self-evaluations on their individual efforts and the work as part of a team. Students are asked to identify personal learning goals; and at the end of the semester, provide a written assessment of their progress with evidence justifying their conclusions as to whether they have achieved their goals.

**Narrative 2 on Essential Skill 2 and Component Skills (<300 words): Communication**

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

Students develop both written and verbal communication skills throughout the course as well as learn how to hold constructive dialogues, facilitate teaching and collaboration efforts, and engage in reflection discussions on personal and contextual biases. With the in-class activities, students engage in a variety of small and large group discussions on different policy and social change related topics. Students also evaluate the validity, reliability, and biases of policy positions in preparation materials through the weekly, written reflection and in-class discussions. In conjunction with their personal, weekly reflections, students are asked to reflect upon and communicate their own personal values and goals as a leader for social change with four profile papers throughout the semester.

Each week, student teams meet to prepare for the two major group assignments due at the mid-point and final week of the semester. In these meetings, students develop a team charter, which outlines their agreed upon rules of communication and conflict resolution. Throughout the semester, students collaborate as teams to produce a policy analysis paper and presentation, which evaluates a policy problem and potential alternatives. Students also work in teams to teach one class session on an element from the 7C leadership identity development model (Komives & Wagner, 2017). As part of this assignment, students provide a mini-lecture, engage the class in an activity to further understand the theory, and facilitate a reflection on the learning process and the concept being taught.

**Narrative 3 on Essential Skill 3 and Component Skills (<300 words): Personal and Social Responsibility**

*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*

Students develop different skills related to personal and social responsibility including skills around civic discourse, civic knowledge and engagement, collaboration skills, teamwork and value systems, and

ethical reasoning. During the course, students are encouraged to explore their own leadership identity and their ability to impact social change. Students engage various factors related to public service values, ethics, tools to generating and evaluating public policy, and how to lead individuals, groups, and communities through social change. As part of their team assignments, students facilitate and engage in collaborative thinking and produce a unified recommendation for policy change. Students also learn how to develop frameworks for civic discourse and create team-based value systems to drive their decision-making and conflict resolution processes. These skills are evident in the team charter, the team presentation on leadership, and the team policy analysis paper and presentation. Students learn about how different environmental conditions, including politics, history, local culture, etc. influence policy making and policy outcomes and spend time evaluating how to address these variables when promoting social change. Many in-class activities provide an opportunity for students, as an individual or part of a small or large group, to practice applying their knowledge. For example, students are asked to work with their team in class to build a logic model for their policy analysis. During the logic model exercise, students consider the assumptions being made about the policy, the external, environmental factors, and the activities that would need to change to achieve a preferred outcome. Finally, as part of several personal reflections on their own leadership, students are asked to consider the influence of previous leadership experiences and how their personal values drive them to engage in leading social change.

#### Reference

Komives, S. R., & Wagner, W. (2017). *Leadership for a better world. Understanding the Social Change Model of Leadership Development*, 2<sup>nd</sup> ed. San Francisco: Jossey-Bass.

## **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.

### **Policy Analysis Final Paper and Presentation**

For your final team assignment, you will select a policy problem and analyze that problem using some of the tools and skills we've have talked about in this class. You will write a final paper summarizing your analysis and present a brief summary of your policy and policy recommendation. You will spend time in your weekly team meetings working on this assignment, but you will need to work on this assignment outside of that dedicated time as well.

The purpose of this assignment is to apply some of the knowledge you've gained over the semester to analyze a policy problem and suggest a policy recommendation. Social change is only successful when policy changes are involved.

#### **Paper Element**

For your paper, you will identify a policy problem, the goals and objectives of the policy, generate a list of alternatives, evaluate the top two choices, and submit a policy recommendation for a group of stakeholders to consider. You are expected to critically analyze the material and provide a well-written response with references. The analysis should be formatted (including references) according to APA guidelines (12 point font, Times New Roman, double-spaced) and submitted as a Word document to Canvas. Writing should be clear, well-organized, and contain minimal grammatical errors.

You are also expected to conduct research on this topic to gather relevant data, facts, and evidence related to your policy problem. You should use a wide range of sources, including academic research, government reports, expert opinions, and other credible resources. Make sure to evaluate the quality and reliability of the evidence and how it supports your analysis and recommendations. You should aim to provide a draft between 1,250 and 1,600 words (including references). This requirement helps you write with brevity and focus on the details most important to the analysis. There are several aspects you will be expected to examine as part of your draft:

#### **Section #1: Executive Summary (about 250 words)**

The purpose of executive summary is to provide an overview of your analysis. Below are some questions you should answer:

#### Questions to Answer

- Specifically, what is the problem?
  - How significant is the problem? (Make sure to share from the viewpoint of different stakeholders)?
  - How does this problem impact other areas of policy?
  - What will happen in the next year if nothing is done? In the next five years?
- What is your recommended course of action?
  - What research sources did you find to be the most helpful?

## **Section #2: Problem Statement (about 250 words)**

The purpose of the problem statement section is to narrow down the broader policy interest and objectives into a clear definition. Make sure to be clear about what the problem is, the background, and why the problem should be addressed. Use credible sources to back up your writing.

### Questions to Answer

- What specific policy problem are you addressing?
  - Define the problem. Be specific as possible.
  - Describe how the problem started and the history of trying to address the problem.
  - How does this specific problem fit within the larger public policy arena?
- How are various stakeholders impacted by the problem?
  - Are issues of diversity, equity, and inclusion part of this problem?
  - What community needs aren't being met because of this problem?
  - Why aren't stakeholders currently solving the problem?
- Why is the problem important to solve?
  - How will we know the problem has been solved? What specific indicators or measurable outcomes should we consider?

## **Section #3: Policy Goals and Objectives (about 250 words)**

The purpose of the policy goals and objectives section is to identify the aims of the policy that you want to achieve. Make sure you are clear in articulating what changes to the current situation you are seeking with your analysis.

### Questions to Answer

- What is the purpose of the policy analysis?
- What will addressing this policy problem do?
- Could the problem be solved by reorganizing existing resources?
- What specific changes are you going to try and address in your various policy alternatives? Who will be accountable for solving this problem (i.e., who takes responsibility, authority, etc. while having the knowledge, resources, etc. to solve the problem)?

## **Section #4: Policy Alternatives (about 200 words)**

The purpose of the policy alternatives section is to generate a set of potential solutions to the problem. You must develop at least four (4) different ideas. The description of each idea doesn't need to be too extensive, but you should provide a sufficient summary that you can build on in the next section.

### Questions to Answer

- What alternatives could resolve this issue?
- How did you evaluate these alternatives? Did you consider the cost, the political conflict, the stakeholders involved, the leadership required, etc.? Be specific.

## **Section #5: Evaluation of Top Two Alternatives (about 250 words)**

The purpose of the evaluation of top policy alternatives section is to determine the effectiveness of your suggested approaches to resolving the problem. You must evaluate two (2) policy alternatives.

### Questions to Answer

- What two alternatives did you select?
- Why did you select these alternatives?
- What are the trade-offs for picking one alternative over the other?



- Should any stakeholders be given additional authority, money, organizational structure, or other resources to resolve the problem? If so, who?
- How should public service organizations be involved in each solution? Identify specific organizations and their potential role. How should public resources be used in each solution?
- What are some of the costs for each policy alternative? Think about human capital, time, money, political power, etc. Are these costs better than doing nothing? Why or why not? Does the solution maximize the use of resources? Why or why not?
- Will the alternative provide a long-term solution?

**Section #6: Policy Recommendations (about 250 words)**

The purpose of the evaluation of policy recommendation section is to provide your solution to the problem. Make sure to base this section in your research and analysis of the research. Justify why this solution is the most effective answer the problem.

Questions to Answer

- What invention did you choose and why? When should the solution be implemented (i.e., immediately, after certain events happen, etc.)
- Who will be held accountable for ensuring the policy recommendation is implemented? How will these people/organizations report back on progress to implementing the solution? How frequently should reporting occur? What happens if the people/organization fail to implement the solution?
- How will you know the solution is working?

**Appendix: Logic Model (developed in class)**

*Please note that the prompts above only contain suggested sub-questions. You should be thinking critically about the policy and the major questions that need to be addressed. This requirement means you may be answering questions not listed below.*

Rubric for Paper

Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Did Not Complete/Zero
<b>Well-written response (15%)</b>	Response is well-organized and contains minimal grammatical error.	Response is mostly well-organized and contains some grammatical errors.	Response needs more organization or has major writing errors.	Did not submit
<b>APA format (5%)</b>	Response follows APA conventions and references are included.	Response mostly follows APA conventions and references are included.	Response does not follow APA conventions or references are not used.	Did not submit
<b>Word Count (5%)</b>	Response meets required word count	Response meets required word count	Response does not meet required word count	Did not submit

<i>Category</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>	<i>Did Not Complete/Zero</i>
<b>Synthesis of Policy Problem (10%)</b>	Response includes a detailed and well-researched summary of the policy problem	Response includes a partially researched summary of the policy problem.	Response includes a summary of the policy, but the summary lacks details or is not grounded in research.	Did not submit
<b>Analysis of policy goals (10%)</b>	Response includes a clear and sufficient analysis of the policy's goal and objectives	Response includes a coherent analysis of the policy's goal and objectives	Response includes a partial analysis of the policy's content and importance within the organization	Did not submit
<b>Analysis of policy alternatives (10%)</b>	Response includes a coherent list of four different policy alternatives with explanations for each option	Response includes a list of four different policy alternatives, but does not provide sufficient explanations for each option	Response includes does not include a list of four different policy alternatives OR does not provide any explanations for each option	Did not submit
<b>Analysis of top two policy alternatives (20%)</b>	Response includes a coherent analysis of the pros and cons for the top two policy alternatives	Response includes an analysis of the pros and cons for the top two policy alternatives, but does not provide sufficient analysis for each option	Response includes a partial analysis of the pros and cons for the top two policy alternatives by focusing on one alternative over the other	Did not submit
<b>Analysis of policy recommendation (20%)</b>	Response includes a coherent analysis of the policy recommendation that justifies the choice as the most effective solution	Response includes an analysis of the policy recommendation that somewhat justifies the choice as the most effective solution	Response includes a partial analysis of the policy recommendation that does not justify the choice as the most effective solution	Did not submit

Presentation Element

You are expected to present your policy analysis to your classmates during the last two class sessions of the semester. You should prepare your presentation as though you are trying to convince important community stakeholders to follow your policy recommendation. The presentation should be 7-10 minutes in length and meet all accessibility requirements (see this link for more information: <https://www.w3.org/WAI/teach-advocate/accessible-presentations/>). You should also prepare for 3-5 minutes worth of questions after your presentations from your peers.

*Note: A 7-10 minute presentation is usually about 8 slides long (including title slide).*

Rubric for Presentation

<i>Category</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>	<i>Did Not Complete/Zero</i>
<b>Presentation (40%)</b>	Presentation is conducted within time limit and follows expectations	Presentation is conducted within time limit and mostly follows expectations	Presentation is not conducted within time limit OR does not follow expectations	Did not submit
<b>Accessibility (10%)</b>	Presentation follows accessibility guidelines	Presentation follows accessibility guidelines	Presentation does not follow accessibility guidelines	Did not submit
<b>Synthesis of Policy (15%)</b>	Presentation includes a detailed and well-researched summary of the policy problem	Presentation includes a researched summary of the policy problem	Presentation includes a summary of the policy problem, but the summary lacks details or is not grounded in research.	Did not submit
<b>Synthesis of Policy Recommendation (15%)</b>	Presentation includes a detailed and well-researched summary of the policy recommendation	Presentation includes a researched summary of the policy recommendation	Presentation includes a partial analysis of the policy recommendation	Did not submit
<b>Engagement of Team Members (15%)</b>	Presentation fully involves all team members	Presentation involves all team members	Presentation involves some team members	Did not submit
<b>Q&amp;A Portion (5%)</b>	Team members handle Q&A from audience well with detailed and succinct answers	Team members handle Q&A from audience mostly well with succinct answers that need more detail	Team members handle Q&A from audience without succinctness or supporting evidence	Did not answer questions

## Scaffolded Team Activities to Prepare for Policy Analysis

### Team Meeting #1 Assignment

Date:

---

Location and Time of Meeting:

---

People in Attendance:

---

#### Minutes

In the section below, report back on what your team worked on for this week's meeting. Be sure to report on:

1. Your team name
2. Your team's weekly meeting information (place, time, etc.)
3. Any questions you have about the upcoming team assignments
4. Your notes from the team activity (see below).

#### Brainstorming Activity

Work through this brainstorming activity as a team.

1. (Individually) Take two minutes (be strict with this time limit) and reflect on the worst team you have ever been on. Write down the reasons that experience was so bad and be as specific as possible.
2. (Individually) Take an additional two minutes (be strict with this time limit) and reflect on the best team you have ever been on. Write down the reasons that experience was so good and be as specific as possible.
3. Go around the table and have each team member share their experiences. After discussing what makes a good and bad team, brainstorm a list of the things that make a good team you want to see in your team. Make sure to think about the norms, behaviors, and expectations your team will experience.
4. While brainstorming, you should identify if there are things that may be hard for you or your team to address. For example, you may struggle to remember to turn in your team assignments on time. Make a list of these potential issues and spend some time thinking about what you can do to address these challenges upfront.

## Team Meeting #2 Assignment

Team Name:

---

Date:

---

Location and Time of Meeting:

---

Team Members in Attendance:

---

### Minutes

In the section below, report back on what your team worked on for this week's meeting. Be sure to report on:

1. Any questions you have about the upcoming team assignments
2. Your notes from the team activity (see below).

### Team Charter

*Answer the following questions. Be detailed as you will be using this document to help you resolve any conflict and answer questions that arise. Be sure to refer to the brainstorm you conducted in Team Meeting 1 to help you answer the questions below.*

**1. What is your team identity?**

- a. What shared values define our team? (What things are most important to you?)
- b. What specific results do we expect from our work as a team? What outcomes do we want to achieve?

**2. How will team meetings run?**

- a. Where do you meet?
- b. When do you meet?
- c. Who runs each meeting?
- d. Who takes the notes for each meeting?
- e. Who will play the devil's advocate and offer a different opinion to avoid groupthink?
- f. Will you rotate these roles (leader, note-taker, and devil's advocate) between each meeting? If so, how will you assign the role for each meeting?

**3. How will you accomplish assigned tasks?**

- a. What technology will you use?
- b. How will you divvy up the work outside of the weekly team meeting?
- c. What is considered a full contribution from each team member? How will each team member contribute to (a) each team meeting and (b) each team assignment?
- d. How will you hold team members accountable for their work?
- e. What resources (UNM and other) will you use to complete your work?
- f. How/when will you communicate with Dr. Allgood?
- g. How will you communicate with your teammates (Canvas email, Lobomail, Whatsapp)?
- h. What are the expectations about communication—for example, does every person need to respond and acknowledge they have read the information?

**4. How are decisions made?**

- a. Are decisions made with unanimous consent? Majority rules?
- b. What will you do to resolve disagreement about decisions?
- c. How will you make sure everybody's voice is heard about a decision?

**5. How will your team function?**

- a. What do you expect from each of your teammates?
- b. What will do you do to handle conflict? (Think about how to handle small issues, repeating issues, and when you need to involve Dr. Allgood)
- c. What are the rules around attending meetings?

---

I have contributed to and agree to follow the terms outlined in the charter above.

Team members signature and date (typing your name will do):

- 1.
- 2.
- 3.

### Team Meeting #3 Assignment

Team Name:

---

Date:

---

Location and Time of Meeting:

---

Team Members in Attendance:

---

### Minutes

In the section below, report back on what your team worked on for this week's meeting. Be sure to report on:

1. Any questions you have about the upcoming team assignments
2. Your notes from the team activity (see below).

### Brainstorming Activity

*Generate a list of eight (8) policy topics that your team is interested in writing about for your final paper. This list does not have to be detailed, but you should (a) name the policy area and (b) identify the community you are interested in studying. For example, if you are interested in learning more about prenatal care (policy topic), you need to identify what community you are limiting your research to (teen mothers in Santa Fe).*

1. Idea 1:
2. Idea 2:
3. Idea 3:
4. Idea 4:
5. Idea 5:
6. Idea 6:
7. Idea 7:
8. Idea 8:

## Planning the Semester

Create a project calendar to ensure the assignments are completed and each team member is contributing. You can use the sample project calendar as a starting point or you can create your own tracking system.

1. Review the required team assignments and attached deadlines.
  - a. Weekly team meetings and assignments
  - b. 7C presentation (October/November)
  - c. Final policy analysis paper and presentation (December)
2. Generate a list of sub tasks that will be required for you to complete the project.
3. Assign start and end dates to each task.
4. Assign team members to each task.
5. Assign a check-in date to each task.

## Team Meeting #8 Minutes and Policy Analysis Project

Team Name:

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Date:

---

Location and Time of Meeting:

---

Team Members in Attendance:

---

### Minutes

In the section below, report back on what your team worked on for this week's meeting. Be sure to report on:

1. Any questions you have about the upcoming team assignments
2. Your notes from the team activity (see below).
3. The next steps based on your semester calendar from Team Meeting #3

### Begin drafting your problem statement

Begin drafting the problem statement. The purpose of the problem statement section is to narrow down the broader policy interest and objectives into a clear definition. Make sure to be clear about what the problem is, the background, and why the problem should be addressed. Use credible sources to back up your writing.

#### Questions to Answer

- What specific policy problem are you addressing?
  - Define the problem. Be specific as possible.
  - Describe how the problem started and the history of trying to address the problem.
  - How does this specific problem fit within the larger public policy arena?
- How are various stakeholders impacted by the problem?
  - Are issues of diversity, equity, and inclusion part of this problem?
  - What community needs aren't being met because of this problem?
  - Why aren't stakeholders currently solving the problem?
- Why is the problem important to solve?

- How will we know the problem has been solved? What specific indicators or measurable outcomes should we consider?

Begin brainstorming your policy goals and analysis

Begin researching the policy goals and objectives. The purpose of the policy goals and objectives section is to identify the aims of the policy that you want to achieve. Make sure you are clear in articulating what changes to the current situation you are seeking with your analysis. **Be prepared to start writing this section next week.**

Questions to Answer

- What is the purpose of the policy analysis?
- What will addressing this policy problem do?
- Could the problem be solved by reorganizing existing resources?
- What specific changes are you going to try and address in your various policy alternatives? Who will be accountable for solving this problem (i.e., who takes responsibility, authority, etc. while having the knowledge, resources, etc. to solve the problem)?

### Team Meeting #9 Minutes and Policy Analysis Project

Team Name:

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Date:

---

Location and Time of Meeting:

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Team Members in Attendance:

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#### Minutes

In the section below, report back on what your team worked on for this week's meeting. Be sure to report on:

1. Any questions you have about the upcoming team assignments
2. Your notes from the team activity (see below).
3. The next steps based on your semester calendar from Team Meeting #3

Begin drafting your policy goals and analysis

Begin drafting the policy goals and objectives. The purpose of the policy goals and objectives section is to identify the aims of the policy that you want to achieve. Make sure you are clear in articulating what changes to the current situation you are seeking with your analysis.

Questions to Answer

- What is the purpose of the policy analysis?
- What will addressing this policy problem do?
- Could the problem be solved by reorganizing existing resources?
- What specific changes are you going to try and address in your various policy alternatives? Who will be accountable for solving this problem (i.e., who takes responsibility, authority, etc. while having the knowledge, resources, etc. to solve the problem)?



Begin brainstorming your policy alternatives

Begin researching the policy alternatives. The purpose of the policy alternatives section is to generate a set of potential solutions to the problem. You must develop at least ***four (4) different ideas***. The description of each idea doesn't need to be too extensive, but you should provide a sufficient summary that you can build on in the next section. **Be prepared to start writing this section next week.**

Questions to Answer

- What alternatives could resolve this issue?

How did you evaluate these alternatives? Did you consider the cost, the political conflict, the stakeholders involved, the leadership required, etc.? Be specific.

## Team Meeting #10 Minutes and Policy Analysis Project

Team Name:

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Date:

---

Location and Time of Meeting:

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Team Members in Attendance:

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### Minutes

In the section below, report back on what your team worked on for this week's meeting. Be sure to report on:

1. Any questions you have about the upcoming team assignments
2. Your notes from the team activity (see below).
3. The next steps based on your semester calendar from Team Meeting #3

Begin drafting your policy alternatives

Begin drafting the policy alternatives. The purpose of the policy alternatives section is to generate a set of potential solutions to the problem. You must develop at least ***four (4) different ideas***. The description of each idea doesn't need to be too extensive, but you should provide a sufficient summary that you can build on in the next section.

Questions to Answer

- What alternatives could resolve this issue?
- How did you evaluate these alternatives? Did you consider the cost, the political conflict, the stakeholders involved, the leadership required, etc.? Be specific.

Begin brainstorming your evaluation of your top two policy alternatives

Begin evaluating the policy alternatives. The purpose of the evaluation of top policy alternatives section is to determine the effectiveness of your suggested approaches to resolving the problem. ***You must evaluate two (2) policy alternatives.*** **Be prepared to start writing this section next week.**

Questions to Answer

- What two alternatives did you select?

- Why did you select these alternatives?
- What are the trade-offs for picking one alternative over the other?
- Should any stakeholders be given additional authority, money, organizational structure, or other resources to resolve the problem? If so, who?
- How should public service organizations be involved in each solution? Identify specific organizations and their potential role. How should public resources be used in each solution?
- What are some of the costs for each policy alternative? Think about human capital, time, money, political power, etc. Are these costs better than doing nothing? Why or why not? Does the solution maximize the use of resources? Why or why not?
- Will the alternative provide a long-term solution?

## Team Meeting #11 Minutes and Policy Analysis Project

Team Name:

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Date:

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Location and Time of Meeting:

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Team Members in Attendance:

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### Minutes

In the section below, report back on what your team worked on for this week's meeting. Be sure to report on:

1. Any questions you have about the upcoming team assignments
2. Your notes from the team activity (see below).
3. The next steps based on your semester calendar from Team Meeting #3

Begin drafting your evaluation of your top two policy alternatives

Begin evaluating the policy alternatives. The purpose of the evaluation of top policy alternatives section is to determine the effectiveness of your suggested approaches to resolving the problem. **You must evaluate two (2) policy alternatives.** Be prepared to start writing this section next week.

### Questions to Answer

- What two alternatives did you select?
- Why did you select these alternatives?
- What are the trade-offs for picking one alternative over the other?
- Should any stakeholders be given additional authority, money, organizational structure, or other resources to resolve the problem? If so, who?
- How should public service organizations be involved in each solution? Identify specific organizations and their potential role. How should public resources be used in each solution?
- What are some of the costs for each policy alternative? Think about human capital, time, money, political power, etc. Are these costs better than doing nothing? Why or why not? Does the solution maximize the use of resources? Why or why not?
- Will the alternative provide a long-term solution?

Begin brainstorming your policy recommendations

Begin examining the policy recommendation. The purpose of the evaluation of policy recommendation section is to provide your solution to the problem. Make sure to base this section in your research and analysis of the research. Justify why this solution is the most effective answer the problem. **Be prepared to start writing this section next week.**

Questions to Answer

- What invention did you choose and why? When should the solution be implemented (i.e., immediately, after certain events happen, etc.)
- Who will be held accountable for ensuring the policy recommendation is implemented? How will these people/organizations report back on progress to implementing the solution? How frequently should reporting occur? What happens if the people/organization fail to implement the solution?
- How will you know the solution is working?

### Team Meeting #12 Minutes and Policy Analysis Project

Team Name:

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Date:

---

Location and Time of Meeting:

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Team Members in Attendance:

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#### Minutes

In the section below, report back on what your team worked on for this week's meeting. Be sure to report on:

1. Any questions you have about the upcoming team assignments
2. Your notes from the team activity (see below).
3. The next steps based on your semester calendar from Team Meeting #3

Begin drafting your policy recommendations

Begin drafting the policy recommendation. The purpose of the evaluation of policy recommendation section is to provide your solution to the problem. Make sure to base this section in your research and analysis of the research. Justify why this solution is the most effective answer the problem.

Questions to Answer

- What invention did you choose and why? When should the solution be implemented (i.e., immediately, after certain events happen, etc.)
- Who will be held accountable for ensuring the policy recommendation is implemented? How will these people/organizations report back on progress to implementing the solution? How frequently should reporting occur? What happens if the people/organization fail to implement the solution?
- How will you know the solution is working?

Begin assembling your first draft, including the executive summary

Start assembling the first draft using the template on Canvas. You can copy and paste your section drafts in each section. Make sure to include your references.

## Team Meeting #13 Minutes and Policy Analysis Project

Team Name:

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Date:

---

Location and Time of Meeting:

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Team Members in Attendance:

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### Minutes

In the section below, report back on what your team worked on for this week's meeting. Be sure to report on:

1. Any questions you have about the upcoming team assignments
2. Your notes from the team activity (see below).
3. The next steps based on your semester calendar from Team Meeting #3

Finalize your first draft, including the executive summary

Finish your first draft of the policy analysis. Check for spelling errors and grammar errors. Make sure to include your references. Submit your draft to Canvas before the deadline.

Begin brainstorming your policy analysis presentation

Identify what elements of your paper are most important for your presentation. You can use the template on Canvas to help you break up your thoughts.

## Team Meeting #14 Minutes and Policy Analysis Project

Team Name:

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Date:

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Location and Time of Meeting:

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Team Members in Attendance:

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### Minutes

In the section below, report back on what your team worked on for this week's meeting. Be sure to report on:

1. Any questions you have about the upcoming team assignments
2. Your notes from the team activity (see below).
3. The next steps based on your semester calendar from Team Meeting #3

Finalize your policy analysis

Finish your final draft of the policy analysis. Check for spelling errors and grammar errors. Make sure to include your references. Submit your draft to Canvas before the deadline.

Finalize your policy analysis presentation

Finish your draft of the policy analysis presentation. Check for spelling errors and grammar errors. Make sure to include your references. Submit your draft to Canvas before the deadline.

Practice your policy analysis presentation

Make sure to run through your presentation at least twice. Be prepared for some common questions from your peers.



# POLICY ANALYSIS TEMPLATE

## SUBTITLE

*You can add an abstract or other key statement here. An abstract is typically a short summary of the document content.*

## Contents

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## Executive Summary

### The problem

Use this section to write about the problem.

1. What is the problem specifically?
2. How significant is the problem? Make sure to share from the view point of different stakeholders
3. How does this problem impact other areas of policy?
4. What will happen in the next year if nothing is done? In the next five years?

### The solution

Use this section to write about the problem.

1. What is your recommended course of action?
2. What research sources did you find to be the most helpful in developing this analysis?



## Problem Statement

The purpose of the problem statement section is to narrow down the broader policy interest and objectives into a clear definition. Make sure to be clear about what the problem is, the background, and why the problem should be addressed. Use credible sources to back up your writing.

### Problem To Address

- What specific policy problem are you addressing?
  - Define the problem. Be specific as possible.
  - Describe how the problem started and the history of trying to address the problem.
  - How does this specific problem fit within the larger public policy arena?

### Stakeholders involved

- How are various stakeholders impacted by the problem?
  - Are issues of diversity, equity, and inclusion part of this problem?
  - What community needs aren't being met because of this problem?
  - Why aren't stakeholders currently solving the problem?

### Solving the problem

- Why is the problem important to solve?
  - How will we know the problem has been solved? What specific indicators or measurable outcomes should we consider?

TABLE HEADING			
DESCRIPTION	REVENUE	EXPENSES	EARNINGS

## Policy Goals and Objectives

The purpose of the policy goals and objectives section is to identify the aims of the policy that you want to achieve. Make sure you are clear in articulating what changes to the current situation you are seeking with your analysis.

### Aims of the policy

- What is the purpose of the policy analysis?
- What will addressing this policy problem do?
- Could the problem be solved by reorganizing existing resources?
- What specific changes are you going to try and address in your various policy alternatives? Who will be accountable for solving this problem (i.e., who takes responsibility, authority, etc. while having the knowledge, resources, etc. to solve the problem)?

## Problem Alternatives

The purpose of the policy alternatives section is to generate a set of potential solutions to the problem. You must develop at least ***four (4) different ideas***. The description of each idea doesn't need to be too extensive, but you should provide a sufficient summary that you can build on in the next section.

### Alternative #1

- What alternatives could resolve this issue?
- How did you evaluate these alternatives? Did you consider the cost, the political conflict, the stakeholders involved, the leadership required, etc.? Be specific.

### Alternative #2

- What alternatives could resolve this issue?
- How did you evaluate these alternatives? Did you consider the cost, the political conflict, the stakeholders involved, the leadership required, etc.? Be specific.

### Alternative #3

- What alternatives could resolve this issue?
- How did you evaluate these alternatives? Did you consider the cost, the political conflict, the stakeholders involved, the leadership required, etc.? Be specific.

### Alternative #4

- What alternatives could resolve this issue?
- How did you evaluate these alternatives? Did you consider the cost, the political conflict, the stakeholders involved, the leadership required, etc.? Be specific.

TABLE HEADING			
DESCRIPTION	REVENUE	EXPENSES	EARNINGS

## Evaluation of Top Two Policy Alternatives

The purpose of the evaluation of top policy alternatives section is to determine the effectiveness of your suggested approaches to resolving the problem. **You must evaluate two (2) policy alternatives.**

- What two alternatives did you select?
- Why did you select these alternatives?

### Alternative #1

- Should any stakeholders be given additional authority, money, organizational structure, or other resources to resolve the problem? If so, who?
- How should public service organizations be involved in each solution? Identify specific organizations and their potential role. How should public resources be used in each solution?
- What are some of the costs for each policy alternative? Think about human capital, time, money, political power, etc. Are these costs better than doing nothing? Why or why not? Does the solution maximize the use of resources? Why or why not?
- Will the alternative provide a long-term solution?
- What are the trade-offs for picking one alternative over the other?

### Alternative #2

- What are the trade-offs for picking one alternative over the other?
- Should any stakeholders be given additional authority, money, organizational structure, or other resources to resolve the problem? If so, who?
- How should public service organizations be involved in each solution? Identify specific organizations and their potential role. How should public resources be used in each solution?
- What are some of the costs for each policy alternative? Think about human capital, time, money, political power, etc. Are these costs better than doing nothing? Why or why not? Does the solution maximize the use of resources? Why or why not?
- Will the alternative provide a long-term solution?
- What are the trade-offs for picking one alternative over the other?

## Policy Recommendation

The purpose of the evaluation of policy recommendation section is to provide your solution to the problem. Make sure to base this section in your research and analysis of the research. Justify why this solution is the most effective answer the problem.

### Justification

- What invention did you choose and why? When should the solution be implemented (i.e., immediately, after certain events happen, etc.)
- Who will be held accountable for ensuring the policy recommendation is implemented? How will these people/organizations report back on progress to implementing the solution? How frequently should reporting occur? What happens if the people/organization fail to implement the solution?
- How will you know the solution is working?

References

References

**There are no sources in the current document.**



## New Mexico General Education Curriculum Course Certification Form

Application Number

1804

### Institution and Course Information

Name of Institution	NMSU
Chief Academic Officer Name	Lakshmi Reddi, Interim Provost
Chief Academic Officer Email	provost@nmsu.edu
Registrar Name	Gabrielle Martinez
Registrar Email	<a href="mailto:gdmart@nmsu.edu">gdmart@nmsu.edu</a>
Department	English
Prefix	ENGL
Number	2620G
Suffix	
Title	American Literature II
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	2620
Suffix	
Title	American Literature 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.

1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

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*

English 2620 students develop critical thinking skills by learning how to read carefully, situating texts within various cultural, historical, and generic contexts, including Reconstruction and, afterwards, the rise of "Jim Crow" laws, several waves of immigration throughout the late nineteenth and twentieth centuries, two World Wars, the Great Depression, the Civil Rights movement and other identity-based movements, the Vietnam War, and beyond. Class discussion and weekly written posts on Canvas (learn.nmsu.edu) offer students opportunities to put this reading-in-context into practice in a low-risk manner, while giving the instructor regular opportunities to evaluate and assess the degree to which students are developing these skills. Since this is a sophomore-level class that, for some students, also serves as an introduction to literary studies, major writing assignments offer several broad topics that can serve as guides for where to begin as they develop narrower research questions. Students develop strong answers to these research questions through their own close analysis of the topics/arguments/tropes/genre conventions featured in the primary text as well as careful assessment of the critical conversation established in secondary texts. Time will be

spent in class discussing the qualities that constitute strong (and weak) scholarly sources and an annotated bibliography assignment will offer students an opportunity to put this into practice while also learning proper citation style. By the end of the course, students will learn how to discern – in their own thinking and in the secondary texts they read - fact vs. opinion and superficial vs. substantial analysis, while gaining an awareness of rhetorical tactics, critical thinking skills that will need to be displayed in well-reasoned completion of their evidence-based writing assignments.

**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*

Assigned texts in English 2620 reflect the voices of former enslavers and those who formerly enslaved (as well as those who tacitly tolerated or actively fought slavery), the voices of many immigrant groups, the impact of activists representing minorities with regard to race/ethnicity, gender, and sexuality, as well as the working class, along with the anti-war movement and the environmental movement. As in English 2610, debates about the role of religion in private and public life continue to inflect all of these issues. In literally every class, students will see how writers and their texts struggle with and, at times, directly intervene in these crucial ethical discussions that continue to ramify to this day. Students' learning experiences will be enhanced by a collaborative classroom environment that encourages an open - and always civil - exchange of ideas, as well as short and long writing assignments which require them to refine and carefully support these ideas while bringing them into conversation with up-to-date, high-quality scholarship. Throughout the course, students will deepen their sense of personal and social responsibility as a result of an increased awareness of the cultural narratives that have shaped our individual and collective sense of ourselves as Americans. These narratives are presented with unique power in American literature.

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

As English 2620 students learn how to read and write about literary genres within their discursive contexts, they become sensitized to the way that all discursive formations, including those surrounding them today exist amidst (and are themselves) complex cultural vectors (e.g. how various online platforms - from social media to research databases - filter and disseminate information). A series of assignments brings this into focus. English 2620 students, first, build confidence by carefully analyzing primary texts in class discussion and weekly writing assignments posted to the learning platform (Canvas). Then in annotated bibliographies they evaluate secondary sources while learning appropriate documentation style conventions, before finally, in their essays, engaging with secondary sources and making an original argument of their own. By breaking down the writing and research process in this way, students learn to be reflective consumers of information who can identify a nuanced, knowledgeable source, as well as those that are neither nuanced nor knowledgeable and those that are in-between. As a result, English 2620 students begin to learn how to enter into and make original contributions to scholarly conversations rather than passively rehearse established or unreliable opinions.



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

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf>

## ENGLISH 2620: SURVEY OF AMERICAN LIT II

### PAPER #2

Basic Requirements (as listed on syllabus):

Length = 5-6 pages (can be more but longer papers do *not* necessarily mean better grades)

Details = must be typed, double-spaced, with conventional (one inch) margins and font (Times New Roman is usually best; don't waste space by writing in unusually wide fonts like courier, etc.)

Sources/Research = This is a short essay, and I would like for you to focus on careful analysis of textual evidence chosen in support of your claims. But I would also like for you to develop your thoughts in conversation with scholarship. So you need to reference 3 sources in your paper. The MLA database is the most reliable source for scholarship in literary studies. Depending on your topic, you may wish to consult the History Reference Center. Databases may be found through the library website, lib.msu.edu.

Please continue to keep in mind characteristics of scholarly sources, as well as the strategies for how to find them, that we discussed on February 6, in advance of your first paper. I'm also happy to speak with you about this individually. Please also keep in mind that all quotes or ideas taken from other texts (in print or online) must be cited. There are no exceptions to this rule. Follow MLA format for your parenthetical citations and works cited page ([https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)).

Percentage of Grade = **25% (your annotated bibliography is worth 5% of this)**

Due Dates = annotated bibliography due **April 10 at 10:30am on Canvas**; your annotated bibliography entries should begin with an MLA citation of the source, then include a short paragraph (2-3 sentences) explaining why you believe the source to be an academic source, a second paragraph (4-5 sentences) summarizing your source, and a third paragraph (2-3 sentences) explaining why/how you plan to use the source.

final paper due **May 3 at 10:30am on Canvas** (late papers will be penalized by 1/3<sup>rd</sup> of a letter grade per day late)

I am happy to talk about drafts at any stage in the writing process. Just email me or drop by during office hours (or schedule an appointment)! If you want to discuss an entire draft, please drop-by office hours or schedule an appointment.

### A Few Possible Paper Topics:

I don't like being overly prescriptive when it comes to paper topics, since they sometimes can curb your own thinking. However, I know that it can be a relief to have some topics suggested. You may come up with a different topic of your own, but you must let me know *in advance* what this topic is (so that we can make sure that you're taking up something that can be done in 5 pages).

1. We talked about how modernist writers (like Eliot in "The Hollow Men" and Hemingway in "A Clean, Well-Lighted Place") often seem to suggest that religious narratives were crumbling away. But several later twentieth-century writers like O'Connor and Bishop (see "Over 2000 Illustrations and a Complete Concordance" and also "At the Fishhouses") continue to use religious imagery and comment on religious narratives. Choose one of these later writers and analyze how she understands the place of religious narratives within the culture of the second half of the twentieth century.

2. Write a paper considering the role of gender in one of the following texts: Tennessee Williams' *Streetcar Named Desire*, Sylvia Plath's "Daddy" or "Lady Lazarus," one of Hemingway's stories, or Gloria Anzaldua's "La Consciencia de la Mestiza." One warning with this topic: Keep in mind that these writers do more than just reinforce stereotypes of male-ness and female-ness. So don't arrive at a conclusion that simply reasserts stereotypes. On the other hand, they're not necessarily wholly subverting gender norms either. So you will need to develop a nuanced thesis.

3. Some writers (e.g. William Faulkner and T. S. Eliot) reflect their response to modernity not only in their topics/themes, but in their view of (and use of) language itself. Choose one of these writers and develop an essay explaining how they respond to modernity (situating these writers in their historical moment a little) in how they write (not what they write about but how they use language). A similar approach might be taken with some writers from the second-half of the twentieth century (e.g. Herrera, Momaday, etc.). Just keep in mind their specific sociohistorical contexts, as well, as you develop an essay considering how they write and why.

4. Compare/Contrast Randall Jarrell's view of the soldier in WWII to Yusef Komunyakaa's view of the soldier in Vietnam.

\*DON'T repeat my wording of the topic in your introductory paragraph. I want you to feel free to frame your own ideas.

\*One further note re: poems – when writing about poetry, I'd much rather you give focused/detailed readings of a small number of poems, rather than considering many poems but only offering generalizations.

### A Few More Hints re: Writing Papers:

1. If you use material presented in lecture or in discussion (and you certainly can – in agreement or disagreement), be sure to use it as a springboard for *your own ideas*, rather than simply regurgitating notes from class.
2. Your own ideas must be supported by *evidence* from the text (i.e. short quotations). You should also take conflicting evidence (if there is any) into account as well.
3. Keep your introduction fairly short. You'll want to end your introductory paragraph with a thesis, a *specific* statement expressing the argument that you will be making.
4. Also keep in mind that a *topic* (like those listed on this handout) is not a *thesis*. A thesis should take a stand – make a claim that is debatable (“both X and Y describe American communities in their stories” is not a thesis: too vague, not debatable) (Example of a better thesis: Though Emily Dickinson often is thought to be merely an anti-social recluse, a number of her poems show just how interested she was in fostering mutually fulfilling relationships.)
5. It's a good idea to think about how you are going to organize and present your ideas *before* starting to write. This will improve your paper's clarity (e.g. by reminding you to group similar ideas together) and will cut out needless repetition. Outlining can be helpful (I still do it!).
6. Mechanical errors will *not* be a central focus when the papers are graded. But if a paper becomes sloppy or difficult to follow, it will be penalized. It would be nice to be able to grade just ideas, but ideas are communicated with words. If the words aren't clear, neither are the ideas. So please be sure to proofread carefully.



## New Mexico General Education Curriculum Course Certification Form

Application Number

1834

### Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	<a href="mailto:pcheek@nmu.edu">pcheek@nmu.edu</a>
Registrar Name	Michael Raine
Registrar Email	<a href="mailto:mraine@nmu.edu">mraine@nmu.edu</a>
Department	Studio Arts
Prefix	ARTS
Number	1410
Suffix	
Title	Introduction to Photography
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	1410
Suffix	
Title	Introduction to Photography

### 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 fluency with basic camera function as well as a working knowledge of other photographic equipment and software to produce technically competent photographs
2. Have a familiarity with current image-editing software to enhance images as well as developing a digital workflow for the management of digital images
3. Be able to develop creative solutions to visual photographic problems
4. Gain awareness of contemporary issues in contemporary art photographic practice that can be applied to the one's own individual practice
5. Develop the ability to critically analyze and discuss photographic images
6. Print and produce a final project that demonstrates synthesis of ideas presented in the course readings, critiques, and individual research
7. Demonstrate photographic terminology, and the many ways photographs function in society, both currently and historically

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 this course, students demonstrate genre and medium awareness through a sustained engagement with the multifaceted ways photographs have been used as culturally significant objects. At the beginning of the semester, students look at a collection of physical photographs that represent the history of the medium, and, in discussion and writing assignments, they present conclusions about the cameras and printing processes used to create these images. In lectures, readings, and discussions, students examine methods for gleaning historical information about the context of photographic capture and printing. They then apply this information to bear on the imagery depicted. Throughout the semester, students analyze individual photographs together to understand how the context in which photographs are made dictates the intended meaning, or message, thereof. Through significant exposure to the range of ways in which photography operates in contemporary society, they evaluate photographic messaging with a critical eye for

technical and contextual detail. They use the vocabulary learned in reading and writing assignments to thoughtfully analyze individual photographs and produce compelling arguments as to how photographic meaning can be established—this ability to evaluate the photographic production of others is then brought to bear on their own photographs in oral critique assessments. Notably, students articulate in discussion and in their oral presentation the techniques used in photography to communicate to different audiences at different historical moments. As they complete the collaborative statement of intent for the collaborative exhibit of their photographic work, they demonstrate the capacity to identify medium, genre, and audience, they employ class strategies for evaluating meaning, and they evaluate and produce an argument about the elements of their exhibition.

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

In course readings and lectures, students encounter specific critical terms to describe and analyze individual photographs. They develop a vocabulary specific to the medium and use it to examine photographic works that span the history of the medium in class discussions, oral presentations, and description of their own photographic work. In small group class discussion, students identify the importance of iconic photographs in cultural history. In discussions and pre-work for photographic projects, students frame a problem around individually chosen works that are considered to be culturally iconic. They gather evidence through research of the technical history of the medium at the time it was taken as well as the individual photographer's contextual work. They use the descriptive formal elements of photographic language to describe the chosen photographic work and its subsequent cultural dissemination. This encourages them to develop vocabulary as well as cultural awareness of contemporary context. Students prepare and present oral presentations for the class in which they draw a conclusion as to how the iconic nature of these individual photographs was formed.

**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 demonstrate collaboration in this course through assigned group work in which they collectively create an exhibition of their work. They photograph a similar theme, and then work together to select the most compelling and relevant photographs, and to sequence them on a shared, public-facing, wall space. They write a statement of intent in a collaborative fashion, articulating the thematic concerns that generated the final photographic choices. Developing a collaborative exhibition builds on prior small group work; through this project students demonstrate their capacity to integrate the opinions of others, include different points of view, and design effectively through engagement with the thought processes of others.

Students also work on an assigned documentary project in this course, in which they are asked to conduct a sustained documentary-style engagement with a group of people or place in the community. Students discuss the ethics of documentary work and explore global examples of historical and contemporary documentary practice. Students then apply their study of documentary to their own work, relying on class discussion of ethics as a guide. They then produce a documentary project that demonstrates respectful civic engagement. This project culminates in a group

critique assessment, discussing the quality of the photographs and the contribution to civic discourse of each student's project.

**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 <http://assessment.unm.edu/>



## 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 FSCC.*

#### 1. Contact Information

Name	Meggan Gould
Title	Professor
Phone	207 798 0223
Email	meggould@unm.edu

#### 2. Institutional Course Information

Prefix	ARTS
Number	1410
Title	Introduction to Photography
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	1. Communication 2. Mathematics and Statistics 3. Physical and Natural Sciences 4. Social and Behavioral Sciences 5. Humanities 6. <b>Arts and Design</b> 7. Second Language

### 3. Student Learning Outcomes

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

Common Course Student Learning Outcomes: these are the student learning outcomes shared by courses with the same four-digit lower-division course number across multiple higher education institutions in New Mexico. A course may be "unique" to UNM, but it must still be assigned a common course number and the course description and SLOs must be listed with the NMHED. The UNM Assistant Registrar helps faculty register courses in common course numbering.

Find Common Course SLOs at: <http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>.

1. Gain fluency with basic camera function as well as a working knowledge of other photographic equipment and software to produce technically competent photographs
2. Have a familiarity with current image-editing software to enhance images as well as developing a digital workflow for the management of digital images
3. Be able to develop creative solutions to visual photographic problems
4. Gain awareness of contemporary issues in contemporary art photographic practice that can be applied to the one's own individual practice
5. Develop the ability to critically analyze and discuss photographic images
6. Print and produce a final project that demonstrates synthesis of ideas presented in the course readings, critiques, and individual research
7. Demonstrate photographic terminology, and the many ways photographs function in society, both currently and historically

#### **Institution-specific Student Learning Outcomes**

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

Tip for Success: New Mexico Curriculum and Articulation Committee interprets NMHED statute on General Education as limiting institution-specific SLOs to no more than 20% of the total SLOs. So, if there are 10 total SLOs, 8 could be common course numbering SLOs and 2 could be UNM-specific SLOs.

### 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?

Why does it belong in the General Education Program?

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**

UNM Criteria for Evaluating Proposed Courses	
	met/not
<p>1. <i>Of broad and tangible interest and intellectual benefit to many students.</i></p> <p>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.</p>	

<p>2. <i>Defined by student learning outcomes related to knowledge, understanding, or skills in the liberal arts.</i></p> <p>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.</p>	
<p>3. <i>Designed to introduce students to habits of mind, theories, concepts and methods in a field or area</i></p> <p>Provides modes of thinking and learning that contribute to exploration and satisfaction in career, life, or community endeavors.</p>	
<p>4. <i>Appropriate for a research university</i></p> <p>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.</p>	
<p>5. <i>Characterized by an inclusive pedagogy</i></p> <p>Seeks to provide enrichment and educational opportunity to all students.</p>	

### 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:

NM HED Criteria/Essential Skills (complete for one area only)		
Essential Skill	Component Skill	met/not
1. COMMUNICATION		
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	
<b>3. PHYSICAL AND NATURAL SCIENCES</b>		
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	
<b>7. ARTS AND DESIGN</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	
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

(explain how students demonstrate that they have learned the skill for **each** of these component skills listed on right side.)

Students demonstrate their capacity for problem setting

In course readings and lectures, students encounter specific critical terms to describe and analyze individual photographs. They develop a vocabulary specific to the medium and use it to examine photographic works that span the history of the medium in class discussions, oral presentations, and description of their own photographic work. In small group class discussion, students identify the importance of iconic photographs in cultural history. In discussions and pre-work for photographic projects, students frame a problem around individually chosen works that are considered to be culturally iconic. They gather evidence through research of the technical history of the medium at the time it was taken as well as the individual photographer's contextual work. They use the descriptive formal elements of photographic language to describe the chosen photographic work and its subsequent cultural dissemination. This encourages them to develop vocabulary as well as cultural awareness of contemporary context. Students prepare and present oral presentations for the class in which they draw a conclusion as to how the iconic nature of these individual photographs was formed.

### **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

In this course, students demonstrate genre and medium awareness through a sustained engagement with the multifaceted ways photographs have been used as culturally significant objects. At the beginning of the semester, students look at a collection of physical photographs that represent the history of the medium, and, in discussion and writing assignments, they present conclusions about the cameras and printing processes used to create these images. In lectures, readings, and discussions, students examine methods for gleaning historical information about the context of photographic capture and printing. They then apply this information to bear on the imagery depicted. Throughout the semester, students analyze individual photographs together to understand how the context in which photographs are made dictates the intended meaning, or message, thereof. Through significant exposure to the range of ways in which photography operates in contemporary society, they evaluate photographic messaging with a critical eye for technical and contextual detail. They use the vocabulary learned in reading and writing assignments to thoughtfully analyze individual photographs and produce compelling arguments as to how photographic meaning can be established—this ability to evaluate the photographic production of others is then brought to bear on their own photographs in oral critique assessments. Notably, students articulate in discussion and in their oral presentation the techniques used in photography



to communicate to different audiences at different historical moments. As they complete the collaborative statement of intent for the collaborative exhibit of their photographic work, they demonstrate the capacity to identify medium, genre, and audience, they employ class strategies for evaluating meaning, and they evaluate and produce an argument about the elements of their exhibition.

### **Narrative 3 on Essential Skill 3 and Component Skills (<300 words):**

Personal and Social Responsibility (2 of the 5)

(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

Students demonstrate collaboration in this course through assigned group work in which they collectively create an exhibition of their work. They photograph a similar theme, and then work together to select the most compelling and relevant photographs, and to sequence them on a shared, public-facing, wall space. They write a statement of intent in a collaborative fashion, articulating the thematic concerns that generated the final photographic choices. Developing a collaborative exhibition builds on prior small group work; through this project students demonstrate their capacity to integrate the opinions of others, include different points of view, and design effectively through engagement with the thought processes of others.

Students also work on an assigned documentary project in this course, in which they are asked to conduct a sustained documentary-style engagement with a group of people or place in the community. Students discuss the ethics of documentary work and explore global examples of historical and contemporary documentary practice. Students then apply their study of documentary to their own work, relying on class discussion of ethics as a guide. They then produce a documentary project that demonstrates respectful civic engagement. This project culminates in a group critique assessment, discussing the quality of the photographs and the contribution to civic discourse of each student's project.

### **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.

### **Introduction to Photography Iconic Photographs**

Choose an iconic photograph from the collective class brainstorm.

Prepare a 15-20 minute in-class presentation about the photograph and the photographer who made it. Tell us about the life and work of the artist, and more specifically about the place of this particular iconic photograph in that artist's trajectory.

In your presentations, you must show images and include captions with date, medium, and size of each work. In particular, talk about the artist's approach and their impact. What were they trying to accomplish in the work? How did this photograph become iconic? Was it an accident of history? Why was the artist in the time and place that made this photograph happen? How did the world come to call it iconic?

*Beyond the bare facts of this artist and image, help us to read the image itself and understand why it made our list of iconic photographs.*

These presentations will be graded for time, clarity, and content. Did you use the full 15-20 minutes with substantive and engaging information? Was your information thorough, insightful, and factual? How well do you know and understand the work of your artist and the life of this particular iconic image, and did you communicate these ideas to the audience?

An excellent presentation will use images not only from the Internet, but also from ArtSTOR, scans from library books, and other non-conventional sources and go beyond the biographical data on Wikipedia. What can you discover about this image or this artist and their work that is not common knowledge? Be prepared to answer questions from the audience.



## New Mexico General Education Curriculum Course Certification Form

Application Number

1835

### Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	<a href="mailto:pcheek@nmu.edu">pcheek@nmu.edu</a>
Registrar Name	Michael Raine
Registrar Email	<a href="mailto:mraine@nmu.edu">mraine@nmu.edu</a>
Department	Studio Arts
Prefix	ARTS
Number	1510
Suffix	
Title	Introduction to Electronic Art
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	1510
Suffix	
Title	Introduction to Electronic Art

### 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. Demonstrate knowledge of simple electronics and circuit building through the construction of simple sensor-based circuits.
2. Integrate a knowledge of digital audio recording and analog circuit building with historical concepts from sound art practice to create a simple sound art piece.
3. Create a short video art piece informed by historical and theoretical examples.
4. Develop a project that uses simple web programming (HTML, CSS, and JavaScript) to integrate digital imaging,

**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 the Introduction to Electronic Art course learn to identify and communicate through various forms and technologies due to the fundamentally interdisciplinary nature of electronic arts. The course introduces students to a range of new media artists and software programs that include how aesthetics are created, simple electronics, sound art, video art and coding for creating artworks. Students learn to identify creative strategies within and beyond art that is viewed in a theater or exhibition space.

Students will demonstrate genre and medium awareness, application, and versatility in the following ways: Students are expected to read articles of theory and history of four different technical approaches to making Electronic Art. For example, students read chapters about the basic recording principles of sound; they are shown how to record sounds and edit the recordings to create a unique sound art piece. They learn software programs that edit and modify the sounds. Examples of historical sound art are presented, and students are given an assignment to create a piece of sound art based on the works studied.

A similar approach is repeated for the mediums of digital collage, video art, and creative coding. Students will demonstrate strategies for understanding and evaluating messages in the following ways: Students are expected to continually integrate technical and aesthetic lessons as they study each distinct approach to art making. Through in-class critiques of assignments, students gain tools for analyzing, understanding, and discussing their own work as well

as that of their peers through a critical and analytic lens. Technically based art making is presented as an experimental exercise requiring a critical approach to a poetic form of expression and communication. For their final assignments students are encouraged to synthesize the aesthetic and technical techniques from these various experiments into a single interdisciplinary work.

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

This introductory course places a strong emphasis on critical thinking. Students learn skills and electronic tools that artists use to investigate, create, and innovate in the forms of new media art they produce. In each course assignment, students identify and gather information necessary to understand and address a problem or question. Students learn to evaluate their work and the work of other students and artists through the critique process. Through peer critique, students learn what makes a successful presentation of a technologically based work of art. The critiques provide a venue for evaluation of the students' integration of the critical thinking skills developed through readings, discussions, and lectures about the work of various contemporary artists. As students develop more nuanced approaches to working digitally, their critical engagement with the ideas embedded in the technologies they use become subjects for experimentation.

Students are encouraged to research digital artists and given several parameters to consider. Intro to Electronic Art is where students are encouraged to expand their definitions of what can be considered a work of art in a way that expands beyond advertising design or visual rendering of various commercially recognized characters. Students learn a variety of skills through tutorials of software programs and equipment use. They evidence these acquisitions by presenting artworks created with the skills and techniques they learn. The sound art, video art and coding projects must show that they have mastered the techniques learned in class with the variety of equipment and software demonstrated. Through exposure to conceptual art practices that expand their understanding of the technologies we they use, students are encouraged to recognize practices that expand beyond commercial definitions of "beauty". This is also evidence that they are thinking critically in terms of a conceptual foundation for the artwork and not just technical prowess.

**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 the Intro to Electronic Arts class, students are introduced to the collaborative models of various artists collectives who have benefitted from improved digital communication possibilities. Through reading discussions, lectures, course presentations students learn that many seminal works in the digital realm have collaborative models for art production. Students will demonstrate collaboration skills and teamwork in group projects involving several assignments including aesthetics, sound, and video works. Students will work with others to complete specific assignments or turn in collaborative joint projects. Collaborative projects depend on sharing of skillsets, brainstorming of ideas, and respect of perspectives and beliefs brought to the collaborations.

The ecological impact of technology is also integrated into readings and discussions of technologically based art. Students read and discuss that many electronic equipment used in their artmaking process become obsolete within a short period of time. Disposing of e-waste in landfills has a negative impact to human and environment health. To encourage sustainability and impact on the natural and human worlds, students become aware of sharing equipment, using equipment longer and recycling old electronics during class demonstrations and presentations. When presenting histories in class of the development of computer art practices we address the prior exclusion of women and minorities in the earliest days of artists experimenting with technology. Through continual updating of sources, students are exposed to newer and more expansive practices that include activist based models and on the experience of marginalized communities. Students learn these histories through lectures, readings, and discussions.

**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>
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## 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	Mary Tsiongas
Title	Professor
Phone	505-401-3861
Email	tsiongas@unm.edu

#### 2. Institutional Course Information

Prefix	ARTS
Number	1510
Title	Intro to Electronic Art
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	1. Communication 2. Mathematics and Statistics 3. Physical and Natural Sciences 4. Social and Behavioral Sciences 5. Humanities <b>6. Arts and Design</b> 7. Second Language

### 3. Student Learning Outcomes

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

Student Learning Outcomes

1. Demonstrate knowledge of simple electronics and circuit building through the construction of simple sensor-based circuits.
2. Integrate a knowledge of digital audio recording and analog circuit building with historical concepts from sound art practice to create a simple sound art piece.
3. Create a short video art piece informed by historical and theoretical examples.
4. Develop a project that uses simple web programming (HTML, CSS, and JavaScript) to integrate digital imaging, sound, and video to express conceptual approaches informed by historical examples.

**Institution-specific Student Learning Outcomes**

### 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?

Why does it belong in the General Education Program?

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>
<p>1. <i>Of broad and tangible interest and intellectual benefit to many students.</i></p> <p>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.</p>	
<p>2. <i>Defined by student learning outcomes related to knowledge, understanding, or skills in the liberal arts.</i></p> <p>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.</p>	
<p>3. <i>Designed to introduce students to habits of mind, theories, concepts and methods in a field or area</i></p> <p>Provides modes of thinking and learning that contribute to exploration and satisfaction in career, life, or community endeavors.</p>	
<p>4. <i>Appropriate for a research university</i></p> <p>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.</p>	
<p>5. <i>Characterized by an inclusive pedagogy</i></p> <p>Seeks to provide enrichment and educational opportunity to all students.</p>	

## 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	
<b>3. PHYSICAL AND NATURAL SCIENCES</b>		
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	
<b>4. SOCIAL AND BEHAVIORAL SCIENCES</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	
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.*

**Critical Thinking**

**Narrative 1 on Essential Skill 1 and Component Skills (<300 words):**

**Component skills: Problem setting, Evidence Acquisition; Evidence evaluation; Reasoning/Conclusion**

This introductory course places a strong emphasis on critical thinking. Students learn skills

and electronic tools that artists use to investigate, create, and innovate in the forms of new media art they produce. In each course assignment, students identify and gather information necessary to understand and address a problem or question. Students learn to evaluate their work and the work of other students and artists through the critique process. Through peer critique, students learn what makes a successful presentation of a technologically based work of art. The critiques provide a venue for evaluation of the students' integration of the critical thinking skills developed through readings, discussions, and lectures about the work of various contemporary artists. As students develop more nuanced approaches to working digitally, their critical engagement with the ideas embedded in the technologies they use become subjects for experimentation.

Students are encouraged to research digital artists and given several parameters to consider. Intro to Electronic Art is where students are encouraged to expand their definitions of what can be considered a work of art in a way that expands beyond advertising design or visual rendering of various commercially recognized characters. Students learn a variety of skills through tutorials of software programs and equipment use. They evidence these acquisitions by presenting artworks created with the skills and techniques they learn. The sound art, video art and coding projects must show that they have mastered the techniques learned in class with the variety of equipment and software demonstrated. Through exposure to conceptual art practices that expand their understanding of the technologies we they use, students are encouraged to recognize practices that expand beyond commercial definitions of "beauty". This is also evidence that they are thinking critically in terms of a conceptual foundation for the artwork and not just technical prowess.

## **Communication**

### **Narrative 2 on Essential Skill 2 and Component Skills (<300 words):**

#### **Component skills: Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages**

Students in the Introduction to Electronic Art course learn to identify and communicate through various forms and technologies due to the fundamentally interdisciplinary nature of electronic arts. The course introduces students to a range of new media artists and software programs that include how aesthetics are created, simple electronics, sound art, video art and coding for creating artworks. Students learn to identify creative strategies within and beyond art that is viewed in a theater or exhibition space.

Students will demonstrate genre and medium awareness, application, and versatility in the following ways: Students are expected to read articles of theory and history of four different technical approaches to making Electronic Art. For example, students read chapters about the basic recording principles of sound; they are shown how to record sounds and edit the recordings to create a unique sound art piece. They learn software programs that edit and modify the sounds. Examples of historical sound art are presented, and students are given an assignment to create a piece of sound art based on the works studied.

A similar approach is repeated for the mediums of digital collage, video art, and creative coding. Students will demonstrate strategies for understanding and evaluating messages in the following ways: Students are expected to continually integrate technical and aesthetic

lessons as they study each distinct approach to art making. Through in-class critiques of assignments, students gain tools for analyzing, understanding, and discussing their own work as well as that of their peers through a critical and analytic lens. Technically based art making is presented as an experimental exercise requiring a critical approach to a poetic form of expression and communication. For their final assignments students are encouraged to synthesize the aesthetic and technical techniques from these various experiments into a single interdisciplinary work.

## **Personal and Social Responsibility**

### **Narrative 3 on Essential Skill 3 and Component Skills (<300 words):**

#### **Component skills: Sustainability and the natural and human worlds; collaboration skills, teamwork, and value systems**

In the Intro to Electronic Arts class, students are introduced to the collaborative models of various artists collectives who have benefitted from improved digital communication possibilities. Through reading discussions, lectures, course presentations students learn that many seminal works in the digital realm have collaborative models for art production. Students will demonstrate collaboration skills and teamwork in group projects involving several assignments including aesthetics, sound, and video works. Students will work with others to complete specific assignments or turn in collaborative joint projects. Collaborative projects depend on sharing of skillsets, brainstorming of ideas, and respect of perspectives and beliefs brought to the collaborations.

The ecological impact of technology is also integrated into readings and discussions of technologically based art. Students read and discuss that many electronic equipment used in their artmaking process become obsolete within a short period of time. Disposing of e-waste in landfills has a negative impact to human and environment health. To encourage sustainability and impact on the natural and human worlds, students become aware of sharing equipment, using equipment longer and recycling old electronics during class demonstrations and presentations.

When presenting histories in class of the development of computer art practices we address the prior exclusion of women and minorities in the earliest days of artists experimenting with technology. Through continual updating of sources, students are exposed to newer and more expansive practices that include activist based models and on the experience of marginalized communities. Students learn these histories through lectures, readings, and discussions.

#### **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.

Sample Assignment: Sound Art

Create a 2-3 minute sound piece. Please create a piece that invokes a space. This is not "sound design" to accompany an image or environment, your piece should have an opinion, ask a question, or seek to challenge our

understanding of the relationship between sound and space. Remember our reading: "ambient (music) was meant to decorate a room, not redefine it." Your piece should strive to be more than decoration. Upload a stereo .wav or .mp3 file to Canvas by Due Date.

"An art form... in which sound has become material within the context of an expanded concept of sculpture... for the most part, works that are space-shaping and space-claiming in nature" -Schultz

- What is sound?
- What qualities does it have? Volume? Color? Mass?
- How can it be shaped?
- What emotions can it bring forth in a viewer?
- What devices do we use to hear sound from/out of?
- How do we tune out sound? How do we tune in sound?
- What does time have to do with sound?
- What objects make sounds that you can use to make art with?

**MATERIALS:** Sound recorders / microphones are available for checkout or use your own recording devices. Make sure you have learned and been tested on the recorders, so you know how to use them well. Use software programs presented in class to create the work.

**PROPOSAL:** Outline your intentions for your Sound Art project (one page written). What types of sounds, textures, dynamics, rhythms do you want to work with? What sorts of field recordings will you need? What ideas and/or feelings do you want to explore? How do you want to affect the listener? You will share your proposals with your peers on due date. Create a collaborative team for the project or collaborate with another student in the class. Please discuss how the collaboration worked during the critique of the artwork.

**GRADING:** You will be evaluated and graded on how successful you were creatively and technically in manifesting your proposals. And how closely you followed the prompts outlined above. Your work should show technical knowledge of equipment and software programs you learned in class, a strong concept for the project and following guidelines given to you.





## New Mexico General Education Curriculum Course Certification Form

Application Number

1837

### Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	<a href="mailto:pcheek@nmu.edu">pcheek@nmu.edu</a>
Registrar Name	Michael Raine
Registrar Email	<a href="mailto:mraine@nmu.edu">mraine@nmu.edu</a>
Department	Latin American Studies
Prefix	LTAM
Number	1110
Suffix	
Title	Introduction to Latin American 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	LTAM
Number	1110
Suffix	
Title	Introduction to Latin American 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. Describe the unique cultural and social traditions in the region
2. Identify the principal events, problems, and concerns faced by Latin Americans today within a cultural and historical context
3. Evaluate the role of race, class, and gender in the creation of Latin American societies
4. Analyze the impact of colonialism on the construction of unique Latin American societies, and on the region's indigenous peoples
5. Interpret the political, cultural, and environmental developments that have contributed to interrelations among current Latin American communities and nations

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

6. Communicate knowledge and analysis creatively using digital media.

**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.*

Regularly over the course the semester, students read academic articles, current media and websites, and literary texts; they listen to relevant podcasts (ex. Radio Ambulante), and/or view relevant film clips, maps, and visual art on the given theme for that two-week unit (ex. Latin American history, environment, economics, culture, literature, etc.). Either in-class or in Canvas (depending on the delivery mode), students first work individually to identify the genre and medium of the assigned works; then, they work in small groups to discuss the authors' argument(s) or the meaning communicated by the visual media and to pose an analytical question about the materials. Students will relate primary source materials / case studies to the readings in the primary textbook. At the end of the discussion, students present a report on their collaborative discussion in which they also address the analytical question they formulate together. Formats for presentations will alternate among oral, written, and digital to promote communication skill development. These assignments require students to apply what they have read, listened to, or viewed in various ways, including factual and practical applications of the ideas, events, and issues they encountered.

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

The capstone assignment for this course is a Geography Assignment (Sample Assignment, below) that requires student work in stages over the course of the semester. For the first stage (the Initial Tour), students formulate their own answer to the problem of how to define a region as diverse and varied as Latin America. They choose locations that indicate the historical, cultural, social, economic, political, etc., limits of the region. The next steps require students to locate credible and reliable sources that provide evidence for the way they've framed their tour. In our class discussions and during the peer-review stage of the project, students explain why they've found their evidence to be both credible and reliable. Students also provide feedback to one another regarding the modes they've chosen to evaluate and present their evidence in the tour. Finally, students revise and complete their tours for submission and they complete a reflective and evaluative blog post (on their personal blog that they've set up for another class assignment) that assesses they ways they defined Latin America through their evaluation of evidence about the geographic sites they've chosen to present.

**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 the course of completing the capstone Geography Assignment (Sample Assignment, below), students show their recognition and understanding of intercultural reasoning and competence, the ways that the natural and built worlds have been shaped by historical and political trends, and how civic knowledge and engagement function at local and regional geographic scales. For example, student-chosen themes for the assignment might include the geography of indigenous women's weaving cooperatives, the problem of water and resource extraction in Latin America, and the patterns of migration across the region, among others. Each of those are major, ongoing civic and cultural issues in Latin America today. In designing and evaluating their own questions about these issues, students foster a stronger knowledge of how intercultural reasoning that accounts for sustainability and ethics impacts the real lived experiences of varied groups of Latin Americans. They also work in collaboration in the peer-review stage of the project to learn from the questions that others have posed and to evaluate peers' engagement with questions of personal and social responsibility that are relevant at the present moment as well as historically.

**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

<http://assessment.unm.edu/>





## New Mexico General Education Curriculum Course Certification Form

Application Number

1838

### Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	<a href="mailto:pcheek@nmu.edu">pcheek@nmu.edu</a>
Registrar Name	Michael Raine
Registrar Email	<a href="mailto:mraine@nmu.edu">mraine@nmu.edu</a>
Department	Latin American Studies
Prefix	LTAM
Number	1111
Suffix	
Title	Latin American Film
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	LTAM
Number	1111
Suffix	
Title	Latin American Film

### 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 Knowledge and Understanding of Latin American Cultures
  - a) Students demonstrate an understanding of the relationship between the practices and perspectives of Latin American cultures.
  - b) Students demonstrate an understanding of the relationship between the products and perspectives of Latin American cultures.
- 2) Connect with Other Disciplines and Acquire Information
  - a) Students reinforce and further their knowledge of other disciplines through Spanish and Portuguese language films and documentaries.
  - b) Students acquire information and recognize the distinctive viewpoints that are only available through the Latin American cultures.
- 3) Develop insight into the Nature of Culture
  - a) Students demonstrate understanding of the concept of cultures through comparisons of Latin American cultures studied and their own.

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

Communicate knowledge and analysis creatively using digital media.

**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*

On a daily basis, students watch assigned films and read related materials, and offer meaningful critical commentary in brief written discussion posts and journal entries on Canvas and in class discussions and, see the Sample Assignment on XXY, below. Guests to the class will offer workshops on research, copyrights, and sound recording and editing. Throughout the semester, students will engage in designing a podcast to share with an audience that extends beyond the instructional setting. The goal is to create a podcast that showcases Latin American cinema and its diversity of voices. Students will select primary and secondary sources related to film and digital media, acquiring digital literacy. They will evaluate the quality of their sources and produce a reasoned position. They will present that position in a script, review their classmates' work to create a cohesive piece, record themselves, and edit the recording. The first assignments (annotated bibliography and presentation) will serve as a foundation for the script and podcast's final version. This podcast is a capstone assignment that builds on frequent short assignments and class discussions on the assigned films and digital media. Short assignments include one-page summaries of two primary and three secondary sources used in the capstone project, reflecting critically on the content, form, and relationship of the sources to each other and to their particular Latin American context. Their podcast script will reflect on Latin American cinema as a "traveling opportunity," a possibility to think critically about LA, and how it challenges (or not) stereotypes about LA and its people.

**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 the course of film discussions and the capstone podcast, students show their recognition and understanding of intercultural reasoning and competence, particularly the ways in which racial, ethnic, gender, and class identities are produced, how they differ within Latin America and in relationship to the students' own social spheres in New Mexico. They will examine how Hollywood shows New Mexico to be an extension of Latin America. They discuss critically the digital representation of these identities and how they have been shaped by historical and political trends, see the sample assignment on XXY. Themes include social isolation and abandonment (Los olvidados, Mexico), child labor (La mina del diablo, Bolivia), urban poverty and crime (Cidade de Deus, Brazil), advertising and the political transition to democracy (No, Chile), arranged marriage (Ixcanul, Guatemala), gender (XXY, Argentina), resilience and hope in Indigenous experience (Wiñaypacha, Peru). Each of those is a major, ongoing civic and cultural issue in Latin America today. In designing and evaluating their own questions about these issues, students foster a stronger knowledge of how intercultural reasoning that accounts for social problems, social responsibility, and ethics impacts the real lived experiences of varied groups of Latin Americans. They also learn in collaboration during the peer review stage of the project to recognize different perspectives and interpretations that others have addressed and to evaluate peers' engagement with questions of personal and social responsibility through the lens of culture as portrayed in film. Finally, they will learn about copyrights and how to cite and recognize other people's work.

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

Students will gain a broad knowledge of the richness, complexity, and diversity of Latin American film and digital practices. They will gain awareness and demonstrate the ability to explain the potential of film to construct and deconstruct social imaginaries and identities (see, the sample assignment on XXY, below). They will think critically about digital culture: recognizing and examining critically who produces and posts material. They will discuss, learn, and employ ethical means of communicating in Canvas-based and web-based social media, expanding their knowledge of online safety. They will develop functional skills in podcast production: formulating an argument, editing texts for clarity, presenting, recording, editing, and mixing audio tracks with sound effects. The class includes training and discussion in copyrights, digital repositories, different types of media (including podcasts, videogames, television, social media, and film). Students will develop collaborative skills, first through peer review of individual elements of the podcast project, including explaining the project to a non-specialist audience. Their final podcast project requires collaboration in a production group as students work in teams of three to produce a 30-minute podcast.

**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>
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## 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	Mariana Sabino-Salazar
Title	Lecturer III
Phone	737 781 1936
Email	soymariana@unm.edu

#### 2. Institutional Course Information

Prefix	LTAM
Number	1111
Title	Latin American Film
Number of credits	3
Was this course previously part of the Gen Ed Core Curriculum?	No (It is at CNM)
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	Humanities

### 3. Student Learning Outcomes

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

- 1) Gain Knowledge and Understanding of Latin American Cultures
  - a) Students demonstrate an understanding of the relationship between the practices and perspectives of Latin American cultures.
  - b) Students demonstrate an understanding of the relationship between the products and perspectives of Latin American cultures.
- 2) Connect with Other Disciplines and Acquire Information
  - a) Students reinforce and further their knowledge of other disciplines through Spanish and Portuguese language films and documentaries.
  - b) Students acquire information and recognize the distinctive viewpoints that are only available through the Latin American cultures.
- 3) Develop insight into the Nature of Culture
  - a) Students demonstrate understanding of the concept of cultures through comparisons of Latin American cultures studied and their own.

#### **Institution-specific Student Learning Outcomes**

- 4) Communicate knowledge and analysis creatively using digital media.

### 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?

LTAM 1111 introduces students to a region with which 44% of UNM students have historical and/or current family ties, at a time in which global citizenship is vital to our ability to address well-being at a local level. Intercultural communication and collaboration are key skills/knowledge that students will need in order to work and collaborate with US Latinx populations as well as globally. We and they cannot address the local or planetary crises that we face—from substance abuse and domestic violence to immigration, water shortage and climate change, immigration, water shortages—if we cannot communicate and collaborate across national borders. For historical and geopolitical reasons, here in NM, Latin America is key.

LTAM 1111 promotes intercultural competence through the intellectual and experiential engagement of students with historical and current social realities, particularly the

formation of social and cultural diversities within Latin America. Understanding Latin American diversity provides keys to addressing both current injustices as well as drawing on the wealth of knowledge and practices developed within Latin American that can strengthen our own efforts to build peace and well-being in our hemisphere.

LTAM 1111 engages students in critical thinking, communicative competence, and the development of personal and social responsibility in relation to US Latinx and Latin American contexts and lived realities. The course also opens students to the ways in which a deeper knowledge of and engagement with the region can enhance their personal career options as well as the well-being of their communities through their vocations and citizenship. Finally, students develop real-world digital skills by producing a research-based podcast on Latin American films as “travel opportunity.”

Why does LTAM 1110 belong in the [General Education Program](#)?

LTAM 1111 offers an introduction to Latin America at an early point in students' UNM career, thus opening the possibility for them to combine the study of Latin America with their chosen career preparation. The course approaches and outcomes are geared to bolster college skills at an early-college level. Developing interest in Latin America early also allows students the multiple years needed to develop communicative competence in one of the languages of Latin America, whether professionalizing their own native Spanish (for a sizeable minority of UNM students) or acquiring fluency in Portuguese, the language of the largest Latin American economy, or learning an Indigenous language, supported by a Foreign Language Area Studies fellowship.

c) Impact statement on the effect this addition may have upon other departments/courses currently in the General Education Program.

Currently, Latin American Studies has no General Education courses. We propose to adopt two NM CCN courses, for spring 2024: LTAM 1110 Introduction to Latin America, which will serve students fulfilling their Social and Behavioral Sciences requirements and LTAM 1111 Latin American Film, which will serve students fulfilling their Humanities requirement. LTAM 1111 overlaps only in very minimal content with HIST 1170 Survey of Early Latin America and HIST 1180 Modern Latin America.

There are two film courses in the General Education curriculum: FDMA 1520 Intro to Digital Media (Area 4), which “provide[s] students with a survey of the histories, innovative concepts, and creative possibilities of digital media” and FDMA 2110 Introduction to Film Studies, which, “introduces students to the fundamentals in film history, criticism, and theory. LTAM 1111 differs fundamentally from these courses as the primary focus is on the cultural production of a specific geo-cultural region: Latin America. Students learn about film and digital media and their genres, but primary focus is on the humanistic study of Latin American representation of identity. The course engages students in the gender, racial, and national diversity of peoples and cultures that make Latin America a space where European, African, and Native populations clash, where the wealthiest and the poorest co-exist, and where new urban identities emerge.

Students acquire a broad knowledge of key genres and directors in Latin America while becoming acquainted with analytical and theoretical tools that allow them to analyze the visual material discussed in class.

We believe that a multi-disciplinary and media-engaged introduction to the region will be more effective in both bringing students into the major and minor as well as fulfilling the Latin American & Iberian Institute's (LAI) goal of increasing the study of Latin America at the 1000 level across campus. These goals of the LAI align closely with UNM's mission and all five values: Excellence, Inclusion, Environment, Integrity, and Place.

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)

1. *Of broad and tangible interest and intellectual benefit to many students.* The rationale in 4a above responds to this question. Additionally, students will be engaged by the variety of film and digital media. The class will be student-centered and will engage active learning approaches, including student presentation of their ideas in creative and media-engaged forms, such as blogs, tweets, podcasts, and collaborative assignments using Google Drive.)

2. *Defined by student learning outcomes related to knowledge, understanding, or skills in the liberal arts.* The SLO's above describe liberal arts outcomes.

3. *Designed to introduce students to habits of mind, theories, concepts and methods in a field or area.* Latin American Studies as a field is multidisciplinary in the initial levels and interdisciplinary at the advanced levels. This course engages students in thinking about how societies think about and create representations of humanity and its interactions with our various environments.

4. *Appropriate for a research university:* The course will be taught primarily by the Lecturer III in Latin American Studies as well as by T/TT faculty who are current in the field. The course will engage active and collaborative learning as well as the principles and practices of the Student Experience Project (SEP).

5. *Characterized by Inclusive Pedagogy:* See responses above, including a) Rationale and d4 immediately above.

e) Current and predicted enrollments for the next three (3) years.

The goal is to enroll 25 students per semester in the first year and to grow the course to an enrollment of 50 every semester.

f) Awareness and adoption of UNM General Education Program Assessment posted by the [Office of Assessment](#).

See Sample Assignment, below.

g) Statement of Budget Impact, Faculty Load, and Resources (faculty/facilities) that the department has for teaching the course.

One section of the course will be taught every semester by the Lecturer in Latin American Studies, whose fall 2023 hire was approved by the Provost. The proposed purpose of the hire included the developing of new LAS courses, including at the 1000 GenEd level. current LTAM 1111 course proposal shares the general framework and SLO's developed by and in collaboration with our Latin American Studies colleagues at CNM, Dr. Bandon Morgan and Dr. Jessica Craig.

h) Memo from Dean or College Curriculum Committee regarding financial support for five (5) to ten (10) years.

- [Hiring Proposal](#).
- [Letter of Offer to Dr. Mariana Sabino Salazar](#), Lecturer III in Latin American Studies, signed by Provost James Holloway

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**

UNM Criteria for Evaluating Proposed Courses	
	met/not
1. <i>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.	
2. <i>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.	
3. <i>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.	
4. <i>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.	
5. <i>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	
<b>3. PHYSICAL AND NATURAL SCIENCES</b>		
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	
<b>4. SOCIAL AND BEHAVIORAL SCIENCES</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	
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	
<b>5. HUMANITIES</b>		
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	
<b>6. SECOND LANGUAGE</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	
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	
<b>7. ARTS AND DESIGN</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	
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; and Reasoning/Conclusion*

On a daily basis, students watch assigned films and read related materials, and offer meaningful critical commentary in brief written discussion posts and journal entries on Canvas and in class discussions and, see the Sample Assignment on XXY, below. Guests to the class will offer workshops on research, copyrights, and sound recording and editing. Throughout the semester, students will engage in designing a podcast to share with an audience that extends beyond the instructional setting. The goal is to create a podcast that showcases Latin American cinema and its diversity of voices. Students will select primary and secondary sources related to film and digital media, acquiring digital literacy. They will evaluate the quality of their sources and produce a reasoned position. They will present that position in a script, review their classmates' work to create a cohesive piece, record themselves, and edit the recording. The first assignments (annotated bibliography and presentation) will serve as a foundation for the script and podcast's final version. This podcast is a capstone assignment that builds on frequent short assignments and class discussions on the assigned films and digital media. Short assignments include one-page summaries of two primary and three secondary sources used in the capstone project, reflecting critically on the content, form, and relationship of the sources to each other and to their particular Latin American context. Their podcast script will reflect on Latin American cinema as a "traveling opportunity," a possibility to think critically about LA, and how it challenges (or not) stereotypes about LA and its people.

**Narrative 2 on Essential Skill 2 and Component Skills (<300 words):**

**Information and Digital Literacy.** *Authority and Value of Information; Digital literacy; Information structures; research as Inquiry*

Students will gain a broad knowledge of the richness, complexity, and diversity of Latin American film and digital practices. They will gain awareness and demonstrate the ability to explain the potential of film to construct and deconstruct social imaginaries and identities (see, the sample assignment on XXY, below). They will think critically about digital culture: recognizing and examining critically who produces and posts material. They will discuss, learn, and employ ethical means of communicating in Canvas-based and web-based social media, expanding their knowledge of online safety. They will develop functional skills in podcast production: formulating an argument, editing texts for clarity, presenting, recording, editing, and mixing audio tracks with sound effects. The class includes training and discussion in copyrights, digital repositories, different types of media (including podcasts, videogames, television, social media, and film). Students will develop collaborative skills, first through peer review of

individual elements of the podcast project, including explaining the project to a non-specialist audience. Their final podcast project requires collaboration in a production group as students work in teams of three to produce a 30-minute podcast.

### **Narrative 3 on Essential Skill 3 and Component Skills (<300 words):**

**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 the course of film discussions and the capstone podcast, students show their recognition and understanding of intercultural reasoning and competence, particularly the ways in which racial, ethnic, gender, and class identities are produced, how they differ within Latin America and in relationship to the students' own social spheres in New Mexico. They will examine how Hollywood shows New Mexico to be an extension of Latin America. They discuss critically the digital representation of these identities and how they have been shaped by historical and political trends, see the sample assignment on XXY. Themes include social isolation and abandonment (Los olvidados, Mexico), child labor (La mina del diablo, Bolivia), urban poverty and crime (Cidade de Deus, Brazil), advertising and the political transition to democracy (No, Chile), arranged marriage (Ixcanul, Guatemala), gender (XXY, Argentina), resilience and hope in Indigenous experience (Wiñaypacha, Peru). Each of those is a major, ongoing civic and cultural issue in Latin America today. In designing and evaluating their own questions about these issues, students foster a stronger knowledge of how intercultural reasoning that accounts for social problems, social responsibility, and ethics impacts the real lived experiences of varied groups of Latin Americans. They also learn in collaboration during the peer review stage of the project to recognize different perspectives and interpretations that others have addressed and to evaluate peers' engagement with questions of personal and social responsibility through the lens of culture as portrayed in film. Finally, they will learn about copyrights and how to cite and recognize other people's work.

### **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.

**XXY (Lucía Puenzo 2007)**  
**Audio visual language**

**Objectives:**

- Recognize and articulate the meanings of the text, including its ambiguities.
- Describe in detail the themes, attitudes, values and judgments present in the text.
- Develop an explanation of the effect of the formal elements of the text (its cinematic art): their meaning, the emotions they evoke, the intellectual reaction they invite in the audience.
- Use well the technical terminology of cinema and narrative.
- Explain the relationships between the formal elements and between this scene and the film as a whole.

**WATCH Scene 1 (in Learn): The Encounter -- MODEL ANALYSIS**

Example (with bolded technical vocabulary)	
What does Scene 1 do?	The <b>scene</b> introduces the <b>protagonist</b> and presents her character as fearless, adolescent, and curious. It also introduces the <b>tone</b> that the interactions between Alex and Alvaro will take, in which Alex provokes and Alvaro responds with interest, curiosity, but also bewilderment.
How does the scene do this (art)?	<p>The <b>sequence</b> establishes Alex's strong relationship with the isolated, desolate and natural environment: it communicates a certain harshness of life and perhaps evokes nature's struggle for survival: that life is harsh.</p> <p>The <b>camera</b> presents a <b>wide shot</b> that reveals the young people as two almost black-and-white figures against a <b>background</b> of muted blue. Alex's <b>clothing</b>--her use of the hood of the sweatshirt--suggests the cold, which makes odd the appearance of her bare legs while she wears shorts as if in rebellion against the environment.</p> <p>The <b>camera cuts</b> to a <b>close-up</b> that <b>focuses</b> on Alex's face looking at Alvaro's head from behind. In the <b>background</b> is a skiff that <b>sets the scene</b> in the context of coastal life. This existence near the sea acquires more importance later with Alex's father's work as a marine biologist and with the local fishing economy that contrasts the care of nature with its consumption.</p> <p>Alex greets Alvaro and as Alvaro responds with a "hello," he asks him if he has just masturbated in his room. The question is surprising: it confirms Alex's freshness and his adolescent sexual curiosity: the expression on his face shows his self-consciousness: he knows he is puzzling the boy. The <b>camera alternates</b> between the two faces, showing Alvaro's desire to hold the conversation, but not its very intimate course. The conversation ends with an unanswered question: Alex asks Alvaro if he would sleep with her. He repeats the question, With you? And in the face of her silence, Alex gets up and</p>

	leaves. The <b>dialogue</b> opens up the relationship between the two and promises a development of mutual acquaintance, a <b>development</b> that is not going to follow the patterns of a "normal" friendship--one that follows social norms.
--	---

Homework preparation:

Each student is assigned one of four 60-second scenes, which are posted in Canvas. They prepare and share in a group blog notes on the following general questions and the specific questions listed under each scene, below:

- What does the scene do?
- What does it contribute to meaning?
- How does it develop the themes of the film?

In class presentation/discussion:

The class watches each scene together. The students who prepared the analysis take turns explaining the scene, stopping the video to point out details, and answer the questions. At the end of the commentary, students who did not work on that scene respond with additional comments and questions.

Scene 2: The Operating Room

- How does the director create a relationship between the setting and the development of the theme of sexuality?
- What meaning do the camera movements give the scene?

Scene 3: The bodies

- How does the camera treat Alex's body?
- How does the director use the setting--including the window, the mirror, the interior and exterior of the house--to give meaning to the body?
- What does the film do with the viewers' curiosity about Alex's genitals?

Scene 4: The Departure

- What is the visual environment like?
- How does the director use editing to give meaning to Alvaro's family's departure?

Scene 5: The End

- What meaning does the film's resolution give?
- How does the camera treat the characters and the environment?
- What is the significance of the final shot of the film?



## New Mexico General Education Curriculum Course Certification Form

Application Number

1874

### Institution and Course Information

Name of Institution	NMSU
Chief Academic Officer Name	Interim Provost Lakshmi Reddi
Chief Academic Officer Email	provost@nmsu.edu
Registrar Name	Gabrielle Martinez, Acting Registrar
Registrar Email	gdmart@nmsu.edu
Department	English
Prefix	ENGL
Number	2610G
Suffix	
Title	American Literature 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	ENGL
Number	2610
Suffix	
Title	American Literature 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.

1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

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*

English 2610 students develop critical thinking skills by learning how to read carefully, situating texts within various cultural, historical, and generic contexts, including the colonization of New England and indigenous people's resistance to it, American iterations of the Enlightenment and Gothicism, New England Transcendentalism, and, throughout the course, debates over enslavement and abolitionism, women's rights, and the future of democracy. Class discussion and weekly written posts on Canvas (learn.nmsu.edu) offer students opportunities to put this reading-in-context into practice in a low-risk manner, while giving the instructor regular opportunities to evaluate and assess the degree to which students are developing these skills. Since this is a sophomore-level class that, for some students, also serves as an introduction to literary studies, major writing assignments offer several broad topics that can serve as guides for where to begin as they develop narrower research questions. Students develop strong answers to these research questions through their own close analysis of the topics/arguments/tropes/genre conventions featured in the primary text as well as careful assessment of the critical conversation established in secondary texts.

Time will be spent in class discussing the qualities that constitute strong (and weak) scholarly sources and an annotated bibliography assignment will offer students an opportunity to put this into practice while also learning proper citation style. By the end of the course, students will learn how to discern – in their own thinking and in the secondary texts they read - fact vs. opinion and superficial vs. substantial analysis, while gaining an awareness of rhetorical tactics, critical thinking skills that will need to be displayed in well-reasoned completion of their evidence-based writing assignments.

**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*

Assigned texts in English 2610 show how the voices of colonizers and colonized, enslavers and the enslaved, men and women shaped the development of American democracy in ways that continue to ramify to this day. We will see the environmental consciousness of indigenous people as well as how certain Transcendentalist texts serve as precursors of an environmental movement. Debates about gender similarly appear throughout the course from the Puritan era to the Seneca Falls convention. The abolitionist movement serves as a witness to how slow American democracy was to understand, much less begin to correct, its persistent imperfections. Debates about the role of religion in private and public life inflect all of these issues. In literally every class, students will see how writers and their texts struggle with and, at times, directly intervene in these crucial ethical discussions and will feel how these texts from the seventeenth, eighteenth, and nineteenth centuries illuminate public discourse in the twentieth and now twenty-first centuries. Students' learning experiences will be enhanced by a collaborative classroom environment that encourages an open - and always civil - exchange of ideas, as well as short and long writing assignments which require them to refine and carefully support these ideas while bringing them into conversation with up-to-date, high-quality scholarship. Throughout the course, students will deepen their sense of personal and social responsibility as a result of an increased awareness of the cultural narratives that have shaped our individual and collective sense of ourselves as Americans. These narratives are presented with unique power in American literature.

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

As English 2610 students learn how to read and write about literary genres within their discursive contexts, they become sensitized to the way that all discursive formations, including those surrounding them today exist amidst (and are themselves) complex cultural vectors (e.g. how various online platforms - from social media to research databases - filter and disseminate information). A series of assignments brings this into focus. English 2610 students, first, build confidence by carefully analyzing primary texts in class discussion and weekly writing assignments posted to the learning platform (Canvas). Then in annotated bibliographies they evaluate secondary sources while learning appropriate documentation style conventions, before finally, in their essays, engaging with secondary sources and making an original argument of their own. By breaking down the writing and research process in this way, students learn to be reflective consumers of information who can identify a nuanced, knowledgeable source, as well as those



that are neither nuanced nor knowledgeable and those that are in-between. As a result, English 2610 students begin to learn how to enter into and make original contributions to scholarly conversations rather than passively rehearse established or unreliable opinions.

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

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf>

## ENGLISH 2610: SURVEY OF AMERICAN LIT I

### PAPER #1

#### Basic Requirements:

Length = 5-6 pages (can be more but longer papers do not necessarily mean better grades)

Details = must be typed, double-spaced, with conventional (one inch) margins and font (Times New Roman is usually best; don't waste space by writing in unusually wide fonts like courier, etc.)

Sources/Research = This is a short essay, and I would like for you to focus on careful analysis of textual evidence chosen in support of your claims. But I would also like for you to develop your thoughts in conversation with scholarship. So you need to reference 3 sources in your paper. The MLA database is the most reliable source for scholarship in literary studies. Depending on your topic, you may wish to consult the History Reference Center or even Historical Abstracts (the latter does not address North American history but might be useful for essays considering, for example, colonial history or the history of slavery and abolitionism). Databases may be found through the library website, lib.msu.edu.

We will discuss the characteristics of scholarly sources on September 7, as well as the strategies for how to find them. I'm also happy to speak with you about this individually. Please also keep in mind that all quotes or ideas taken from other texts (in print or online) must be cited. There are no exceptions to this rule. Follow MLA format for your parenthetical citations and works cited page. The following website is an up-to-date reference for MLA format: ([https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)).

Percentage of Grade = **15% (your annotated bibliography is worth 5% of this)**

Due Dates = annotated bibliography due **September 21 at 10:30am on Canvas**; your annotated bibliography entries should begin with an MLA citation of the source, then include a short paragraph (2-3 sentences) explaining why you believe the source to be an academic source, a second paragraph (4-5 sentences) summarizing your source, and a third paragraph (2-3 sentences) explaining why/how you plan to use the source.

final paper due **October 12 at 10:30am on Canvas** (late papers will be penalized by 1/3<sup>rd</sup> of a letter grade per day late)

I am happy to talk about drafts at any stage in the writing process. Just email me or drop by during office hours (or schedule an appointment)! If you want to discuss an entire draft, please drop-by office hours or schedule an appointment.

### A Few Possible Paper Topics:

You may come up with a different topic of your own, but you must let me know *in advance* what this topic is, so that we can discuss whether it can be done in 5-6 pages.

1. Compare Winthrop to Jefferson in terms of their ideological similarities and differences.

(Note: Your thesis should be more specific than: “Winthrop is a Puritan and therefore believes A, B, C, while Jefferson is a representative of Enlightenment thinking so he believes X, Y, Z.”)

2. We’ve seen how many colonial and early American texts do not count non-Europeans as persons. Write a paper explaining how a non-European writer attempts to rebut this racist logic (what does she/he appeal to? what kinds of claims does she/he make?). Alternative possibility: you might write a similar paper by a woman writer who faces discrimination because of her gender.

3. Look back at a few (i.e. 1-3) texts assigned for the class labeled “Native American Dissent.” Be sure to pay attention to headnotes and footnotes. Make an argument about how we should read these “bicultural composites.” What can we (and can't we) know about early Native American political dissent from such texts?

4. Some of our texts seem to think that it is best to build on the past/tradition (Bradford, Winthrop, etc.) while others think that it is best to break with the past/tradition (Declaration of Independence, Emerson, etc.). Pick a couple of texts and compare the advantages of looking forward vs. looking back.

\*Keep in mind that writing about a small number of texts (e.g. two) in detail is much better than writing about a bunch of texts only superficially.

\*DON'T repeat my wording of the topic in your introductory paragraph. I want you to feel free to frame your own ideas.

\*When writing about poetry, I'd much rather you give detailed readings of a small number of poems, rather than considering many poems but only offering generalizations.

### A Few More Hints re: Writing Papers:

1. If you use material presented in lecture or in discussion (and you certainly can – in agreement or disagreement), be sure to use it as a springboard for *your own ideas*, rather than simply regurgitating notes from class.
2. Your own ideas must be supported by *evidence* from the text (i.e. short quotations). You should also take conflicting evidence (if there is any) into account as well.
3. Keep your introduction fairly short. You'll want to end your introductory paragraph with a thesis, a *specific* statement expressing the argument that you will be making.
4. Also keep in mind that a *topic* (like those listed on this handout) is not a *thesis*. A thesis should take a stand – make a claim that is debatable (“both X and Y describe American communities in their stories” is not a thesis: too vague, not debatable) (Example of a better thesis: Though Emily Dickinson often is thought to be merely an anti-social recluse, a number of her poems show just how interested she was in fostering mutually fulfilling relationships.)
5. It's a good idea to think about how you are going to organize and present your ideas *before* starting to write. This will improve your paper's clarity (e.g. by reminding you to group similar ideas together) and will cut out needless repetition. Outlining can be helpful (I still do it!).
6. Mechanical errors will *not* be a central focus when the papers are graded. But if a paper becomes sloppy or difficult to follow, it will be penalized. It would be nice to be able to grade just ideas, but ideas are communicated with words. If the words aren't clear, neither are the ideas. So please be sure to proofread carefully.



## New Mexico General Education Curriculum Course Certification Form

Application Number

1875

### Institution and Course Information

Name of Institution	NMSU
Chief Academic Officer Name	Interim Provost Lakshmi Reddi
Chief Academic Officer Email	provost@nmsu.edu
Registrar Name	Gabrielle Martinez, Acting Registrar
Registrar Email	gdmart@nmsu.edu
Department	English
Prefix	ENGL
Number	2630G
Suffix	
Title	British Literature 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	ENGL
Number	2630
Suffix	
Title	British Literature 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.**

1. Read and discuss representative works of British writers from its origins in Old English to the 18th century to understand cultural and historical movements which influenced those writers and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

**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 ENGL 2630 demonstrate critical thinking by identifying issues and problems in the study of early English literature and conducting independent research in which they gather evidence on the topic, evaluate the validity and authority of secondary sources, synthesize ideas, and draw reasonable conclusions. Students identify both factors contributing to the authority of a secondary source and factors potentially detracting from its authority. In weekly reading response papers, students identify issues for exploration in class discussion, and in the final Class Presentation they work in groups to propose a research question or problem related to the course material—for example, a question about the early modern theater, the emergence of prose fiction, or the impact of Reformation ideas or scientific discovery on literature (Problem Setting). In the second half of the course, students conduct independent research to address their proposed research question and summarize these sources effectively in a Working Bibliography (Evidence Acquisition). As a component of the Working Bibliography, students differentiate strong and

weak arguments and evaluate the authority and credibility of all sources (Evidence Evaluation, Reasoning/Conclusion). Students synthesize ideas from research sources and generate reasonable conclusions in a final “mini-conference” class presentation (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*

Students in ENGL 2630 study the origins of the English literary tradition and the influence of medieval and early modern cultures on its development, engaging in intercultural reasoning and developing intercultural competence across historical time periods. Throughout the course students engage with questions of personal and social responsibility both as medieval and early modern thinkers grappled with them (for example, by exploring the representation of ambition, intergenerational conflict, or the relationship between humanity and nature across one thousand years of literature) and as contemporary inheritors of social and cultural systems that emerged or developed during the period of study. In weekly reading response papers and the final class presentation based on independent research, students situate the assigned texts in specific cultural and historical contexts (Intercultural Reasoning and Intercultural Competence). Focusing attention on the deep origins of modern cultural attitudes provides a framework for students to reexamine their own preconceptions, and in both response papers and a final reflection they situate their views and assumptions in this intercultural context.- In the culminating “Early Brit Lit Mini-Conference,” students collaborate as panelists presenting related bodies of research and engaging audience questions. As a component of the mini-conference, they reflect in writing on this teamwork experience and propose ways to collaborate more effectively (Collaboration Skills, Teamwork and Value Systems).

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

Students in ENGL 2630 perform secondary research using print and digital resources, evaluate the authority and value of secondary sources, synthesize ideas to draw reasonable conclusions, and organize information for effectively for communication to an audience in an original “mini-conference” presentation. Because the internet hosts a large amount of popular information and misinformation about medieval and early modern writers and texts, evaluation of research materials is discussed throughout the course, and students develop experience and mastery in evaluating the reliability of sources and validity of information they contain. For their research presentation proposal, students formulate a research question and perform effective secondary research using print sources, library databases, and scholarly websites and archives (Research as Inquiry). They summarize their preliminary research in a Working Bibliography, similar to a literature review, that surveys a range of scholarship on their topic, organizes information logically, and evaluates the authority and validity of sources (Information Structures, Authority and Value of Information). Based on instructor feedback and student reflection, they reframe the research question for the final “mini-conference” class presentation, in which students synthesize information and ideas from sources on their research topic and share their conclusions with the class in an oral presentation accompanied by student-created

visual aids that demonstrate digital literacy (Research as Inquiry, Digital Literacy). Throughout the course, location, evaluation and ethical use of print and digital research materials are modeled and discussed, with particular attention to avoiding plagiarism. All assignments that require secondary research are assessed via rubrics that incorporate attention to evaluation of sources' authority, appropriate and ethical documentation, and, as appropriate, engagement in a process of research inquiry through which students pose a question that adds to disciplinary knowledge, conduct effective research, synthesize ideas, and generate reasonable conclusions.

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

Link to Institution's General Education Assessment Plan	<a href="https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf">https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf</a>
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## British Literature I: Group Class Presentation (10 mins.)

During our extended final exam period class, we will hold an Early Brit Lit Mini-Conference. Each class member will contribute independent scholarly research to a small group class presentation. We will divide into groups in October so that you and your group members can select a topic, divide it into components, and designate responsibility for researching each part. Class presentations should be 10 minutes long for a 3-member presentation,\* designed to communicate effectively, and include a visual component designed to aid comprehension, such as Powerpoint or handouts. Once you have given your presentation be prepared to respond substantively to questions from the class.

The Class Presentation consists of three components:

1. Group Proposal (20 points)
2. Individual Working Bibliography (30 points)
3. Group Presentation (15 points)

More details on each stage:

**1. Group Proposal (1 page):** work with your group to set out the question or topic your group wishes to explore in one page. Please explain why it interests you, what steps you have already taken to begin to learn more about it, and what problems or questions, if any, have already come up in your preliminary research. Designate one group member to submit the Group Proposal, with all group members' names (ordinarily 3) listed at the top. While you do not need as yet to have divided the topic into subtopics, make sure that the topic is of sufficient scope to allow all group members to contribute substantial independent research. *No later than 1 week prior to the Working Bibliography deadline, all group members must have been assigned research responsibilities.*

*Note:* if your group is struggling to find a topic, look back at your weekly response assignments. Has a topic arisen there that you would like to explore in more detail?

**2. Individual Working Bibliography (1 1/2 pages; each group member submits their own):** summarize in at least ½ page each what you individually have found in *three* relevant scholarly sources; each summary should be headed by a full bibliographic entry in either MLA or APA format. This summary should do much more than describe the topic of the source or paraphrase its title—read the source, identify the central points and argument that pertain to your research topic, and put these into your own words. Only quote the source if something is stated in a way that is unparaphrasable, and, in that case, keep the quote brief.

Before beginning your research, consult the information in the Syllabus and below on identifying and citing authoritative secondary sources. If you are in doubt about the authority of a source, touch base with me. For each source, go include a one-sentence rationale for why you consider this to be an authoritative, reliable source.

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\* 10 minutes anticipates 3 group members. If you have more than 3 members, please discuss the duration with me.

**3. Class Presentation (10 mins):** share your research to the class in a group Class Presentation that is designed and organized to communicate effectively. How you organize the time is up to you, with the understanding that all group members are expected to participate and share their findings. The presentation should be accompanied by a visual aid such as Powerpoint or a handout. Visuals should aid comprehension but not reproduce every word of the spoken presentation--so, for example, you might provide a bulleted list, quote, or images for us to consider, but not a word-by-word transcription of your oral presentation. The Group Presentation should end with a *Works Cited* page citing sources to which you have referred in APA or MLA format.

### **MUST READ: Finding Reliable Research Tools and Authoritative Source**

**Using research tools:** There are many research tools in the ether of varying quality and usefulness. This humanities course is designed to help you refine your critical thinking, argumentation, research, and persuasive skills. To benefit from this course, you must exercise your own analytical skills to develop original claims and insights. For this course, use only research tools accessible from the NMSU library website or from instructor resources. All ideas must be your own or carefully attributed: to present ideas that are not original to you as though they are your own is plagiarism and academic misconduct (see the Syllabus).

**What are secondary research sources?** The early modern poems and plays we are studying are *primary* sources; modern scholarly commentary about them is *secondary*. Scholarly secondary sources are:

- 1) written by experts in the field, typically university scholars, and published by recognized scholarly journals and presses.
- 2) peer reviewed and fact-checked for accuracy: before publication, they go through a rigorous process of peer review (also called juried review), in which they are submitted to other experts for double-blinded anonymous critique, editing, and fact-checking. They are ordinarily articles, books, or book chapters.

Secondary sources should be as recent as possible. For this course, please consult me before using a source more than 40 years old.

**How to find authoritative research sources:** Your first stop in secondary research is the [NMSU library catalog](#)[Links to an external site.](#), which will help you locate scholarly books and articles on the library shelves and online. Many full-text articles can be found in databases accessible from the NMSU library website (specifically useful for this course may be the MLA and JSTOR) at <http://lib.nmsu.edu/article.shtml>[Links to an external site.](#) For the most recent and relevant sources it is usually necessary to go to the library. *In writing assignments for this course, do not use websites that are not accessible via the NMSU library webpage unless you have thoroughly evaluated their scholarly authority and reliability.*

Depending on your topic, you may get pre-approval from me to use internet sources hosted by museums, galleries, archives, universities, and institutes. Before using any internet source, evaluate it carefully: who or what organization posted the information? Do they speak with scholarly authority on the subject? Do they cite their sources? Beware of generalizations and lack of citation--these are red flags that the site is not scholarly. If you find an intriguing claim

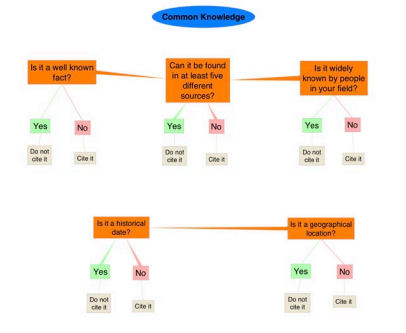
(like "Shakespeare's 'dark lady' was the poet Emilia Lanyer, who came from an Italian family of court musicians), check it using the "Four Moves" process described by Mike Caulfield in *Web Literacy for Student Fact-Checkers...and Other People Who Care About Facts*:

1. **Check for previous work:** Look around to see if someone else has already fact-checked the claim or provided a synthesis of research.
2. **Go upstream to the source:** Go “upstream” to the source of the claim. Most web content is not original. Get to the original source to understand the trustworthiness of the information.
3. **Read laterally:** Read laterally. Once you get to the source of a claim, read what other people say about the source (publication, author, etc.). The truth is in the network.
4. **Circle back:** If you get lost, hit dead ends, or find yourself going down an increasingly confusing rabbit hole, back up and start over knowing what you know now. You’re likely to take a more informed path with different search terms and better decisions.

(Caulfield 18)

This claim might not make it past step 1, and certainly not past step 3, as it is a notoriously unfounded claim. Please ask me if you have any doubt about the authority of a source.

**Attributing Words, Ideas, and Facts:** All words, ideas, and facts that are not common knowledge to a student of the field must be attributed, either by completely rephrasing the idea and adding a parenthetical citation at the end--e.g., (Bloom 109)--or by putting specific words and phrases that capture unique and un-paraphrasable meaning in quotation marks--e.g., Harold Bloom claims that in exploring an unprecedented range of emotionally experience, "Shakespeare invented the human" (109). In doubt about whether to cite? Check out this University of Toronto [chart on citing](#):



When in doubt, ask the instructor or cite!

(University of Toronto Libraries, "Citing Sources")

The most common form of **plagiarism** is via the internet; make sure to cite where you found any ideas and put any exact words or wording used in quotation marks with a parenthetical citation (e.g., Grierson 20). Plagiarized work will receive a grade of 0 and may result in failure of the course and/or further disciplinary action by the University. See also “Academic Misconduct” and “Plagiarism” under Course Requirements & Policies in the Syllabus (pp. 3-4). Assignments submitted for this course will be checked for plagiarism and originality.

**Formatting Titles and Citations:** Titles of free-standing works, such as books, journals, epic poems, and major artworks, should be italicized or underlined. Titles of lesser pieces published as part of a larger whole, such as essays published in a collection, shorter poems, or details from a larger artwork, should appear in quotation marks. All language taken from a source should be in quotation marks and reproduced just as they are in your text (i.e., only use italics or center-justify text that appears this way in the original). Refer to the Purdue OWL or another style guide for APA or MLA format. Some examples:

1) *APA*

*APA in-text citation:*

Ross King (2014) argues that in *The School of Athens* Raphael gave the famously ill-tempered philosopher Heraclitus the features of Michelangelo (p. 108).

Ross King (2014) argues that in *The School of Athens* Raphael "razed his rival Michelangelo" by depicting him in the guise of the famously ill-tempered philosopher Heraclitus (p. 108).

*APA Works Cited:*

King, Ross. (2014). *Michelangelo and the Pope's Ceiling*. Bloomsbury.

2) *MLA*

*MLA in-text citation:*

Ross King argues that in *The School of Athens* Raphael gave the famously ill-tempered philosopher Heraclitus the features of Michelangelo (108). OR, In *The School of Athens* Raphael gave the famously ill-tempered philosopher Heraclitus the features of Michelangelo (King 108).

Ross King argues that in *The School of Athens* Raphael "razed his rival Michelangelo" by depicting him in the guise of the famously ill-tempered philosopher Heraclitus (108). OR, In *The School of Athens* Raphael "razed his rival Michelangelo" by depicting him in the guise of the famously ill-tempered philosopher Heraclitus (King 108).

*MLA Works Cited:*

King, Ross. *Michelangelo and the Pope's Ceiling*. London, Bloomsbury, 2014.



## New Mexico General Education Curriculum Course Certification Form

Application Number

1876

### Institution and Course Information

Name of Institution	NMSU
Chief Academic Officer Name	Interim Provost Lakshmi Reddi
Chief Academic Officer Email	provost@nmsu.edu
Registrar Name	Gabrielle Martinez, Acting Registrar
Registrar Email	gdmart@nmsu.edu
Department	English
Prefix	ENGL
Number	2640G
Suffix	
Title	British Literature II
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	2640
Suffix	
Title	British Literature 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.**

1. Read and discuss representative works of British writers from its origins in Old English to the 18th century to understand cultural and historical movements which influenced those writers and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

**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*

For the essays and responses students complete in English 2640, they are required to articulate original, persuasive arguments about texts from the syllabus. Moving from close and careful reading to the formulation of fresh and evidence-based arguments about the readings—that is, from Problem Setting, through Evidence Acquisition and Evidence Evaluation, to Reasoning/Conclusion—is an essential part of every aspect of this class. In each of the assignments students complete (short argumentative responses, an in-class essay, a take-home research paper, and an in-class final exam), as surely as in class discussions, students must learn to engage in evidence acquisition by reading primary texts carefully and closely, identifying patterns and unpacking nuances, evaluating the importance of those details (and distinguishing relevant from irrelevant material), and reaching conclusions on the basis of such close and thoughtful reading. Students learn to structure arguments based on careful reasoning and adherence to disciplinary standards, distinguishing evidence-based argumentation from opinion. For the final paper, students must

also conduct research on the topic of their choosing, finding critical and historical sources with which to engage in order to articulate their own persuasive and original arguments.

**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 two centuries of British literary history covered in English 2640 witnessed the establishment and ultimate collapse of the British Empire, processes in which literature played a fundamental role: as has been well documented, literature served as a key mechanism of colonization, just as the postcolonial literatures covered in this class had an important role in the dismantling of the British Empire. Students thus learn about the systems that continue to inform many of the key social justice issues of our day, as well as strategies by which others have worked to dismantle such systems. The scope of this course thus offers students an essential opportunity to develop intercultural reasoning and intercultural competence, by considering social justice issues in a variety of cultural and historical contexts. It is no exaggeration to say that questions of personal and social responsibility are everywhere in these texts: in questions of the relationship between literature and social movements, for example, or in considerations of the part that literature has played in many of the abuses of the past two centuries. The variety of arguments made through these texts—for instance, about the abolition of slavery in the British empire—also help students hone their skills in ethical reasoning. In using these literary texts to explore the history of Britain—and of English as a language wielded by different groups in different contexts—students are constantly exploring the factors that make possible (or impossible) solutions to both local and global problems (Civic discourse, civic knowledge and engagement—local and global). In this way, students learn how most successfully to wield civic discourse to address the most pressing social issues of our own historical moment.

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

The close reading of multiple texts in English 2640 offers students a rich field of inquiry. In all assignments, students are encouraged to build arguments on the basis of their own curiosity, seizing on patterns or inconsistencies in the texts they are reading to begin to develop a research question—tailoring the scope of that question to the parameters of the assignment—that will ultimately lead to new knowledge about the work(s) on which they are focused (Research as Inquiry). Whether students are engaged in readings of texts or in completing research on those works, they must learn to select and use the most persuasive and important material (Authority and Value of Information) from literary works, historical sources, or critical work to mount their arguments (and to carve out space for their own readings in the existing critical conversation). Especially when engaging with other critical work in their research papers, students learn to assess the authority and value of information and to distinguish persuasive arguments from flawed ones. Students also learn to formulate their own arguments in formats that fit the disciplinary expectations of the field, ranging from the scope and organization of their arguments to the way scholars in the discipline cite and engage with evidence (Information Structures).

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

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf>



**Research Paper (35%)**  
**1500-2000 words**

Write an organized, coherent, thesis-driven essay of 1500-2000 words about any of the literary texts on the syllabus. While there is no limit on the number of poems, novels, stories, or essays that you may consider in your paper, your essay should contain some amount of sustained engagement with—and close reading of—at least one text. You should concentrate on what *ideas* or *themes* the texts convey and the positions they take in regard to those themes and ideas. Be sure to include a *thesis statement* (an overall argument about the work[s]), and also be sure to refer to *specific details* from the text in order to support your claims. Your paper should consider what these texts mean and how they express that meaning. Avoid mere summary.

Your essay must also engage with *at least* three peer-reviewed academic critical sources. Remember that when engaging with other criticism you should position yourself as a scholar in conversation with other scholars; you should aim to *add to* the existing critical conversation (a conversation you will establish through the other critical sources you consult). Avoid treating these other scholars as authority figures whose work can be used as *evidence*.

References to the primary and secondary texts you discuss should be made in accordance with MLA style. Please consult the *MLA Handbook for Writers of Research Papers* (9<sup>th</sup> edition). Your essays must also include a Works Cited list.

You may respond to any of the questions below, but you are also encouraged to formulate a topic of your own.

- 1.) Many of the texts we have read with this semester have been fixated on religion (or its absence). Consider the representation of religion in at least one work.
- 2.) Discuss the treatment of empire and imperialism in at least one text.
- 3.) Carlyle complains in *Past and Present* about the replacement of traditional ties with what he calls the “cash-nexus.” Examine the representation of money and the marketplace in at least one work.
- 4.) Consider the treatment of family relationships in one or more texts: Wordsworth’s relationship with Dorothy, for example, or the relationship between father and son in “Casabianca,” or Mary Seacole’s role as “Mother Seacole,” or Hashim’s treatment of his family in “The Prophet’s Hair,” etc.
- 5.) Many of the texts we have read this semester have been concerned with disappointment, loss, and failure: Dylan Thomas’s anticipatory mourning for his dying father, Andrea del Sarto’s sense of his unfulfilled artistic potential, Mary Seacole’s ruin after the Crimean War, or Virginia Woolf’s discussion of the absence of literary works written by Elizabethan women. Discuss this pervasive sense of failure and disappointment in at least one work.



## New Mexico General Education Curriculum Course Certification Form

Application Number

1879

### Institution and Course Information

Name of Institution	NMSU
Chief Academic Officer Name	Interim Provost Lakshmi Reddi
Chief Academic Officer Email	provost@nmsu.edu
Registrar Name	Gabrielle Martinez, Acting Registrar
Registrar Email	gdmart@nmsu.edu
Department	History
Prefix	HIST
Number	1170
Suffix	
Title	Survey of Early Latin America
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	HIST
Number	1170
Suffix	
Title	Survey of Early Latin America

### 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 explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from independence to the present. Bloom Taxonomy's Cognitive Process: Remember and Understand.
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context. Bloom Taxonomy's Cognitive Process: analyze, remember, evaluate, create.
3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy's Cognitive Process: understand, evaluate, apply.
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: remember, understand, evaluate.
5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: create, apply.
6. Students will apply historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: apply, analyze.

**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 will develop their critical thinking skills over the span of the course by means of various assignments, class discussions, presentations, and other activities. For some assignments, students will examine evidence presented in primary and secondary sources and determine how the author(s) define and present their ideas. The students will weigh the arguments and identify the main ideas presented. Students will analyze and evaluate the evidence and ideas for reliability and accuracy, including understanding and empathizing with people in their historical contexts. As part of these exercises, students will evaluate the credibility and perspectives of the sources. For some of these assignments, students will express what they have learned through creating and writing analytical papers. The students will develop conclusions about the sources based on a well-supported and well-reasoned evaluation. During the course, students will analyze how societies develop and change over time.

As just one example, in one module of this class, students demonstrate skill acquisition in critical thinking when the instructor poses the question for an in class discussion, “How did the Spanish conquistador Hernán Cortés and his small army manage to topple the massive Aztec Empire?” Students then discuss and explore a series of primary sources from the sixteenth century—sources that they will have read as homework--thereby gathering data to address this question. In class discussion, working in small groups and then together with the instructor and the entire class, students discuss and evaluate the biases and reliability of these sources and develop conclusions about how and why a small force of armed men could defeat a much larger imperial system: an exercise that is transferrable to a great variety of other/similar historical episodes in global history.

**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*

Specifically in this class, for instance, students acquire skills in intercultural reasoning when they read a short article about human-animal relationships in colonial Latin American history that describes how Western Europe and kept “pets”, based on the idea that some species of animals could be domesticated. Many Indigenous people in Latin America, by contrast, understood all humans and all animals to exist on a relative scale of wildness to tameness, so that any human or animal could be either free or a “pet”. Students summarize this author’s argument, and her evidence, in a short paper. This assignment directly illuminates how historically, different cultures think and act differently from our own, and how understanding and evaluating our own ethnocentrism helps us to have more productive conversations across different cultures.

Similarly, this class considers the work of the historian Charles Mann, who asserted that while we might conceive of Indigenous societies as leaving little to no mark on the natural human world, in fact, Indigenous societies in the Americas undertook dramatic and often unsustainable changes to their natural landscapes (for instance, the Mayans in draining swampland and overfarming), thereby generating demographic crises through unsustainable natural practices. Here, a classroom discussion about Mann’s work focuses specifically on the human impact on the natural world, underscoring the importance of social responsibility in resource and environmental management.

As one additional example, students acquire skills in ethical reasoning by exploring the writings of Bartolomé de Las Casas and Juan Gines de Sepúlveda, who in the sixteenth century debated the ethics of slavery in the Atlantic World. In one specific classroom assignment, students present the perspectives of these historical actors in an in-class

debate, where students argue, before a judge, about whether or not human enslavement was considered “natural” or “justifiable” according to these primary sources.

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

In this class, students practice and demonstrate skill acquisition in information literacy through a variety of assignments, both oral and written, in which they learn to recognize and analyze different types of historical sources, including letters, diaries, census data, newspaper articles, novels, short stories, maps, and photographs. They evaluate these sources for their authority and biases in written analysis, role playing, and other group activities. These exercises will allow students to demonstrate how they have learned to critically address historical documents and other materials by formulating historical arguments and supporting them with relevant information and analysis. For instance, in small groups and as a whole class, students read and analyze these various sources to assess their historical significance, biases, limitations, and credibility, using a rubric to assess each historical source for these qualities. Then, short weekly written assignments follow these discussions; these response papers prompt students to explore small bits of historical “information” and assess its value and authority as a historical source. Then, students establish a historical question about colonial Latin America that interests them; a potential research question in this class for instance might be “During the period of Spanish colonialism in Latin America, to what degree did the Spanish impose their own systems of government, or instead rely on Indigenous governments that were already in place on the ground?” Finally, students pursue their defined inquiry in the library (and potentially the NMSU Rio Grande Historical Collection), as they select sources that provide answers to their chosen question, organize their data, and produce a final paper that makes an argument and supports it with historical evidence.

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

Link to Institution’s General Education Assessment Plan

<https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf>

The attached assignment meets the requirements for Critical Thinking category for General Education. The assignment requires the students to critically assess the different components of Juan Pablo Vizcardo y Guzman's "Open Letter to America" (1791), placing it in historical context. The students are required to summarize the basic ideas presented in the different parts of the Letter, and evaluate the perspectives of the author(s). The students express their ideas and conclusions through analytical papers. In addition, the assignment also meets the requirements Information and Digital Literacy by the close reading of a primary source and showing how the information is organized and presented, as well as evaluating the author's perspective. It also meets the requirements for Personal and Social Responsibility by evaluating historical perspectives for different social and cultural relationships.

HIST 1170G

## WRITING ASSIGNMENT #1

READ: "Letter to America" by Juan Pablo Vizcardo y Guzman (pdf on Canvas)

WRITE: a 3-4 page (1,000 words minimum) paper in which you discuss the "Jamaica Letter"

The goal of this writing assignment is to help you to better understand the primary-source reading selections and to express your ideas in good written form.

The assignment should be at least three full pages (900 words minimum), double-spaced, in length, with normal margins and 12 point font. When writing your essays, use complete sentences, paragraphs, proper structure and organization, and proper grammar. REMEMBER: use your own words and ideas. I am not looking for any one particular answer. Rather, I am looking for evidence that you have read the selection and have thought about what it means. This will take some time to accomplish. You will not be able to read the selection and write your paper in only a few minutes. So plan your time accordingly!

ALSO: DO NOT LIMIT YOURSELF TO ANSWERING ONLY THE QUESTIONS WE ASK ABOUT IN THE ASSIGNMENTS. INSTEAD, USE THE QUESTIONS TO HELP YOU ORGANIZE YOUR THOUGHTS ABOUT THE DOCUMENT. YOU SHOULD VIEW THE QUESTIONS AS A GUIDE FOR YOUR ESSAY, NOT SOMETHING TO BE FOLLOWED EXPLICITLY AS A CHECK-LIST. USE YOUR CREATIVITY!

What conclusions can you draw about the colonial government in Latin America from this source?

Who was Vizcardo y Guzmán's audience when he wrote this letter?

What problems does Vizcardo y Guzmán identify with the colonial period that led him to call for independence?

What tradition does Vizcardo y Guzmán draw on when he talks about "natural rights"?

Whom does Vizcardo y Guzmán refer to as Americans?

What social class is Vizcardo y Guzmán referring to when he talks about our "ancestors"?

What does Vizcardo y Guzmán argue about the ability of Americans to engage in politics?

What does Vizcardo y Guzmán say about the expulsion of the Jesuits?

How does Vizcardo y Guzmán's letter express aspects of the Black Legend?



## New Mexico General Education Curriculum Course Certification Form

Application Number

1880

### Institution and Course Information

Name of Institution	NMSU
Chief Academic Officer Name	Interim Provost Lakshmi Reddi
Chief Academic Officer Email	provost@nmsu.edu
Registrar Name	Gabrielle Martinez, Acting Registrar
Registrar Email	gdmart@nmsu.edu
Department	History
Prefix	HIST
Number	1180
Suffix	
Title	Survey of Modern Latin America
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	HIST
Number	1180
Suffix	
Title	Survey of Modern Latin America

### 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 explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from independence to the present. Bloom Taxonomy’s Cognitive Process: Remember and Understand
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context. Bloom Taxonomy’s Cognitive Process: analyze, remember, evaluate, create
3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy’s Cognitive Process: understand, evaluate, apply
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance. Bloom Taxonomy’s Cognitive Process: remember, understand, evaluate
5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy’s Cognitive Process: create. apply
6. Students will apply historical knowledge and historical thinking “in order to infer what drives and motivates human behavior in both past and present.” Bloom Taxonomy’s Cognitive Process: apply, analyze

**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 will develop their critical thinking skills over the span of the course by means of various assignments, class discussions, presentations, and other activities. For some assignments, students will examine evidence presented in primary and secondary sources and determine how the author(s) define and present their ideas. The students will weigh the arguments and identify the main ideas presented. Students will analyze and evaluate the evidence and ideas for reliability and accuracy, including understanding and empathizing with people in their historical contexts. As part of these exercises, students will evaluate the credibility and perspectives of the sources. For some of these assignments, students will express what they have learned through creating and writing analytical papers. The students will develop conclusions about the sources based on a well-supported and well-reasoned evaluation. During the course, students will analyze how societies develop and change over time.

Students in this class acquire skills in critical thinking for instance in an in-class discussion the class considers the question of what different people in different states in Latin America considered to be a nation. Students read a series of primary sources written by different actors (including letters, diaries, and archived newspapers) as homework, and gather data to address the question “what makes a nation”. Some sources suggest that nationhood was based on a shared language or a shared history, while others suggested that nationhood was instead forged by constructions of race and ethnicity. After evaluating these various perspectives together in groups in class, students demonstrate their understanding of the concept in a short paper that asks them to describe the biases and reliability of these sources and develop conclusions about how different historical actors conceived of nationhood.

**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 one class discussion, for instance, students acquire skills in personal and social responsibility by considering the Mexican land conservation movement of the 1930s, when Mexico established nearly 40 national parks and emerged as a global leader in land conservation. Students practice intercultural reasoning by considering the various cultural influences that inspired the movement and sometimes came into conflict with one another. On the one hand, scientific conservationists - who were typically upper class and educated in the US and Europe - often promoted a version of conservation that prioritized wilderness and wildlife protection and overlooked the importance of rural livelihoods. On the other hand, campesinos - who were often low-income and Indigenous - advocated for modes of conservation that could co-exist with their agricultural practices. Students analyze these differing cultural conceptions of nature and conservation by discussing these sources collaboratively, in small groups in class. Then, in a final discussion that includes the entire class, students articulate how these various groups ultimately found some common ground in the Mexican conservation movement of the 1930s.

Later, students explore these same dynamics in the second half of the twentieth century, when well-funded NGOs based in Europe and North America began to promote large-scale conservation projects in the Amazon and elsewhere with the aim of preserving biodiversity and combating climate change, sometimes at the expense of local livelihoods and without the input of local communities. An in-class discussion raises important questions about who should make decisions about land use and environmental policy, and how to create more sustainable relationships between people and environments. A short paper assignment that follows this discussion asks students to evaluate the balancing of

land conservation with rural livelihoods, prompting a consideration of the history of sustainability and the relationship between the human and natural worlds.

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

Specifically in this course, students acquire skills in information and digital literacy throughout the semester by considering a variety of primary and secondary historical sources related to the course content. These sources of historical information could include letters, diaries, census data, newspaper articles, novels or short stories, maps, and photographs, as well as historical articles and textbook reading. Generally, all the sources are provided by the instructor, though in some weeks, students are asked to find some of these sources themselves. One week, for example, students might be asked to find a historical newspaper article (using NMSU's digital newspaper database) that's relevant to the topic at hand. The next week, students might be asked to find an academic journal article that relates to the week's material. In addition, both collaboratively in small groups and as a whole class, students read and analyze this variety of historical sources and assess their significance, biases, limitations, authority, value, and credibility (the instructor often passes out a rubric in class and asks students to assess each historical source for these qualities; students are asked to fill out information for each of these fields). Then, drawing from the information literacy skills they have practiced in these discussions, students will respond to two prompts, resulting in two short papers (for instance on 20th century revolutions in Central America, or the women's movement in modern Brazil, etc.; specific prompts will vary from semester to semester). Students will gather the primary and secondary sources they've consulted and organize their research findings into a short, argument-driven essay (as already modeled by discussions). Finally, to further practice organizing and structuring information, students will be required to present their research findings once in a 10-minute presentation associated with their second short paper.

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

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf>

The attached assignment meets the requirements for Critical Thinking category for General Education. The assignment requires the students to critically assess the different components of Simon Bolivar's "Jamaica Letter", placing it in historical context. The students are required to summarize the basic ideas presented in the different parts of the Letter, and evaluate the perspectives of the author(s). The students express their ideas and conclusions through analytical papers. In addition, the assignment also meets the requirements Information and Digital Literacy by the close reading of a primary source and showing how the information is organized and presented, as well as evaluating the author's perspective. It also meets the requirements for Personal and Social Responsibility by evaluating historical perspectives for different social and cultural relationships.

HIST 1180G

### WRITING ASSIGNMENT #1

READ: "Jamaica Letter" by Simón Bolívar (pdf on Canvas)

WRITE: a 3-4 page (1,000 words minimum) paper in which you discuss the "Jamaica Letter"

The goal of this writing assignment is to help you to better understand the primary-source reading selections and to express your ideas in good written form.

The assignment should be at least three full pages (900 words minimum), double-spaced, in length, with normal margins and 12 point font. When writing your essays, use complete sentences, paragraphs, proper structure and organization, and proper grammar. REMEMBER: use your own words and ideas. I am not looking for any one particular answer. Rather, I am looking for evidence that you have read the selection and have thought about what it means. This will take some time to accomplish. You will not be able to read the selection and write your paper in only a few minutes. So plan your time accordingly!

ALSO: DO NOT LIMIT YOURSELF TO ANSWERING ONLY THE QUESTIONS WE ASK ABOUT IN THE ASSIGNMENTS. INSTEAD, USE THE QUESTIONS TO HELP YOU

ORGANIZE YOUR THOUGHTS ABOUT THE DOCUMENT. YOU SHOULD VIEW THE QUESTIONS AS A GUIDE FOR YOUR ESSAY, NOT SOMETHING TO BE FOLLOWED EXPLICITLY AS A CHECK-LIST. USE YOUR CREATIVITY!

What conclusions can you draw about government in Latin America from this source?

Who was Bolivar's audience when he wrote this letter?

What problems does Bolivar identify with the colonial period that will make self-governance difficult in Latin America?

What tradition is Bolivar drawing on when he talks about "rights"?

Whom does Bolivar refer to as Americans?

What is Bolivar's critique of the colonial economy?

What roles do juntas play according to Bolivar?

How is his quote from Montesquieu about nations in servitude relevant to Latin America?

Why does he consider that monarchy is not viable for Latin America?

What are Bolivar's ideas on the possibility of creating a unified Latin American nation?



## New Mexico General Education Curriculum Course Certification Form

Application Number

1881

### 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	Arts and Human Sciences
Prefix	FDMA
Number	1560
Suffix	
Title	Screenwriting 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	FDMA
Number	1560
Suffix	
Title	Screenwriting 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. Identify components of television and film scripts
2. Perform simple scriptwriting assignments
3. Write a simple screenplay.

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 read and analyze screenplays--often of films they love--and watch those films again to discover how screenplays are put together. They observe how basic screenwriting rules and techniques are applied. Once learned in this introductory class, students are empowered to break those rules if they choose, as they write their own screenplays. To hone their skills, students seek out and discuss the prevalent conventions, tropes, dramatic structures shared by the screenplay form. They discover that while the form and structure of so many popular films are nearly identical, the differences between one movie and another is often the difference of genre, especially when the movies track a similar theme. The parts and pieces of a screenplay--delineated in the attached assessment based on one popular structural analysis of the screenplay form that is simple and easy to understand--are recognized, and noted how often they are found in many kinds of films. In all film scripts, even experimental non-narrative film art intended for specific audiences, students employ the craft techniques of screenwriting: terse, verb powered description, minimal exposition and words describing what can be seen or heard, not subjectively thought. Strategies for Understanding and Evaluating Messages Students study how screenplays deliver themes. Their stories are fictional, yet the classroom cohort will critique each other's work to insist that there is "truth" within that fiction. Students will create details in their opening pages to make the imagined world of their story believable. Another key strategy students follow is to literally place on their word processor a note asking: Who is the main character; what do they want; who or what is the obstacle; why do we care--and then as students rewrite, they intensify and clarify their answers to these questions. Evaluation and Production of Arguments

Students' screenplays deliver their themes by careful "arguments" built with specific story beats, turns and breaks. Another exercise has students test their story's argument by starting at the end and asking, "Does each step of the story happen because of what happened before?" Students will build the authority of the "argument" by artfully inventing veracity compelling the reader to believe the premise of the story. Students will also ask themselves and other classmates whether each step, beat, scene or sequence is based on knowledge of people, not just craft and technique.

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

**Problem Setting** An exciting story is about a problem sharply stated. Students will set the problem of their story and then ask and answer "what if" questions to shape their characters' journey wrestling with the problem the student writer has set in their story. Students will pitch the problem to classmates to test whether it is an understandable, meaningful, and interesting problem to present in a story. Students will keep their eye on conflict between characters and transformation, especially within their main character. They will ask, for example, what does the main character need to "learn" to grasp the theme and solve the problem. **Evidence Acquisition** As students map out the beats and steps of their screenplay story, commonly done first on index cards, they will be acquiring and sorting "evidence" that the problem is "real", and the main character is on a path to reckon with it. The student writers will create details and evidence making their characters endure the ramifications of the problem and proactively seek a resolution of it. The evidence is bound up in exciting steps forward and backward to ultimately prove or disprove through drama, comedy, or tragedy whether the character has transformed enough to prevail or tragically falls short. **Evidence Evaluation** To create irony so necessary for narrative art, students will evaluate and craft the evidence of their story to assure that their characters are true to life: unreliable, self-deceiving, unaware, talking in subtext often more than surface text. The student writer will create dialog for characters who don't tell the truth and who misunderstand the world around them. They will evaluate and shape the evidence they invent to assure that it is interesting and connects to life. **Reasoning/Conclusion** The "reasoning/conclusion" dimension of a typical screenplay is found in the transformation the students have "proved" within the main character. At every step of creating their screenplays, students will focus on the transformation of the main character and create sufficient detail in the story to motivate change and create believability. Students will discuss and write about Aristotle's point in his "Poetics", that a good conclusion of a story is unexpected and inevitable. They will scrutinize their screenplays to ensure theirs have such a twist.

**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*

**Ethical Reasoning** Students will be guided to write fiction with an obligation to be truthful and with active curiosity to know and understand people and to savor their complexity. The responsibility of the screenwriting artist is to be exciting, never boring. The ethics taught to the screenwriting students is that of respect for the craft and for other writers. Students will be encouraged to interrogate their own process and perspective to assure that their writing is honest and done with humility. **Collaboration skills, teamwork and value systems.** To replicate a television series



writers room--and/or a writing group--students will discuss each other's work to offer critique and to help each other solve story problems. Students learn it is OK to not always have the best answer, but to rely on others for an even better idea. TV writing is done in a group as they cover episodes and seasons. Motion picture screenplays will often have several writers as they go through development and involve input from directors and producers. It is a collaborative art, and students will practice writers room give and take.

**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://nnmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/student-outcomes-data/student-learning-outcomes/>

# SAMPLE ASSESSMENT for FDMA 1560

## Screenwriting

Students will pick three seemingly different films to stream from three genres and download their respective PDF screenplays to read. Using the 15 beats described by Blake Snyder in his book, "Save the Cat," students will locate the 15 beats of each story by page count in the PDF and by time in the watched film. It is helpful to use a beatsheet calculator such as the one found on the Save the Cat website here: <https://savethecat.com/tips-and-tactics/free-tool-alert-the-save-the-cat-beat-mapper>

The beats are:

1. Opening image
2. Theme stated
3. Set-up
4. Catalyst
5. Debate
6. Break into Act 2
7. B Story
8. Fun and games
9. Midpoint
10. Bad guys close in
11. All is lost
12. Dark night of the soul
13. Break into Act 3
14. Finale
15. Final image

After watching the films, consulting the scripts, and listing out the beats:

1. Describe in what ways the films are similarly structured.
2. Describe how they depart from one another structurally.
3. Locate the midpoint beat and describe how it may seem to be about the main character getting--or not getting--what they want.



## New Mexico General Education Curriculum Course Certification Form

Application Number

1883

### Institution and Course Information

Name of Institution	WNMU
Chief Academic Officer Name	William Crocker
Chief Academic Officer Email	William.Crocker@wnmu.edu
Registrar Name	Susan Russell
Registrar Email	Susan.Russell@wnmu.edu
Department	Expressive Arts Department
Prefix	ARTH
Number	2110
Suffix	
Title	History of Art 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	ARTH
Number	2110
Suffix	
Title	History of Art 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.

ARTH 2110. History of Art I

Student Learning Outcomes

1. Identify major artworks from a variety of regions and time periods.
2. Investigate the methods of producing various works of art.
3. Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.
4. Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.
5. Compare works across a range of historical styles and periods.

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

Same as above

**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.*

From online discussion forums to collaborative document creation, more communication options are available to students now than any time previous. It is crucial then for them to cultivate their communication skills, using these possibilities well.

Throughout the History of Art I course, students interact with their classmates and professor. They consequently distinguish between various communication genres and media, seeking an appropriate strategy for the situation. This, for example, leads them to alter their approach for a class wide verbal discussion forum versus a written formal analysis of an artwork. During the course, students additionally interact with texts. They read, seeking main concepts, understanding and evaluating the messages they encounter. In discussion forums, they also parse presented

arguments, evaluating main points. Students then respond, affirming facts, developing rebuttals, and building their case with factual content.

In both the reading of the text and discussion posts, students also confront various theoretical lenses, lenses that illuminate societal values from the past and present. For instance, during interaction with art history, questions are raised about gender roles and with students holding various beliefs about the topic. With sensitivity and clarity, they then respond to the text and to one another with suitable rhetorical strategies. This effort is assessed as noted on the included assessment tool.

Along with their understanding and evaluation of messages, during this online interaction, students enhance their capability for dialogue and debate. After the weekly course content, students posit their response to a prompt, sharing both well-reasoned verbal and written arguments. Then they reply to one another's claims, distinguishing between facts, inferences, and opinion. Ultimately then with proper APA citations from the textbook, they assess their classmates' responses. During the History of Art I course then, there are many ways for students to hone their communication abilities while also learning about the development of art history.

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

With a vast amount unfamiliar imagery and information, the study of art history can pose a daunting challenge for students. Sorting through this content, they must then cultivate and implement the essential skill of critical thinking.

Students develop familiarity with the History of Art I subject matter through weekly readings and learning activities built into the Canvas learning modules. These activities ask students to sort information, to identify and label, and more, interactive online tasks that build comprehension. These efforts require critical thinking, asking students to understand the intent of an assigned question, to gather appropriate information, to evaluate the possibilities, and to develop a well-reasoned solution. Students then are assessed for their critical thinking skills that manifest in their developing knowledge of art history.

Beyond weekly activities, the History of Art I course additionally requires an Analysis and Interpretation paper. In this effort, students practice close looking techniques demonstrated by their detailed observations. They analyze content, building toward a well-reasoned evaluation of an artwork with historic and theoretical insights. Through this evaluation, they acquire relevant information, seeking contextual and factual examples that prove their point. Ultimately then this leads them to a well-reasoned conclusion built upon their critical awareness of the evidence. Students then are assessed on their ability to evaluate evidence and synthesize their learning in the development of their well-reasoned evaluation.

By critically engaging with complexity of art history - investigating cultures, methods, artworks, artists, and more - students stretch their understandings. They solidify and grow in their critical thinking skills, developing abilities that serve them well during their studies and beyond.

**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 the complex world we live in, where multitudes of perspectives are available on a device or around the corner, a too easy default is to retreat into safe silos or unleash a heated reaction. It is then vital for 21st century students to cultivate personal and social responsibility, an essential skill that allows them to engage with various understandings in a meaningful way. The study of art history fosters this ability two-fold, by encouraging student engagement with perspectives from the past while also interacting with classmates' perspectives in the present.

This discourse begins via aesthetic assessment as students share understandings of how historic artworks visually resonate with them. Gradually these discussions expand to include broader cultural circumstances - political, philosophical, religious, economic, and other issues that the visual world alludes to. As students look to the past and its many contexts, they see the present with new eyes, recognizing that there are many valid perspectives.

As History of Art I is an online course, this interaction happens in discussion forums. These discussions are assessed with rubrics that evaluate both the content of posts and the manner of interaction. In a civil way, students share their understandings while also affirming and challenging perspectives that they encounter, be it perspectives from past cultures or present classmates.

The culmination of the History of Art I course is a final paper where students thematically reflect upon their learning. They choose a topic – sense of self, sense of place, sense of power, or more – and find works from the course that reflect upon this theme. They then consider how their own understandings resonate with or diverge from these perspectives.

Throughout the History of Art I course, personal and social reflection builds toward intercultural competencies, engaging with the past to better understand and shape the present.

**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://academic.wnmu.edu/wp-content/uploads/sites/82/2019/07/WNMU-General-Education-Assessment-Plan-2019-2020.pdf>

## **History of Art I** **Discussion Posts**

Participation in the discussion forums is an important part of your learning experiences in this History of Art course. You are required to be a part of an online community of learners who interact through discussion, to enhance and support the understanding of the course and of each other. Part of the assessment criteria for the course, therefore, includes assessing the quality and quantity of your participation in the discussion forum.

### **The Details**

- You are expected to participate in all discussion topics presented during the semester in a timely manner, at least twice a week.
  - You are required to respond to the initial prompt by Wednesday at 11:00 pm each week.
  - Additionally, you must post a reply to at least 1 of your classmates' responses by Friday at 11:00 pm.
- If you would like to be notified each time someone has posted to the discussion, make sure you check the SUBSCRIBE button on the lower right of each week's discussion page.

### **The Expectations**



- Your posts and responses should be thorough and thoughtful. Simply stating “I agree” or “Good idea” will not be considered adequate. Support your statement with examples, experiences, or references.
- Additionally, you will reply to at least one classmates post.
  - In this reply, may share your ideas, ask questions, and comment/respond appropriately to other students' comments. Do so with sensitivity and clarity, as explained in the Canvas discussion module.
- In all your initial post and response, address the question, problem, or situation as presented for discussion. Do not stray from the topic.
- Your contributions to the discussion (initial post and response) should be complete and free of grammatical, structural, or spelling errors. Text messaging lingo is not acceptable.
- Your contributions to the discussion (initial post and response) should be complete with proper citing any artwork or text you talk about or post (with APA format).

See details below on the rubric for expectations of these areas

## Grading

Your post and reply will be graded based on four categories: discussion post (6 points), reply post (3 points), grammar and spelling (3 points) and formatting and style (3 points) for 15 points total

## Rubric

Discussion Post Rubric  							
Criteria	Ratings						Pts
<p>Discussion post</p> <p>Initial discussion post demonstrates evidence of knowledge of the content, offering fact based understandings supported with quotes and citations from the textbook. While thorough, the post stays focused on the prompt, not diverging from the topic.</p>	6 pts Exceptional	4.5 pts Good	4 pts Average	3 pts Unsatisfactory	1.5 pts Failure	0 pts No effort	6 pts
<p>Reply post</p> <p>Reply post demonstrate thoughtful reflection upon a classmates post. It demonstrates an understanding of their point of view while offering affirmation or alternative understandings. The posts reply is supported with cited facts from the textbook. While thorough, the reply stays focused on the post, not diverging from the topic.</p>	3 pts Exceptional	2.5 pts Good	2 pts Average	1.5 pts Unsatisfactory	1 pts Failure	0 pts No Effort	3 pts
<p>Grammar and Spelling</p> <p>Your contributions to the discussion (post and response) should be complete and free of grammatical, structural, or spelling errors.</p>	3 pts Exceptional	2.5 pts Good	2 pts Average	1.5 pts Unsatisfactory	1 pts Failure	0 pts No Effort	3 pts
<p>Formatting and Style</p> <p>Your post and reply are formatted correctly. You use complete sentences with at least one paragraph. You do not utilize slang or jargon. And you use proper citations for both quotes and imagery (APA format).</p>	3 pts Exceptional	2.5 pts Good	2 pts Average	1.5 pts Unsatisfactory	1 pts Failure	0 pts No Effort	3 pts
Total Points: 15							

## For Additional Help

- Writing help is available on campus at the **Writing Center** in the Miller library
  - Walk-in, or make an appointment ahead of time online or call ahead to make an appointment: 575.538.6051.
  - Virtual help is available **[Click here for the link.](#)**Links to an external site.
- Questions? Remember that I am also available via email or through contact in Canvas





## New Mexico General Education Curriculum Course Certification Form

Application Number

1887

### Institution and Course Information

Name of Institution	WNMU
Chief Academic Officer Name	William Crocker
Chief Academic Officer Email	William.Crocker@wnmu.edu
Registrar Name	Susan Russell
Registrar Email	Susan.Russell@wnmu.edu
Department	Expressive Arts Department
Prefix	ALAS
Number	1835
Suffix	
Title	Applied Liberal Arts and Sciences: Creativity
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	ALAS
Number	1835
Suffix	
Title	Applied Liberal Arts and Sciences: Creativity

### 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.

Not Common: Flex G/E

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

This course provides an intellectual foundation for exploring and understanding the three philosophical questions underpinning WNMU's Applied Liberal Arts and Sciences program (ALAS)

- What is Truth?
- What is Justice?
- What does it mean to be Human?
- How should we Live?

By the end of the course, students should be able to apply these questions to both the course content and to their lives in a reflective way

B. Students will practice, apply, and improve in 3 of New Mexico's 5 essential skills assessed in this course, demonstrating basic competency as follows

Communication

Critical Thinking

Personal and Social Responsibility

All ALAS courses agree to the following learning outcomes:

1. Actively participate in helping students develop a WNMU ALAS liberal arts foundation
2. Provide discipline-specific context for the Big Questions
3. Model how to think about these Big Questions within the context of the course
4. Consistently ask students to reflect on the questions (at least 2-3 times during the course)

ALAS Creativity Student Learning Outcomes

Develop Creative Skills: Student will learn to use creative thinking, problem solving, and ideation techniques in a visual art context.

Understand a Broader Definition of Creativity: Students will understand how to engage with creativity in many different media.

Apply Creativity in Diverse Contexts: Students will study and practice how to apply creative skills in more areas of daily life with many different techniques.

**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 this course, students delve into communication skills through visual art, exploring the nuances of genres and mediums specific to the realm of visual storytelling. The Storytelling Through Cartoon assignment is an example of how this essential skill is taught throughout this course.

First students choose and analyze a story chosen from the StoryCorps program, observing the traditional format of creating narrative with language. Then students investigate the visual art elements that create unique style and aesthetics in the genre of cartoon illustration. Students learn how to create visual communication skills as they prepare to create their own cartoons. Students will then choose a subject to interview, providing freedom in both narrative and cartoon aesthetics. This ensures a diverse representation of experiences and perspectives. Strategies for understanding and evaluating messages are emphasized, encouraging students to dissect and comprehend visual elements as a communicative language through the iterative nature of the assignment process. Feedback from both faculty and peers are provided at several points in the assignment process which warrants a continual refinement of visual communication skills that guides students to create a cartoon that effectively convey messages, tone, emotion, and context.

The evaluation and production of arguments within the realm visual art, specifically the genre of cartoon illustration, helps students learn and assess the effectiveness of visual imagery and visual "arguments." Refinement in student's ability to convey messages without relying on written language, ensures that their cartoons are not only visually appealing but also impactful in communicating intended ideas.

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

This course cultivates critical thinking skills by guiding students through the creation of physical artwork, ideation, refinement, and collaboration in the critique process. The Observational Drawing assignment is an example of the essential skill of critical thinking being addressed in the course. This assignment challenges students to engage in the creative process, requiring students to draw everyday objects and observe the world around them from a new perspective. Examining line, shape, form, value, color, texture, scale, and repetition, students craft a unique art composition over the week-long assignment and allow themselves to analyze the world around them from a new viewpoint, creating a unique work of art that is representative of the world around them.

Critical thinking is seamlessly integrated into the artistic journey. The problem-setting stage involves identifying the challenge of recreating a visual representation of an everyday object. Evidence acquisition occurs through the act of drawing itself, serving as tangible evidence. During the critique process, evidence evaluation takes precedence as students scrutinize various iterations. The conclusion phase prompts students to draw informed conclusions, leading to final improvements for a more effective representation of the original object.

Collaboration is pivotal as students share their compositions, articulating critical thinking processes and initiating an iterative cycle of improvement. A rubric assesses the four critical thinking steps systematically, ensuring a comprehensive approach to developing these essential cognitive skills. Through this artistic exploration, students not only produce visual representations but also hone their critical thinking capacities in a practical and collaborative setting.

**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*

Throughout this course, ideas about the intersection of ethical reasoning and civic discourse emerge, fostering dialogue about ethical theories and how they apply to human problems and encouraging students to recognize diverse positions on global and personal issues.

For the final assignment, students create a visual marketing campaign taking either a pro or anti-immigration stance. As an added challenge, students are asked to promote a viewpoint that is not theirs. This project necessitates in-depth research into its societal impact. It serves as a platform for ethical reasoning, requiring students to assess the potential consequences of their marketing strategies on various stakeholders. Considering the ethical ramifications, students critically discuss the moral implications of their creative choices.

Moreover, the assignment promotes civic discourse by encouraging students to recognize and respect diverse perspectives. Students must consider the cultural, social, and political implications as they navigate the complexities of global and personal issues related to their chosen stance. This process cultivates an awareness of differing viewpoints, fostering a skillset essential for civic engagement in an interconnected world.

In a class that challenges students to consider what creativity is and how it manifests in their lives, the integration of ethical reasoning and civic discourse asks students to think about things differently and reimagine the world they inhabit.

**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://academic.wnmu.edu/wp-content/uploads/sites/82/2019/07/WNMU-General-Education-Assessment-Plan-2019-2020.pdf>

## Political Marketing Campaign Project: Immigration Perspectives

Due Date: November 26, 2023

### Assignment Overview:

In this project, students will immerse themselves in political marketing by creating a comprehensive campaign either in support of or against immigration. The goal is to encourage students to think critically, engage with viewpoints that may not align with their own, and develop a marketing strategy to communicate their chosen perspective effectively. You will present the assignment visually. You should brainstorm contemporary ways that marketing campaigns are presented. What technology could you use? (Example: you can build an account on Instagram with multiple posts, you could make a series of posters, a website, act as a photojournalist, and create a spread for a magazine, or you could use video to create a short ad, think outside the box!)

### Instructions:

#### 1. Choose Your Perspective:

- Select either a pro-immigration or anti-immigration stance for your campaign. You are encouraged to step outside of your personal beliefs and consider the perspective you will be advocating.

#### 1. Research and Analysis:

- Conduct in-depth research to understand the history, current opinions, and relevant data related to your chosen perspective.
- Analyze the target audience, including demographics, key concerns, etc. Identifying your audience will help you tailor your campaign and capture your audience's interest.
- Identify critical arguments, facts, and statistics that support your perspective. Be sure to consider counterarguments as well.

#### 1. Develop a Campaign Strategy:

- Craft a clear and concise campaign objective. What do you want to achieve with your campaign, and what is the intended impact on the audience?

#### 1. Creative Presentation:

- Write slogans or develop a method to convey your facts in a few short sentences accompanying your visual communication.
- Your final presentation should be primarily visual (ie this is not a paper), so you must use visual communication to convey your perspective.

### Grading Criteria:

Your assignment will be assessed based on the following criteria:

- Depth of research and understanding of the chosen perspective.

- The effectiveness of the campaign strategy in conveying the perspective.
- Creativity and engagement in the final presentation.

**Additional Information:**

- Students are encouraged to engage in respectful dialogue throughout the project. While you might not agree with all views or perspectives, it is essential to engage with this material with sensitivity and compassion.
- Please use credible sources for your research and provide proper citations in your presentation.
- You may approach this topic from a local, national, or global perspective.

This assignment challenges students to think critically, research, work to develop visual communication skills and engage in creative problem-solving while considering opposing viewpoints. It also encourages students to approach a politically sensitive topic with empathy and professionalism.

**Assessment Rubric**

<b>Dimension</b>	<b>No Evidence</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>
<b>Ethical reasoning:</b> Understand various ethical theories and how they speak to human problems	No ethical theories are provided.	One or more ethical theories are recognized.	Ethical issues are described in specific relationships between ethics, ethical systems and moral norms.	The ability to compare a range of ethical perspectives is evident and contextualized; an ethical solution is posed based on one or more of those perspectives.

<p><b>Civic discourse, civic knowledge and engagement:</b> Recognize a variety of positions in different global and personal issues</p>	<p>No explanations or evaluations on a position regarding personal and global issues is given.</p>	<p>One or more positions on an issue, value, or practice is recognized and explained in limited ways; a specific position (personal or otherwise) is related to a problem at hand.</p>	<p>The ability to participate in respectful civic dialogue that shares differing perspective is demonstrated; it is recognized that there are multiple valid responses to personal and global issues.</p>	<p>Critical inquiry and/or deduction from evidence of the organizational, cultural, economic, or political factors that hinders or support solutions to personal and global problems is demonstrated.</p>
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## New Mexico General Education Curriculum Course Certification Form

Application Number

1867

### Institution and Course Information

Name of Institution	WNMU
Chief Academic Officer Name	William Crocker
Chief Academic Officer Email	William.Crocker@wnmu.edu
Registrar Name	Susan Russell
Registrar Email	Susan.Russell@wnmu.edu
Department	Expressive Arts Department
Prefix	ARTH
Number	2120
Suffix	
Title	History of Art II
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	ARTH
Number	2120
Suffix	
Title	History of Art 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.

ARTH 2120. History of Art II

Student Learning Outcomes

1. Identify major artworks from a variety of regions and time periods.
2. Investigate the methods of producing various works of art.
3. Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.
4. Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.
5. Compare works across a range of historical styles and periods.

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

Same as above

**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.*

From online discussion forums to collaborative document creation, more communication options are available to students now than any time previous. It is crucial then for them to cultivate their communication skills, using these possibilities well.

Throughout the History of Art II course, students interact with their classmates and professor. They consequently distinguish between various communication genres and media, seeking an appropriate strategy for the situation. This, for example, leads them to alter their approach for a class wide verbal discussion forum versus a written formal analysis of an artwork. During the course, students additionally interact with texts. They read, seeking main concepts, understanding and evaluating the messages they encounter. In discussion forums, they also parse presented

arguments, evaluating main points. Students then respond, affirming facts, developing rebuttals, and building their case with factual content.

In both the reading of the text and discussion posts, students also confront various theoretical lenses, lenses that illuminate societal values from the past and present. For instance, during interaction with art history, questions are raised about gender roles and with students holding various beliefs about the topic. With sensitivity and clarity, they then respond to the text and to one another with suitable rhetorical strategies.

Along with their understanding and evaluation of messages, during this online interaction, students enhance their capability for dialogue and debate. After the weekly course content, students posit their response to a prompt, sharing both well-reasoned verbal and written arguments. Then they reply to one another's claims, distinguishing between facts, inferences, and opinion. Ultimately then with proper APA citations from the textbook, they assess their classmates' responses. During the History of Art II course then, there are many ways for students to hone their communication abilities while also learning about the development of art history.

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

With a vast amount unfamiliar imagery and information, the study of art history can pose a daunting challenge for students. Sorting through this content, they must then cultivate and implement the essential skill of critical thinking.

Students develop familiarity with the History of Art II subject matter through weekly readings and learning activities built into the Canvas learning modules. These activities ask students to sort information, to identify and label, and more, interactive online tasks that build comprehension. These efforts require critical thinking, asking students to understand the intent of an assigned question, to gather appropriate information, to evaluate the possibilities, and to develop a well-reasoned solution. Students then are assessed for their critical thinking skills that manifest in their developing knowledge of art history.

Beyond weekly activities, the History of Art II course additionally requires an Analysis and Interpretation paper. In this effort, students practice close looking techniques demonstrated by their detailed observations. They analyze content, building toward a well-reasoned evaluation of an artwork with historic and theoretical insights. Through this evaluation, they acquire relevant information, seeking contextual and factual examples that prove their point. Ultimately then this leads them to a well-reasoned conclusion built upon their critical awareness of the evidence. Student then are assessed on their ability to evaluate evidence and synthesize their learning in the development of their well-reasoned evaluation, as noted on the included assessment tool.

By critically engaging with complexity of art history - investigating cultures, methods, artworks, artists, and more - students stretch their understandings. They solidify and grow in their critical thinking skills, developing abilities that serve them well during their studies and beyond.

**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 the complex world we live in, where multitudes of perspectives are available on a device or around the corner, a too easy default is to retreat into safe silos or unleash a heated reaction. It is then vital for 21st century students to cultivate personal and social responsibility, an essential skill that allows them to engage with various understandings in a meaningful way. The study of art history fosters this ability two-fold, by encouraging student engagement with perspectives from the past while also interacting with classmates' perspectives in the present.

This discourse begins via aesthetic assessment as students share understandings of how historic artworks visually resonate with them. Gradually these discussions expand to include broader cultural circumstances - political, philosophical, religious, economic, and other issues that the visual world alludes to. As students look to the past and its many contexts, they see the present with new eyes, recognizing that there are many valid perspectives.

As History of Art II is an online course, this interaction happens in discussion forums. These discussions are assessed with rubrics that evaluate both the content of posts and the manner of interaction. In a civil way, students share their understandings while also affirming and challenging perspectives that they encounter, be it perspectives from past societies or present classmates.

The culmination of the History of Art II course is a final paper where students thematically reflect upon their learning. They choose a topic – sense of self, sense of place, sense of power, or more – and find works from the course that reflect upon this theme. They then consider how their own understandings resonate with or diverge from these perspectives.

Throughout the History of Art II course, personal and social reflection builds toward intercultural competencies, engaging with the past to better understand and shape the present.

**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://academic.wnmu.edu/wp-content/uploads/sites/82/2019/07/WNMU-General-Education-Assessment-Plan-2019-2020.pdf>

## History of Art II

### Analysis & Interpretation Paper

In this art history paper, you will select an artwork that you have encountered in the textbook this semester. Then you will thoroughly analyze the formal qualities of the work, noting size, textures, colors, imagery and more. Finally, based on this analysis, you will develop a well-founded interpretation of meaning.

#### The Details

- Papers are Due 12/4 at 11:59 pm
- Late papers will NOT be accepted
- Worth 15% of your final grade
- Submit to the online Canvas assignment
- Your thesis statement and choice of image is due by 11/2 at 11:59 pm – see below
- No outside research is necessary – rely exclusively on the textbook

#### The Format

- 2½ to 3 pages (not including title page, if you use one)
- Black color, Times font, double spaced, 12-point type
- 1” margins.

Make sure you plan and develop your paper well, adhering to the expectations listed below. Additionally, proofread for incorrect grammar, spelling, punctuation, and other errors.

In addition to the paper’s content, your grade will reflect your ability to follow these guidelines. This is detailed in the grading expectations and rubric below

#### The Sections of the Paper

##### 1. The Introduction

In the first paragraph of the paper, you will introduce the direction your work is heading. You will need to include the following information:

- the name of the artist (if known)
- the title of the work (which is underlined or *italicized* **every time you use the title in your paper**)
- the date the work was created
- The medium
- the culture, era and/or artist (if known)

## A. Thesis Statement

Alluding to the rest of the paper, offer a thesis statement in this first paragraph which suggests the direction the paper is heading in. It should include a brief description of the work (Section 2) and suggest your overall interpretive direction (Section 3). This typically is the last sentence or at the end of the opening paragraph. This thesis statement and your image choice will be submitted to canvas in advance of the completion of the paper, posted by 11/2 at 11:59 pm.

## 2. Analysis

Choose one work - a painting, sculpture, textile, ceramic piece, print, or other visual cultural object that is covered in the book. Do not select architecture. You may not use the same object you choose for the Week 2 discussion question.

- Find a high-quality online image of the work that you can upload to your paper.
  - This must be imbedded in your paper and not a hyperlink to an online image.
  - Make sure you properly cite your image with APA format
- Each student in class should have a different image.
  - This is first come, first served by the order of which you post your thesis statement and image choice on 11/2.
  - If someone chosen your image first, you then will need to select a new one.

Thoroughly analyze the formal qualities of the work – write as if you are describing it to someone who has never seen it before. When your reader finishes reading your analysis, they should have a complete visual understanding of what the work looks like.

Yet, your paper should not be a random flow of ideas about the work (i.e. stream of consciousness writing). Rather, your paper should have a sense of order, moving purposefully through your description regarding specific elements (ex: one paragraph may deal with composition, another with a description of the figures, another with the background, another about line, etc.).

Remember too that your analysis should not be just a mechanical, physical description. Please use descriptive language and adjectives to describe your work. Begin with a general description of the work, and then move on to the more specific elements. Develop a sense of order around the object.

This section should constitute at least a page with multiple paragraphs.

- For specific points to consider, see below

## 3. The Interpretation

Based on your analysis then, what meaning do you find in the work? Interpret the work, developing conclusive understandings about what the work was suggesting during its time. This could involve expression, message, and/or meaning.

Your interpretation, in general, answer a question like these:

- What cultural understandings is this work about – religion, politics, identity, etc...?
- What is the message that this work or artist sends to the viewer?
- What artistic decisions were made to send that message?

As you develop your interpretation, back up your statements, noting aspects from the analysis that has led you to come to your interpretation. You also may use information from the textbook. If you do, include quotations and citations in APA format with a bibliography included at the end of the paper.

#### 4. The Conclusion

The final paragraph should sum up the paper. Here you recap what you discovered about the artwork, restating your thesis.

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#### Things to consider when writing an analysis

Record your first impression(s) of the artwork. What stands out? Is there a focal point (an area to which the artist wants your eye to be drawn)? If so, what formal aspects led you to this conclusion?

1. **Media:** What type of artwork is it? What material/materials is it made with?
2. **Subject:** What is the content of the artwork? What is this work all about?
3. **Composition:** How are the parts of the work arranged? Is there a stable or unstable composition? Is it dynamic, full of movement? Or is it static?
4. **Pose:** If the work has figures, are the proportions believable? Realistic? Describe the pose(s). Is the figure active, calm, graceful, stiff, tense, or relaxed? Does the figure convey a mood? If there are several figures, how do they relate to each other? Do they interact?
5. **Proportions:** Does the whole or even individual parts of the figure(s) or natural objects in the work look natural? Why did you come to this conclusion?
6. **Line:** Are the outlines (whether perceived or actual) smooth, soft, clear? Are the main lines vertical, horizontal, diagonal, or curved, or a combination of any of these? Are the lines jagged and full of energy? Sketchy? Geometric? Curvilinear? Bold? Subtle?
7. **Space:** If the artist conveys space, what type of space is used? What is the relation of the main figure to the space around it? Are the main figures entirely within the space (if the artwork is a painting), or are parts of the bodies cut off by the edge of the artwork? Is the setting illusionistic, as if one could enter the space of the painting, or is it flat and two-dimensional, a space that one could not possibly enter?
8. **Texture:** If a sculpture, is the surface smooth and polished or rough? Are there several textures conveyed? Where and How? If a painting, is there any texture to the paint surface? Are the brushstrokes invisible? Thick? Loose and flowing? Or tight and controlled?
9. **Tone:** Are there lights and/or shadows visible? Where? Are there dark shadows, light shadows, or both? How do the shadows affect the work?
10. **Scale:** How big is the artwork? Are the figures or objects in the work life-sized, larger or smaller than life? How does the size affect the work?
11. **Color:** What type of colors are used in the work? Bright? Dull? Complimentary? Does the artist use colors to draw your attention to specific areas of the work? How? If a sculpture, examine the color(s) of the medium and how it affects the work.
12. **Mood:** Do you sense an overall mood in the artwork? Perhaps several different moods? If so, describe them. How does the mood interpret how you view the work?

## Grading

Your paper will be graded based on these three categories: content (70 points), format (15 points), and mechanics (15 points) for 100 points total

**Content** covers the breadth and depth of the material in your response. (worth 70 points)

This includes the following:

- Introduction
- Conclusion
- Analysis of the work
- Interpretation of the work

See details above for specific expectations about these areas

**Format** is the grade for the layout of the paper. Did you follow the expectations regarding margins, spacing, citation, and more? (worth 15 points)

**Mechanics** is the grade for the technical elements of your writing in the paper. Is your response free of spelling and grammatical errors? (worth 15 points)

## Rubric

Analysis and Interpretation Paper Rubric						
Criteria	Ratings					Pts
Content - Introductory Paragraph A successful introductory paragraph includes all of the following... <ul style="list-style-type: none"> <li>• the name of the artist (if known), title (which is underlined or italicized), date, medium (if known), and culture and/or artist (if known)</li> <li>• a very brief description of the work</li> <li>• what you think is the subject</li> <li>• thesis statement - what do you think is the meaning of the work? What is this work all about?</li> </ul>	5 pts Excellent	4 pts Good	3.5 pts Average	3 pts Below Average	0 pts No Effort	5 pts
Content - Conclusion Paragraph A successful conclusion paragraph includes all of the following... <ul style="list-style-type: none"> <li>• You wrap up the paper</li> <li>• You restate the thesis</li> </ul>	5 pts Excellent	4 pts Good	3.5 pts Average	3 pts Below Average	0 pts No Effort	5 pts
Content - Analysis of the Work A successful analysis of the work includes all of the following... <ul style="list-style-type: none"> <li>• a thorough use of descriptive language with many adjectives</li> <li>• a written with a sense of order</li> <li>• you well consider the...subject, composition, pose, proportions, line, space, texture, light and shadow, size, color, mood, and more...</li> </ul>	30 pts Excellent	24 pts Good	21 pts Average	18 pts Below Average	0 pts No Effort	30 pts
Content - Interpretation of the Work A successful interpretation of the work includes all of the following... <ul style="list-style-type: none"> <li>• you consider what is the meaning and message of the work</li> <li>• you back up your statements, clearly stating reasons that lead you to these interpretations</li> </ul>	30 pts Excellent	24 pts Good	21 pts Average	18 pts Below Average	0 pts No Effort	30 pts
Format of the Paper A successful formatting of the paper includes all of the following... <ul style="list-style-type: none"> <li>• two and a half to three pages, not including title page</li> <li>• black font</li> <li>• double spaced</li> <li>• 12 point font, times only</li> <li>• 1" borders</li> <li>• Title underlined or italicized throughout</li> <li>• Image imbedded in the paper</li> <li>• Proper image citation (APA)</li> <li>• Proper textual citation with bibliography (APA)</li> </ul>	15 pts Excellent	12 pts Good	10.5 pts Average	9 pts Below Average	0 pts No Effort	15 pts
Mechanics of the Paper Successful mechanics of the paper means that... <ul style="list-style-type: none"> <li>• your paper is thoroughly proofread and is free of incorrect grammar, spelling, punctuation, and other errors.</li> </ul>	15 pts Excellent	12 pts Good	10.5 pts Average	9 pts Below Average	0 pts No Effort	15 pts
Total Points: 100						

## For Additional Help

- It's always helpful to have another set of eyes read your final draft to catch any remaining mistakes...have a friend read the paper through.
- Writing help is available on campus at the **Writing Center**
  - Located on the first floor of Miller Library.
  - Walk-in, or make an appointment ahead of time online or call ahead to make an appointment: 575.538.6051.
  - Virtual help is available [Click here for the link.Links to an external site.](#)
- See Sylvan Barnett's *A Short Guide to Writing about Art* – Thesis and formal analysis sections
- Questions? Remember that I am also available via email or through contact in Canvas





## New Mexico General Education Curriculum Course Certification Form

Application Number

1868

### Institution and Course Information

Name of Institution	WNMU
Chief Academic Officer Name	William Crocker
Chief Academic Officer Email	William.Crocker@wnmu.edu
Registrar Name	Susan Russell
Registrar Email	Susan.Russell@wnmu.edu
Department	Humanities
Prefix	PHIL
Number	2117
Suffix	
Title	Ethics and Sustainability
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	2117
Suffix	
Title	Ethics and Sustainability

### 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.**

PHIL 2117 Ethics and Sustainability (common)

Course Description

This course provides a broad survey of ethics with an emphasis on sustainability. Students will acquire an understanding of the fundamentals normative ethical theory, and theories of justice through analysis of moral arguments that arise through consideration of topics in sustainability. The course will also provide opportunities for practice making moral arguments. Writing Intensive. Student Learning Outcomes

1. Analyze, and critique the moral arguments of others.
2. Explain and apply normative ethical theories in the context of sustainability.
3. Explain leading theories of justice in the context of sustainability.
4. Demonstrate the ability to create original moral arguments relevant to issues in sustainability, both written and oral.
5. Explain basic concepts in sustainability, such as the three basic dimensions of sustainability-environmental health, social equity, and economic sustainability.

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

same as common course (above)

**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 cultivates critical thinking in several assignments. The thesis-driven research paper requires students to delineate and articulate a specific moral issue raised in the context of sustainability and defend moral judgments. This requires students to gather relevant, timely and authoritative evidence to support their claims, and

demonstrate the strength of the main argument and supporting arguments.

Although moral reasoning and ethical decision-making is a focus of the course, students also exercise critical thinking by applying theory to specific case studies in sustainability. Because most interesting problems in sustainability do not admit of straightforward solutions, and perhaps no solution, students are required to exercise considerable critical thinking skills in presenting the issues and arguing for the best of a range of possible approaches to a problem in a way that is nuanced and sensitive to the way these problems impact, and may even exacerbate, others.

Finally, students are confronted with diverse positions on ethical issues, both in print and among their peers. Assignments such as in-class debates increase students' mastery of problem-setting and reasoning to a conclusion. This also affords students an opportunity to author unrehearsed responses to objections of their peers, and to consider potential challenges to positions they are confronted with. This process helps students begin to develop the habit of anticipating the best objections to their own position.

Learning is assessed by several methods. A rubric for the research paper specifying areas relevant to critical thinking, especially on clarity of problem setting, adequacy of evidence and strength of the overall argument in support of a conclusion. Peer-review is also an important part of assessment in a course like this. Students learn in the process of professor-guided assessment of their peers' work.

**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 primary focus of the course. Students are prepared to confront a range of case studies in sustainability (local and global) related to the environment, equity, and economics by coursework on ethical theory and leading theories of justice and human rights. Students create original approaches to moral issues they find personally compelling. For example, students may work in groups and collaborate outside class to produce artifacts for in-class presentation (e.g., a poster presentation on mining in the DRC, or local food insecurity).

Assessment of personal and social responsibility is best when supported by peer-review, and self-reflective evaluation. The professor may facilitate supportive peer-review with a guided evaluation rubric for positive feedback. A self-reflection exercise subsequent to an assignment also enhances the student's personal accountability for taking issues of social and personal responsibility seriously.

Normative ethical reasoning is mainly assessed through writing the research paper and in-class debate and discussion, and in shorter written exercises requiring application of alternative moral theories, or theories of justice or rights to specific case studies.

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

Authority and value of information available on the internet is central to a course on sustainability. The craft of

research is directly taught, and part of this includes assignments working with news outlets, social media, and government sites (e.g., UN). Assignments include assessment of a range of potential sources of information and exercises involving explicit justification of sources. Supplementary library instruction is usually built into the course.

Most research instruction in the course is in the digital environment, and students are specifically required to demonstrate ability to create and design in a digital environment (e.g., poster presentations).

Likewise, research as inquiry is built into instruction on the research paper. Assignments include reporting to the class on the progress of the research paper, once it is underway. This allows assessment on the adequacy of the student's understanding of and mastery of research as inquiry. The research paper must also conform strictly to APA style, and include references properly cited.

Information structures are also a focus on presentations as well as research writing in the class, given the relevance and importance of diverse kinds of information and relevant, efficient, and effective ways of presentation. Ethical issues in sustainability often involve quantitative data. For example, students may be required to present quantitative data in a paper, a poster, or power-point slide on the relevance of different measurements of poverty in a specific part of the developing world, or statistics on immigration to support factual claims made in the course of defending a moral argument.

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

Link to Institution's General Education Assessment Plan

<https://academic.wnmu.edu/wp-content/uploads/sites/82/2019/07/WNMU-General-Education-Assessment-Plan-2019-2020.pdf>

## E. Supporting Documents

**Attach a sample assessment.** The assessment should illustrate how the essential skills are assessed within the context of the content area.

### PHIL 2117 Term Paper Assignment

In lieu of a final exam you will submit a final term paper. Due on, or before the day of the final exam scheduled for this class, the term paper must demonstrate college-level engagement with an ethical issue in sustainable development, must not be fewer than four full pages in length, and must consistently defend a clearly articulated thesis throughout.

Extra credit of 5% is awarded to papers that tackle a local issue *and* are in the B range or higher.

The paper citations must strictly conform to APA style. You must also engage in research, and cite at least one reliable source.

I highly suggest starting with the United Nations Sustainable Development Goals. Find one of the seventeen that most interests you, and then find a specific issue, or problem related to the specific goal. I've made some information available online, but you can also go to the UN website.

**You will be graded according to the following rubric:**

	Excellent	Good	Fair	Below Standard
<b>Thesis</b>	Essay has a strong, well-written thesis. The body of the essay clearly and directly supports the thesis. The thesis is clearly about a moral issue in sustainability, and includes a clearly identifiable normative claim.	Essay has a strong thesis that includes all necessary components. The body of the essay clearly and directly supports the thesis, though perhaps without as much subtlety as the excellent one.	Essay has a stated thesis that is not as complete, or that is unclear. The body of the essay mostly supports the thesis, though there may be pieces that don't appear to fit.	Essay has a general or vague thesis or is missing a thesis; paragraphs are scattered and unconnected. Essay does not follow assignment.
<b>Content</b>	Overall, the paper includes substantial and appropriate evidence from at least a one credible source, including quotes and/or paraphrases, to support the thesis.	Overall, the paper includes sufficient and appropriate evidence from at least one credible sources, including quotes and paraphrases, to support the thesis.	Overall, the paper includes evidence from sources, but there are problems with source selection (credibility,objectivity, number of sources used), source incorporation (quotes/paraphrases), and/or understanding source material.	Overall, the paper lacks sufficient evidence, or the evidence does not support the thesis. There may be serious issues related to source incorporation.
<b>Evidence</b>	Overall, the paper includes substantial and evidence, when appropriate, from at least a one credible source, including quotes and/or paraphrases, to support the thesis and paragraph ideas.	Overall, the paper includes sufficient evidence, when appropriate, from at least 1 credible source, including quotes and paraphrases, to support the thesis and paragraph ideas.	Overall, the paper includes evidence from sources, but there are problems with source selection (credibility,objectivity, number of sources used), source incorporation (quotes/paraphrases), and/or understanding source material.	Overall, the paper lacks sufficient evidence, or the evidence does not support the thesis. There may be serious issues related to source incorporation.
<b>Argument</b>	The paper defends a thesis on a moral issue related to sustainability that is original, and well defended by clearly articulated premises, and is mostly free from informal fallacies.  The argument is plausible.	The paper defends a thesis on a moral issue related to sustainability that is original, and has clearly identifiable premises. The premises may not always be as clearly articulated as an excellent paper, and may include more informal fallacies.	The paper defends a thesis on a moral issue related to sustainability, but may be perfunctory, or unoriginal. It may be difficult to follow the argument, or include too many informal fallacies.  The paper may be too polemical.	There is no argument, or lacks clear relevance to sustainability, or is not a moral issue, or is simply too polemical, and poorly argued. The paper may contain egregious fallacies.  The argument is not plausible.

		The argument is fairly plausible.	The argument is not plausible, or very poorly argued.	
<b>Intellectual Charity</b>	The paper fairly states and effectively responds to a good, and plausible objection to the thesis defended.	The paper fairly states and effectively responds to an objection to the thesis, yet may not be as good or plausible as an excellent paper, or may be a bit of a <i>straw person</i> .	The paper raises an objection to the thesis, but it is not clearly stated, fair, or simply too brief. It may also be a bit of a <i>straw person</i> .	Either no objection, or egregious <i>straw person fallacy</i> .
<b>Essay Organization</b>	The paper is organized coherently, with one paragraph idea leading logically to the next with effective transitions. The introduction and conclusion are creative but also analytical without being repetitive.	The paper follows a logical organization, though the reader has to make some of the connections with basic transitions. The introduction and conclusion get the job done, if a bit mechanically or repetitively.	The paper attempts to follow a logical organization, but sometimes it jumps from one point to the next without apparent reason. The essay has a basic introduction and conclusion.	The paper does not follow a logical organization. The essay has minimal introduction/conclusion.
<b>Paragraph Organization</b>	Body paragraphs are organized coherently, with a strong topic sentence, context, supporting evidence, analysis, and conclusion.	Body paragraphs follow the formula with a strong topic sentence, context, supporting evidence, analysis, and conclusion.	Body paragraphs follow the basics with a general topic sentence, context, supporting evidence when appropriate, and conclusion.	Body paragraphs do not meet one or more of the basic requirements.

<b>Expression</b>	Paper utilizes clear and appropriate diction as well as clear and effective sentence construction.	Overall, the paper is very “readable.” The ideas come across clearly, though there may be some awkward word choices or sentences.	Awkward word choices and sentence structures are found throughout the essay, but the reader can still follow the writer’s ideas.	Awkward word choices and sentence structure distract the reader from following the writer’s ideas.
<b>Documentation</b>	Quotes, paraphrases, and parenthetical documentation as well as reference citation conform to APA style nearly perfectly.	Quotes, paraphrases, and parenthetical documentation are mostly accurate, though there may be some punctuation or formatting errors.	Quotes, paraphrases, and parenthetical documentation may have content and formatting errors. Reference citation may have content and formatting errors.	There are serious errors in quoting, paraphrasing, parenthetical documentation, or reference citation.
<b>Mechanics</b>	Paper is free of spelling, usage, and sentence level errors.	Paper is mostly free of spelling, usage, and sentence level errors.	Spelling, usage, or sentence level errors (particularly comma splices, fragments, or run-ons) are found frequently in the essay.	Serious errors in spelling, usage, and/or sentence construction distract the reader and prevent him/her from following the writer’s ideas.



Fall 2025

**Philosophy 2117: Ethics and Sustainability**

CNR 12894: Tuesday and Thursday 12:30-1:45 Light Hall 216

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*Professor's Contact Information*

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**Phillip W. Schoenberg**

**Office Hours:**

Tuesdays and Thursdays 8:00-9:30

at Bowden Hall 214

**Email:** [Phillip.Schoenberg@wnmu.edu](mailto:Phillip.Schoenberg@wnmu.edu)

**Phone:** 575.538.6347 (office)

831-682-5605 (mobile/texts)

**Response Time:** You should expect me to respond to emails in 24-48 hours during the week. I might not always respond to emails sent after noon on Fridays, or weekends until the following Monday. You should expect work submitted on time to be graded in about a week. Major assignments may take a bit more time.

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*Course Information*

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**Course Description**

**PHIL 2117: Ethics and Sustainability:** This course provides a broad survey of ethics with an emphasis on sustainability. Students will acquire an understanding of the fundamentals normative ethical theory, and theories of justice through analysis of moral arguments that arise through consideration of topics in sustainability. The course will also provide opportunities for practice making moral arguments. Writing Intensive. (3)

**Course Outcomes:**

- Analyze, and critique the moral arguments of others.

- Explain and apply normative ethical theories in the context of sustainability.
  - Explain leading theories of justice in the context of sustainability.
  - Demonstrate the ability to create original moral arguments relevant to issues in sustainability, both written and oral.
- 
- Explain basic concepts in sustainability, such as the three basic dimensions of sustainability--environmental health, social equity, and economic sustainability.

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### *Required Books and Course Materials*

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#### **You must purchase the following book:**

*The Ethics of Development.* David Ingram and Thomas J. Derdak, Routledge, New York, NY: 2018.

Any other required reading will be made available as a .pdf on Canvas.

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### *Required Work & Grading*

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#### **Required Work and Grading:**

Your grade in this course is based on the following required expectations and tasks. Assignments will be graded in our Canvas course. Please keep track of your grades to monitor your progress throughout the term. Look in "Grades" on the left link in our Canvas shell.

##### *Creative Engagement (20%)*

There will be a number of creative assignments throughout the term. These are intended to stimulate constructive engagement with the readings, and allow for expression of your ideas and response to the assigned readings in a medium other than straight prose writing. In an online course this can prove challenging, but *you are up to the challenge!* You will have opportunities to draw or paint, or create brief multi-media presentations using free online software (easy to use, but requires some familiarity with learning to use new software), or writing a story, a dialogue, etc. (One of my favorite examples is a student who made a stop motion Lego animation, but that's above and beyond the call of duty). These are intended to *be fun as well as useful for learning.*

There's a serious pedagogical principle behind these assignments, and you should do your best. That said, because I don't grade on your artistic ability, or creativity, the grading is not rigorous. They are worth 12 points, total. Meeting the minimum assignment requirements can easily merit as much as 10-11 points. I reserve full marks (12 points) for outstanding work. Your artistic or creative ability is not part of the grade, but it should be evident that you've done your best.

**Mid-term Project (30% total):** You will have a mid-term project (not a paper or traditional exam) around week 8 or 9.

**Final Reflective Essay (25%):** There will be an essay reflecting on your work and learning due at the end of the class. Much more information will be given later in class.

### ***Guided Reading Questions, Homework and Quizzes (25%)***

Often there will be a number of questions to respond to about the assigned reading. These are intended to help guide the reading, and so are not graded very strictly, and usually follow in in order the answers appear in the reading.

Sometimes I will give 'short essay' questions, and you will be asked to produce about a 200-300 word essay. These are informal, but should address the question directly, and all parts of the question.

Any quizzes will count toward this category.

Generally worth 12 points, expect 9-10 for perfunctory or rushed responses that still, however, show evidence that you have attempted the reading. Good responses to all questions that also demonstrate engagement with the text merit an 11. A score of 12 is reserved for truly outstanding work.

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## ***Notes & Class Policies***

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### ***Reading:***

- This course requires a considerable amount of reading. You are expected to spend anywhere from 4 – 8 hours on this course *outside the classroom* every week. You are expected to read everything assigned – really, everything.

### ***Late Work Policy:***

- **Exams** may *not* be taken late for *any* reason. However, there will be some opportunity for extra credit that will make up approximately two Exams.
- You are allowed to turn in three (3) late **Homework Assignments** without penalty. Late is late, so they may be turned in any time until the day of the last day of class (*but only three*).

### ***Use of Electronic Devices in Class:***

- While I encourage you to use the technological devices available to you in ways that enhance your learning, they are not allowed in class. This means that you may not have your phone out in class, or your laptop. Exceptions will be made given the circumstances, e.g., students giving presentations.
- If you have your phone out in class, I will remind you of our device policy. If this happens more than a couple of times, you may be asked to leave

### ***Hybrid Courses***

- You may be enrolled in the *hybrid* section of this course. This means that you are **required** to meet each week with the rest of your section for a discussion session. The rest of the course will follow the same pattern as the online course.
- If you are in the hybrid section some of your quizzes may be held in class. This means that you will not only be exempt from the online quizzes that week, but you will not get credit for taking the online version (though you may, for the practice).

- Students in the fully-online section of the course are encouraged to attend classes with the hybrid students, especially if they need additional help, and the opportunity to ask questions of the professor! Plus, it's really fun actually to talk to people about philosophy!

#### ***Extra Credit:***

- I reserve the right to allow extra credit assignments. No amount of extra credit, however, will exceed the combined value of one half of a full grade. If I don't offer extra credit, remind me!

#### ***Canvas Down Time and Inclement Weather:***

- If you wait until the last minute to turn in your work, note that your work may be late due to Canvas Down Time (especially late at night), and internet outages due to inclement weather.

#### ***Navigating and Using Required Software for Online Material:***

- You are expected to master the required skills for using Canvas, especially the discussion board, and uploading assignments. If this is difficult for you, there are resources to help you master the necessary skills. Contact me, if you want some help.

#### ***Respect for Others, and Professional Behavior***

- Some students may, at times, disclose personal information in class (especially the discussions). All students are responsible for respecting each other, and this means not sharing what others have discussed in class (or online) without their permission.
- Students are expected to behave in a respectful manner whenever interacting with fellow students, or their professor.
- Students are expected to practice professionalism by meeting deadlines, and completing assigned tasks.
  
- As members of a scholarly community, students are expected to use clear college-level prose in their official work for the university. This includes using correct spelling and grammar for all assignments. If you need help with your writing consult a *Smartthing* tutor, or avail yourself to some other writing resource. See me if your professor if you need help or have questions.

#### ***Academic Integrity***

- As a member of an academic community students are expected to be honest in all their academic work, and to adhere to those moral principles relevant to the academy. This includes, as a minimum, adhering to the standards defined in the WNMU catalogue and the Student Handbook. Students are responsible for having read and understood the relevant passages, especially the definitions of *plagiarism* and *cheating* found therein.
- Our class policy, in keeping with the Student Handbook, is as follows:
  - ***Cheating:***
    - ***One infraction will result in dismissal from the class with a grade of F.***
  - ***Plagiarism:***
    - ***First infraction will result in an F (or 0) for the assignment and a warning.***
    - ***Second infraction will result in dismissal from the course with a grade of F.***

#### ***Copyright Notice***

- All materials found in this course, including video lectures, assignments, and all handouts, fall under the copyright laws of the United States, and may not be retained by students in any electronic form or further disseminated or distributed to anyone not enrolled in this course without permission from your professor, or other copyright holder.
- Dr. Schoenberg retains the copyright on all material he creates for this course, including videos, lectures (written or recorded), and assignments. These may not be distributed or disseminated without his approval.

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## *Important Notices, University Policy Reminders, and Other Information*

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### **Communications policy statement regarding official e-mail:**

WNMU's policy requires that all official communication with the University, other than your in-class Canvas communications, be sent via Mustang Express. Emails sent to you by various WNMU departments related to your registration, financial account balance, changes in schedule, etc., will be sent to your [wnmu.edu](mailto:wnmu.edu) email address. It is very important that you access your Mustang Express email periodically to check for correspondence from the University. If you receive most of your email at a different address, you can forward your messages from Mustang Express to your personal address. To forward your WNMU e-mail to a personal e-mail address:

- 1 Log in to **Mustang Express**.
- 2 From the **My E-mail Inbox** in the center of the screen, select the small **E-mail** hyperlink (beside the envelope icon).
- 3 Select **Options**.
- 4 Select **Settings**.

### **Disability Support Services:**

Services for students with disabilities are provided through the Student Health Center's Disability Support Services office. Some examples of the assistance provided are audio materials for the blind or dyslexic, note takers, readers, audio recorders, and special tutors. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services information and forms are available by calling 575.538.6400 or emailing [dss@wnmu.edu](mailto:dss@wnmu.edu) ([Links to an external site.](#))[Links to an external site.](#). The Disability Support Services office serves as Western New Mexico University's liaison for students with disabilities. [wnmu.edu/studenthealth/dss/](http://wnmu.edu/studenthealth/dss/) ([Links to an external site.](#))[Links to an external site.](#)

### **Course Access:**

Access to online course materials will be available to students between the start and end dates listed in the class schedule.

### **Course Evaluation:**

You are expected to complete a course evaluation to give feedback to the instructor. Please make a point to offer honest and reasonable suggestions and comments.

### **Need Help?**

- Post your question to the Discussion Board in your online course.
- Send a question via Canvas email to your instructor.
- For **24/7 Canvas Help** call: **888.332.6994**
- Contact the WNMU **Help Desk** at [helpdesk@wnmu.edu](mailto:helpdesk@wnmu.edu) ([Links to an external site.](#))[Links to an external site.](#) or **575.574.4357**.
- Register for **IPS 010, Canvas Orientation**. This is a short, free, non-credit introduction to Canvas; no textbook is required. Once you complete the orientation activities, you can re-enter the course at any time during the semester to get additional help from the instructor as needed.
- Consult **Student Online Resources** at <http://learn.wnmu.edu/support/resstu.shtml> ([Links to an external site.](#))

[external site.](#)Links to an external site. for an online readiness assessment, Technical Requirements, Canvas tutorials and Canvas Student Guide.

## FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part99) is a Federal law that protects the privacy of a student's education records. In order for your information to be released, a form must be signed and in your records located in the Admissions/Registrar's Office.

## Withdrawal

Students deciding to discontinue class attendance and/or online participation have the responsibility for formal withdrawal from class prior to the date published in the catalog. Students may withdraw by the deadline within Mustang Express. *Failure to withdraw from a class in which a student does not participate will result in an F for the course.*

## Tips for Success

- **Use time wisely.** You will invest as much or more time online as in face-to-face courses.
- **Use Chrome or Firefox browsers to access Canvas.** Internet Explorer is not as compatible with Canvas.
- **Log in to the course a few times a week to keep up.**
- **Ask questions often.**
- **Check your WNMU or Canvas mail often.** Your instructor sends the most important announcements to you through announcements that go through Canvas and forward to you wnmu email.
- **Bond with your peers.** Getting to know others in the course can help you study, troubleshoot Canvas, or clarify course requirements.

## Disclaimer

Information in this syllabus can be changed to reflect scheduling or assignment modification. The updated syllabus will become your learning contract, so stay informed.

## Code of Civility

In order to promote a positive, professional atmosphere among students, faculty and staff, the following Code of Civility has been developed:

- *Respect:* Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.
- 
- *Kindness:* A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.
- 
- *Truth:* Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.
- 
- *Responsibility:* Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.
- 
- *Cooperation:* Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.
- 
- *Acceptance:* Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.

- 
- *Professionalism:* Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

## Student Support Services

### Online Tutoring

WNMU provides Smarthinking, an online tutoring service. To access Smarthinking, go to the WNMU home page ([wnmu.edu](http://wnmu.edu)) and then open the Quick Links at the top. Smarthinking eTutoring can help with many topics.

### Online Library Help

WNMU's J. Cloyd Miller Library subscribes to many e-resources that are fully accessible to online students. Visit the Miller Library home page by selecting the library's link from the Quick Links menu on the WNMU home page and use the Ask a Librarian or chat features. You can contact the reference desk at 575.538.6359.

### Tech Support (Helpdesk)

If you have a technical support issue, please visit [this page](#). (**Links to an external site.**)**Links to an external site.** Begin by clicking on the Non-Employees section

(1). You can check the Knowledge base (2), submit a help ticket (3), or use the Live Chat (4) (if it is offline, you can send a message).

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## *Reading & Assignment Schedule*

*(subject to revision)*

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Key:

All page chapter and page numbers refer to the textbook.

## UNIT I: INTRODUCTION TO NORMATIVE ETHICAL THEORY AND SUSTAINABILITY

Week 1: (8/19): Introductions and Definitions: What is Sustainable Development?

Read: "Reflections on Moral Arguments and Decision-Making," Phil Schoenberg

T: A Little Logic: Definition and Identification of Arguments

R: A Little More Logic: Good and Bad Arguments; Moral Arguments

Week 2: (8/26): Normative Ethical Theory: Virtue Ethics

Read: "Famine, Affluence and Virtue," Michael Slote

T: Aristotle, Well-Being and *eudaimonia* in a global context: Presentations on Life on Less than \$2.12 per day

Quiz 1 on Slote

R: Aristotle and Virtue: In-class exercises with the table of virtues

Homework on Virtue Ethics and the Good Life

Week 3: (9/2): Normative Ethical Theory: Deontology

Read: "The Radical Egalitarian Case for Animal Rights," Tom Regan

T: Screening: Interview on Weather Zoo Animals have Rights

Quiz 2 on Regan

R: Mock Court: Orangutangs Right to *habeus corpus*

Homework: "Legal Brief" on Animal Rights

Week 4: (9/9): Normative Ethical Theory: Utilitarianism

Read: "Famine, Affluence and Morality," Peter Singer

T: Film Screening & Discussion: *Poverty, Inc.*

Quiz 3 on Singer

R: Compare/Contrast Presentations: Rich & Poor / Developed & Underdeveloped

Homework: Slide Deck for Presentation

## UNIT III: GLOBAL ETHICS AND SUSTAINABLE DEVELOPMENT

Week 5: (9/16): Ingram and Derdak: Chapter 1: Development



**T: Lecture and Discussion; Quiz 4**

**R: Homework for I&D Chapter 1**

**Week 6: (9/23): Ingram and Derdak: Chapter 2: Human Rights**

**T: Lecture and Discussion; Quiz 5**

**R: Issue Presentations 1: The Middle East**

**Week 7: (9/30): Ingram and Derdak: Chapter 3: Development Through Trade: Utilitarian, Social Contractarian, and Communitarian Considerations**

**T: Lecture and Discussion; Quiz 6**

**R: Issue Presentations 2: Asia and Africa**

**Week 8: (10/7): Research and Writing Workshops I**

**T: Drafting a Thesis for a Paper in Ethics; Choices of Topics; Research as Inquiry**

**R: Library Visit for Supplementary Instruction for Online Research/Library Research**

**Week 9: (10/14): Ingram and Derdak: Chapter 5: Climate change, Sustainable Development, and the Limits of Green Capitalism**

**T: Lecture and Discussion; Quiz 7**

**R: Issue Presentations 3: North & Central America**

**Week 10: (11/21): Ingram and Derdak: Chapter 6: Immigration and Development**

**Week 11: (11/28): Research Writing Workshops II**

**T: Topic and Moral Issues Sharing and Workshop**

**R: Thesis Workshop / Peer Review**

**Unit III: LOCAL ISSUES IN SUSTAINABLE DEVELOPMENT**

**Week 12: (11/4): Local Dive: The Environment**

**Short Projects and Presentations on Local Moral Issues Related to the Environment (Group A)**

**R: Field Trip to Gila Watershed Keepers & San Vicente Creek**

**Week 13: (11/11): Local Dive: Equity, Equality and Justice**

**Short Projects and Presentations on Local Moral Issues Related to Equity, Equality and Justice (Group B)**

**R: Field Trip to The Commons Center for Food Security**

**Week1 14: (11/18): Local Dive: Economics**

**Short Projects and Presentations on Local Moral Issues Related to the Economics of Sustainability (Group C)**

**R: Field Trip to Gila Wood Net**

**UNIT IV: COMPLETING THE FINAL PAPER**

**Week 15: (11/25) THANKSGIVING BREAK: No Classes**

**Week 16: (12/2) Formal Research Presentations**

**Week 17: (12/9) Final Paper Due Thursday, 12/12 before midnight.**

**T: Formal Research Presentations**

**T - R: Individual Meetings**



## New Mexico General Education Curriculum Course Certification Form

Application Number

1889

### Institution and Course Information

Name of Institution	NMSU-CA
Chief Academic Officer Name	Dr. Mickey Best
Chief Academic Officer Email	mbest@senmc.edu
Registrar Name	Amy Dewey
Registrar Email	adewey@senmc.edu
Department	Social/Behavioral Sciences
Prefix	ANTH
Number	2150
Suffix	
Title	Indigenous Peoples of the American Southwest
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	
Number	ANTH
Suffix	2150
Title	Indigenous Peoples of the American Southwest

### 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. Describe socio-cultural developments, geographic environments, and characteristics of major cultural groups that currently inhabit the American Southwest.
2. Recognize underlying similarities as well as the wide range of variability of the cultural groups in the American Southwest.
3. Recognize the impacts and effects of Euromerican colonization on indigenous cultural groups in the American Southwest.
4. Describe the historical interactions and accommodations among indigenous cultural groups in the American Southwest.
5. Examine the processes of cultural change within major cultural groups in the American Southwest.
6. Identify and analyze some of the contemporary issues faced by major cultural groups in the American Southwest.

**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 class will GAIN an understanding of genre and how to INTERPRET sources through a lens of cultural relativism. Applying those concepts, students will APPRAISE sources and RESPOND during discussions and in writing through their course journal. Students will MAINTAIN a writing journal where they will RECORD their estimations, perceptions, and conclusions to various thought-provoking inquiries presented during most class sessions, which will provide an opportunity for them to EVALUATE and ASSESS critical themes for understanding Indigenous Peoples of the Southwest. Additionally, six times during the semester, students will CONTRIBUTE to lively online forum discussions where they will RESPOND to the instructor's questions, to the instructor's responses, and to their classmates' responses. In addition, students will DRAFT a lesson on one of the many groups not covered during the semester.

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

Both in-person and online discussions ask students to critically REFLECT on sources and make connections to other course materials. Students will READ source documents from various Indigenous groups; EXAMINE anthropological data; EXPLORE Indigenous cultural expressions (including visual art, music, poetry, etc.); and VIEW video footage. For each of these examples, students will WEIGH how these historical records reflect upon and contribute to the Indigenous experience, both past and present.

Students will LEARN that canonical anthropology sources often clash with lived experiences. In order to create a fuller interpretation that more reliably reflects what transpired in the past, students will PROBE how the past is recorded by dissimilar perspectives that appear in often various modalities. Students will DRAFT a lesson based on individual research and Indigenous oral history, in which they will DEMONSTRATE an understanding of the impact of historical contingencies on individual Indigenous groups, while also learning to APPRECIATE the importance of this type of narrative as a source of historical record.

**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*

A large portion of the course is oriented toward the struggle for and attainment of Indigenous civil rights in the U.S. Students will ANALYZE topics that invoke civic responsibility, including the sustainability of Indigenous identities and the socio-cultural, political, and economic systems that have shaped the Indigenous experience in North America throughout history. Students will EXPLORE and EVALUATE the cultural norms that intersect and conflict with western civilization more broadly as a way to RECOGNIZE the unique challenges faced by Indigenous peoples over the past several centuries. The course will conclude by providing students the opportunity to EXAMINE 21st-century issues and ASSESS the historical legacies that impact these ongoing struggles.

**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://senmc.edu/documents/policies-and-handbooks/assessment\\_handbook.pdf](https://senmc.edu/documents/policies-and-handbooks/assessment_handbook.pdf)

## ANTH2150

### General Education Curriculum Course Certification

Sample Assessment: *Final Project*

30% of overall course grade

Minimum 1,500 words—approximately 4 double-spaced pages.

For this assignment, students will select and RESEARCH one of the Southwestern Indigenous groups not already covered in class. Using written, audio, and visual sources, students will WRITE about the modern lived experience of their group and CONTEXTUALIZE those experiences within their historical and anthropological contexts. When and if possible, students may choose to INTERVIEW members of the Indigenous group for this project.

During Week 3, students will READ in-depth stories of Indigenous peoples from excerpts from *Project 562*, among other texts, in order to orientate them to this genre. During class discussion, we will DISCUSS the pros and cons of using oral histories to understand the past. Over the semester, we will EXPLORE several examples from a diverse group of peoples, most of which will contrast with traditional historical narratives.

By the end of Week 6, students must SUBMIT a one-page project proposal. This paper should include a brief description of their subjects, a rough sketch of the story they expect to learn, and a schedule for Also during Week 6, we will READ additional sources and DISCUSS how to conduct research.

During Week 15, students will present their findings in a brief 3–5-minute presentation with visual aids. Presentations may be recorded or presented in class.



## New Mexico General Education Curriculum Course Certification Form

Application Number

1890

### Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@nmu.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Spanish and Portuguese
Prefix	SPAN
Number	2130
Suffix	
Title	Introduction to Public Speaking in Spanish
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	2130
Suffix	
Title	Introduction to Public Speaking in Spanish

### 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.**

At the end of the Hablar en Público course, students will be able to:

1. Identify and describe unique characteristics of informative and persuasive speeches in Spanish following rhetoric principles.
2. Design informative and persuasive speeches in Spanish (and/or translanguaging Spanish-English) for a specific purpose and audience.
3. Structure informative and persuasive speeches in Spanish using visual and audio artifacts.
4. Engage with diverse audiences and adapt content and style of speech accordingly.
5. Articulate a thesis and a purpose in speeches by means of presenting information and developing persuasion and synthesize information in a logical and organized structure.
6. Explain and analyze conceptual and ethical arguments in 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.*

Being this a course centered on public speeches, the communicative aspect is a fundamental part of all the assignments. Four scheduled speeches have been identified in the course: students will learn and acquire public speaking skills specifically related to the Spanish language and to general informative and persuasive situations. The communicative aspect will be primarily verbal via speaking by means of offering information (informative speeches) and sharing information to convince the audience about something (persuasive speeches). Nonverbal cues and components such as body language that are also part of communicative acts will also be presented and discussed as part of public speaking situations. The multiple formatting and organization techniques, strategies and activities that are used and practiced in the course are helpful and applicable in other academic courses. For example, being capable of presenting an informative well-articulated speech will help each student in every public speaking situation where they would have to present a topic of their interest, and/or to discuss a research project with peers and other communities in campus. Similarly, the strategies used when crafting persuasive arguments will help students in other



formal academic situations and classes where they will have to use formal and/or informal registers to persuade a specific audience (class debate, undergraduate research scholarships and/or awards). All the public speaking activities that students will be part of in this course will be a valuable and transferable skill outside the academic context as part of their daily lives at work and/or job interviews.

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

Critical thinking (CT) in this course and other courses in General Education areas uses thought, plan, and action in preparation for any speech delivery and interaction with others. Students will use research at-hand and develop arguments that are informative, coherent and connect to the audience. Moreover, students will practice and enhance their CT in preparation for the speeches scheduled for the class. In preparation for multiple assignments in this course, students will identify and select a topic, gather information, and evaluate sources that are credible and legitimate. All the presentations will be meaningful to Hispanic communities as they will be based on socio-cultural themes that primarily affect and impact such communities of practice (example: identity as related to family and/or local community; immigration; health; artistic/cultural manifestations). To prepare for these presentations, students will be guided by readings and current events about the selected socio-cultural topics to offer them resource materials that may help them develop the content for their speeches. In week 13, an expert in effective debate dynamics in different contexts (politics and business, for instance) will visit the class to give a workshop and interact with students about best practices when asking questions, preparing warm-ups, and practicing diverse debate skill drills. CT will help the students as speakers to develop their own arguments further and position their speech ethically and professionally, a key aspect not only limited to the presentations and topics of the course. Thinking clearly and systematically improves the way we express our ideas, and this skill is applicable in every daily situation of our life, inside and outside academic contexts. CT helps us to be attentive to others' speeches and compare different speeches from multiple sources. For instance, students in this course will be exposed to a political debate in addition to advertising materials and multiple media sources.

**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*

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

Students in this course will be practicing and improving their information and digital literacy by means of preparing their informative speeches and one of their persuasive speeches via video/film making. To prepare these videos, the students will receive specific in-classroom training through an IT workshop (Week 6) and a workshop session

facilitated by a bilingual Spanish-English documentary expert (Week 7). Both workshops will engage with students with a Question-Answer section of the session where students and workshop facilitators share their experience and brainstorm together ideas on video design for a diverse and inclusive audience in mind. The inclusion of such video design activities aims to empower students in their public speaking situations and by guiding them on how to create compelling and professional presentations that go beyond the in-person audiences and include a remote broader public audience. As for the Communication skill described above for this course, the Information and Digital Literacy is not limited to this course and can be applied to other courses. For instance, doing research as a process of inquiry and disseminate the findings in digital environments is essential to every academic public speaking situation (therefore, applicable to other academic informative or persuasive Spanish public speeches, such as class presentations or class debates). Also, and very importantly, these abilities will help the students outside their academic life, given that digital literacy as practiced in this course via video design for speeches can be used in multiple work-related environments or to professional portfolio to be used when exploring career opportunities.

**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>
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## 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	Eva Rodriguez-Gonzalez
Title	Associate Professor, Teaching Coordinator of General Education Spanish coursework (1110, 1120, 2110, 2120, 2420)
Phone	(505) 277-5907
Email	<a href="mailto:evarg@unm.edu">evarg@unm.edu</a>

#### 2. Institutional Course Information

Prefix	SPAN
Number	<b>IXXX</b>
Title	<b><i>Hablar en Público</i></b> (Public Speaking course in Spanish)
Number of credits	3
Was this course previously part of the Gen Ed Core Curriculum?	No
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	1. Communication

### 3. Student Learning Outcomes

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

I could not find in the NMHED state General Education course catalog a course similar to the proposed one here in the COMM or SPAN sections. Here are the SLOs that for the proposed GenEd new course:

At the end of the *Hablar en Público* course, students will be able to:

1. Identify and describe unique characteristics of informative and persuasive speeches in Spanish following rhetoric principles.
2. Design informative and persuasive speeches in Spanish (and/or translanguaging Spanish-English) for a specific purpose and audience.
3. Structure informative and persuasive speeches in Spanish using visual and audio artifacts.
4. Engage with diverse audiences and adapt content and style of speech accordingly.
5. Articulate a thesis and a purpose in speeches by means of presenting information and developing persuasion and synthesize information in a logical and organized structure.
6. Explain and analyze conceptual and ethical arguments in public speaking.

### 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?

The proposed new course will help UNM Hispanic students that already feel comfortable speaking Spanish in personal networks and informal registers BUT they are not that comfortable with speaking Spanish in public and formal registers. Thus, the proposed course will be a starting point for those students who aim to improve and sophisticate their public speaking in Spanish in academic, career and community(ies) contexts. Students in this course will practice and engage in presentational and interpersonal modes of communication with diverse audiences. They will

also be exposed to information and digital literacy by producing audio and video artifacts. The activities and assignments in this course engage students in research, argumentation as essential skill building and application to other general education courses.

Why does it belong in the General Education Program?

The proposed course activities and assignments in the proposed courses are directly related to NM Essential skills in General Education such as Communication, Information and Digital Literacy and Critical Thinking. The topics that will be addressed in some of the activities are also related to the Personal and Social Responsibility NM General Education Essential Skill.

c) Impact statement on the effect this addition may have upon other departments/courses currently in the General Education Program.

Faculty submitting this form met on September 27<sup>th</sup>, 2023 with Public Speaking General Education teaching coordinator, Eva Ashworth (Department of Communication and Journalism, Arts and Sciences) to discuss the proposed course in Spanish (new proposed syllabus was shared). Prior to this meeting, faculty submitting this form engaged in conversations via email with Chair of Department of Communication and Journalism, Iliia Rodriguez Nazario, in January 2023 in preparation to the 2023 Marshall new GenEd course Award. Both confirmed enthusiasm and support with the new Spanish Public Speaking course in Area I. Per email with Evan Ashworth, the proposed new course in Spanish does not overlap with the current Public Speaking course offered by Department of Communication (see attached in Quali form).

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.

Since this is a new course, there are no current enrollments.

#### PREDICTED ENROLLMENTS:

Year 1- 1 course section face-to-face (max capacity: 24) in Fall and Spring semesters

Year 2 and 3- 2 course sections in Fall semesters and 1 course section in Spring semesters

Projected Curriculum offerings: If enrollment is significant in face-to-face sections, teaching coordinator (faculty submitting this form) will propose a maxonline course section as to provide access to the course to other students. Additionally, teaching coordinator would consider submitting the course for U.S. and Global Diversity, Equity, Inclusion and Power Requirement based on the topics covered in some of the assignments.

f) Awareness and adoption of UNM General Education Program Assessment posted by the Office of Assessment.

The assignments that will be included in the proposed course have been designed following UNM Area I Communication, Information and Digital Literacy and Critical thinking. Faculty proposing this course serves as Teaching Coordinator of General Education Area VI Spanish courses that have been included as part of the Office of Assessment General Education Assessment submission processes since Fall 2019. Experience with prompts, rubrics and process for General Education Assessment is then confirmed for the proposed course.

g) Statement of Budget Impact, Faculty Load, and Resources (faculty/facilities) that the department has for teaching the course.

PhD student in Spanish with experience in General Education SPAN generic courses (Spanish I, II, III or IV) at UNM will be selected as Teaching Assistant by SPAN Teaching Coordinator to teach the course. The proposed course has been designed by Teaching Coordinator of UNM SPAN1110, 1120, 2110 and 2420 in collaboration with a PhD student in Communication with advanced proficiency in Spanish and experience in General Education COMM course at UNM. It would be ideal for the success of the course to start offering the course with the same PhD graduate student from COMM that has been part of the original design of the course. Both teaching coordinator and TA will work together either in one or two semesters of Year 1 and a PhD student in Spanish will transition as TA in the following semesters.

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.

**See syllabus and course schedule attached.**

## **5. NM Higher Education Department Criteria; demonstration of teaching relevant Essential Skills and component skills for general education area**

### **a. Three Essential Skills Narratives (one for each essential skill assigned to the general area)**

1. Communication skill (Course Assignments: Informative and Persuasive Speeches – see Weeks 4, 8, 11 and 15 in course schedule. See Related Assessments listed in course syllabus. See Practice activities for assignments listed in Grading Distribution in course schedule).

Being this a course centered on public speeches, the communicative aspect is a fundamental part of all the assignments. Four scheduled speeches have been identified in the course: students will learn and acquire public speaking skills specifically related to the Spanish language and to general informative and persuasive situations. The communicative aspect will be primarily verbal via speaking by means of offering information (informative speeches) and sharing information to convince the audience about something (persuasive speeches). Nonverbal cues and components such as body language that are also part of communicative acts will also be presented and discussed as part of public speaking situations. The multiple formatting and

organization techniques, strategies and activities that are used and practiced in the course are helpful and applicable in other academic courses. For example, being capable of presenting an informative well-articulated speech will help each student in every public speaking situation where they would have to present a topic of their interest, and/or to discuss a research project with peers and other communities in campus. Similarly, the strategies used when crafting persuasive arguments will help students in other formal academic situations and classes where they will have to use formal and/or informal registers to persuade a specific audience (class debate, undergraduate research scholarships and/or awards). All the public speaking activities that students will be part of in this course will be a valuable and transferable skill outside the academic context as part of their daily lives at work and/or job interviews.

2.Critical Thinking skill (Course Assignments: Informative and Persuasive Speeches – see Weeks 4, 8, 11 and 15 in course schedule; Public Debates- see Week 13 in course schedule. See Related Assessments listed in course syllabus. See Practice activities for assignments listed in Grading Distribution in course schedule).

Critical thinking (CT) in this course and other courses in General Education areas uses thought, plan, and action in preparation for any speech delivery and interaction with others. Students will use research at-hand and develop arguments that are informative, coherent and connect to the audience. Moreover, students will practice and enhance their CT in preparation for the speeches scheduled for the class. In preparation for multiple assignments in this course, students will identify and select a topic, gather information, and evaluate sources that are credible and legitimate. All the presentations will be meaningful to Hispanic communities as they will be based on socio-cultural themes that primarily affect and impact such communities of practice (example: identity as related to family and/or local community; immigration; health; artistic/cultural manifestations). To prepare for these presentations, students will be guided by readings and current events about the selected socio-cultural topics to offer them resource materials that may help them develop the content for their speeches. In week 13, an expert in effective debate dynamics in different contexts (politics and business, for instance) will visit the class to give a workshop and interact with students about best practices when asking questions, preparing warm-ups, and practicing diverse debate skill drills. CT will help the students as speakers to develop their own arguments further and position their speech ethically and professionally, a key aspect not only limited to the presentations and topics of the course. Thinking clearly and systematically improves the way we express our ideas, and this skill is applicable in every daily situation of our life, inside and outside academic contexts. CT helps us to be attentive to others' speeches and compare different speeches from multiple sources. For instance, students in this course will be exposed to a political debate in addition to advertising materials and multiple media sources.

3.Information and Digital Literacy (Informative Interpersonal Speech and Persuasive Presentational Speech – see Weeks 8 and 11 in course schedule. See Related Assessments listed in course syllabus. See Adobe and Documentary Workshop in course schedule).

Students in this course will be practicing and improving their information and digital literacy by means of preparing their informative speeches and one of their persuasive speeches via

video/film making. To prepare these videos, the students will receive specific in-classroom training through an IT workshop (Week 6) and a workshop session facilitated by a bilingual Spanish-English documentary expert (Week 7). Both workshops will engage with students with a Question-Answer section of the session where students and workshop facilitators share their experience and brainstorm together ideas on video design for a diverse and inclusive audience in mind. The inclusion of such video design activities aims to empower students in their public speaking situations and by guiding them on how to create compelling and professional presentations that go beyond the in-person audiences and include a remote broader public audience. As for the Communication skill described above for this course, the Information and Digital Literacy is not limited to this course and can be applied to other courses. For instance, doing research as a process of inquiry and disseminate the findings in digital environments is essential to every academic public speaking situation (therefore, applicable to other academic informative or persuasive Spanish public speeches, such as class presentations or class debates). Also, and very importantly, these abilities will help the students outside their academic life, given that digital literacy as practiced in this course via video design for speeches can be used in multiple work-related environments or to professional portfolio to be used when exploring career opportunities.

### **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.

Week 13 (Pre-assignment context): Class visit with a Bilingual expert in speech debates.

Week 14 (Preparation Debate Assignment and Practice in classroom for Persuasive Interpersonal speeches)

Week 15 : **Persuasive Interpersonal Speeches** In-Class Presentations

PROMPT for Preparation Debate Assignment in Week 14 for **Persuasive Interpersonal Speech Assessment (20%). Essential Skills: Communication, Critical Thinking and Information Literacy.**

Debate topic:

*“What are some of the arguments in favor of allowing Hispanic immigrants into the U.S.?”*

*“What are some of the arguments against it?”*

*“In what ways has U.S. President(s) moved to reshape immigration policy?”* \_

Focus on these aspects and then persuade your audience about the importance, richness, and necessity of immigration in the U.S. (Team A) or the non-relevance and no necessity of immigrants in the U.S. (Team B).



For this assignment you will need to decide with your group if you will be part of –the affirmative team (team A) or the opposing team (team B). The aim of the assignment is to critically reflect on the immigration topic, both considering the pros and cons (despite what each student may personally think about the topic), to be able to critically consider how this topic strongly affects the U.S. society.

We will focus on Hispanic immigration in the U.S. and NM primarily. Your instructor will prepare the room for debate and serve as a judge in collaboration with feedback from class peer anonymous e-survey of your group presentation and class overall vote. Your instructor will establish the rules of the debate, including timelines.

In preparation for the “actual debate day” in class, your group needs to research the topic and prepare logical arguments primarily focusing on the key questions about the Debate topic (see above), gather supporting evidence and examples for position taken, anticipate counter arguments and prepare rebuttals. For the actual debate day, your group will plan and decide the order and content of speaking in debate.

Below is a summary of the information you need to prepare for your presentation. You will submit information in items 1-7 as a group assignment “Preparation Debate Assignment” via CANVAS (.docx document). This assignment grade will be plotted as part of the Persuasive Interpersonal Speech grade in the course (10% for the preparation assignment and 10% for debate speech delivery in class).

1. Identify at least four sources about a recent pressing topic related to immigration in the U.S. and New Mexico. Include at least quantitative data, excerpt and/or quote from an article/book, a quote from the media and a literary or artistic production related to the topic. Use this piece as part of a discussion on what it means to be an American and/or community member in the U.S. and NM, and whether the defining characteristics have changed over time.
2. Compare and contrast immigration “then” and “now” and identify at least two names and policies (politicians, Presidents, executive orders, etc.) related to the past and present.
3. Create a list with key terms and provide a brief description of their meaning. The list must also include a set of at least two resources per term for additional information.
4. Prepare your line of argumentation with factual knowledge from item 1 above and create a chart regarding how you will present your ideas and supporting arguments. Make sure you cite your evidence.
5. Interview at least one person who has been affected by immigration (a Hispanic immigrant, a person whose Hispanic family member(s) immigrated to the U.S., a local politician, or a community member who thinks might be affected by Hispanic immigration) and bring their experience into the debate, to support your position and contrast the opposite one (Extra credit of 5 points in this assignment will be given if a transcript of the interview is provided)
6. Anticipate at least three key counterarguments and prepare rebuttals for each.
7. Decide your team plan order in the presentation and content of speaking.



## New Mexico General Education Curriculum Course Certification Form

Application Number

1891

### Institution and Course Information

Name of Institution	SIPI
Chief Academic Officer Name	Val Montoya
Chief Academic Officer Email	Valerie.Montoya@bie.edu
Registrar Name	Admissions-Records Department
Registrar Email	admissions@mail.sipi.edu
Department	Business and Liberal Arts
Prefix	PHIL
Number	1115
Suffix	
Title	Introduction to Philosophy
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	1115
Suffix	
Title	Introduction to Philosophy

### 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. Comprehend and differentiate between various philosophical approaches to questions within fields such as metaphysics, epistemology, ethics, and aesthetics.
2. Critically evaluate various philosophical arguments and positions

**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:** After being introduced to a variety of classical philosophical problems in primary and secondary sources, students will demonstrate familiarity and understanding of how they have been previously addressed through discussion and through responding in writing to prompts and thought experiments requiring reflection, rational inquiry, critical reasoning, and hypothetical thinking. With this foundation, students are expected to articulate philosophical questions independently in discussion and in writing, being evaluated on the development of ability to properly articulate and frame such questions in a manner suitable for philosophical inquiry. Methods of this inquiry may include, but are not limited to, discussion, dialogue/dialectic, debate, scholastic argumentation, contemplation and personal inquiry, naturalistic and/or participant observation, syllogistic logic and reasoning, and critical analysis.

**Evidence Acquisition:** After practicing the recognition of structural similarities in systematic thought as well as the identification of geochronological transmission of influence historically and socially, students will explain the perspectives and positions of selected philosophical schools and traditions. They will then practice identifying those that are likely to have engaged with specific philosophical problems, and also speculate concerning how these schools

and traditions might have responded to circumstances that they hypothetically could have encountered. Combined with response questions that require students to identify useful and relevant information in primary and secondary sources, these activities prepare students to propose their own philosophical research questions pertaining to worldviews, systems, problems, and applications.

**Evidence Evaluation:** Having established capability in analysis as summarized above, students will be asked in discussion, written responses, and formal papers to examine and evaluate the philosophical claims of primary sources, as well as conflicting scholarly claims of secondary sources, in order to practice applying logic, critical analysis, and reasoned judgement to academic and scholarly arguments articulating and defending various philosophical positions to those advancing models. Similarly, they will weigh contrary claims and arguments made by secondary sources; this will entail practicing providing argumentative support (in discussion and in writing) for multiple sides of conflicting positions as well as defending their own interpretation and position.

**Reasoning/Conclusion:** In practice responses and discussions, and particularly in formal papers, students assess the consistency, coherence, relevance, and applicability of philosophical claims and positions that they have developed and/or described based on selected sources. This necessitates weighing opposing philosophical positions against each other while evaluating their own considered positions, based on rational standards of evidence, applying syllogistic reasoning and logical thought. Based on these competencies, students will formulate answers to philosophical questions and propose solutions to philosophical problems, independently generating rationally articulated, clearly and coherently expressed philosophical conclusions, formulated in a logical and self-consistent manner. Rather than elaborating only their own positions, students will apply the reasoning skills cultivated in this course to philosophical worldviews and positions other than their own. Consequently, students will demonstrate these competencies through rational presentation of their own arguments while critically examining counter-arguments.

**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:** Throughout the course, students encounter and engage in discussion and in writing with philosophical worldviews and traditions from an extensive range of cultures and civilizations across historical periods. Subjecting these to rational examination and evaluation in scheduled discussions and written assignments, students will increase their competencies in intercultural reasoning by evaluating the appropriateness and applicability of rational methodologies to culturally specific philosophies and worldviews, addressing whether or not philosophical worldviews can be culturally determined or mediated.

**Ethical Reasoning:** In response to thought experiments and formal philosophical problems, students apply philosophical reasoning to questions of personal and social responsibility that exhibit moral weight or significance. Students will apply comparative philosophical reasoning and engage in rational inquiry in all five branches of philosophy – as well as discuss the purported universality of these branches along with claims concerning their interconnection and/or interdependence – and ethical reasoning will be frequently revisited in the contexts of cultural and civilizational variation. This includes the use of secondary sources that apply comparative philosophical reasoning that students are asked to emulate with their own selected examples, which are presented to the class and discussed as a group.

The coherence and consistency of students' reasoning will be evaluated based on its clarity, logic, and adherence to the principle of non-contradiction. Students will articulate in formal writing why their proposed answers to philosophical problems (such as ethical ones) are reasonable and applicable, identifying and presenting their own approach to ethics as well as the other branches of Western philosophy. This will require them to read, discuss, and understand diverse ways in which philosophical worldviews have been communicated and expressed. This also necessitates that they cultivate the ability to rationally examine, critically analyze, and logically evaluate philosophical claims ranging from the metaphysical positions to the 'truth claims' central to various philosophical worldviews and traditions, as well as non-philosophical worldviews and ideologies. In their responses to ethical questions as well as metaphysical and epistemological questions, students will practice reasoning from the abstract to the concrete, as well as from the general to the particular, so they will also have the opportunity to apply philosophical reasoning to questions of politics and aesthetics.

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

**Authority and Value of Information:** Through reading assignments and class discussions following instructor presentations, students will become acquainted with problems in philosophical sources, particularly those involving philosophical authorities, information subject to translation, and information mediated by factors including circumstances of suppression and bias, applying philosophical reasoning, particularly ethical reasoning, to those problems of sourcing, learning to identify indications of bias, mistranslation, intercultural and intra-cultural misunderstanding, and ideological deployment of philosophical concepts. Students will demonstrate this competency in their written responses to prompts following the relevant discussions and class sessions. This will include examination of examples of political philosophy but also apply generally to discussions of the construction of philosophical and academic authority.

Other prompts for written and oral responses address the authority of reason itself along with academic conceptions of philosophy.

**Information Structures:** Students will engage in classroom debate concerning Western philosophy and its antecedents, as well as non-Western worldviews that they identify as comparably philosophical in character, using established non-Western systematic (and sometimes universalist) philosophies as exemplary guides. Students will examine available sources for indigenous, pre-Columbian, and non-Western worldviews, in which selection, translation, and representation of information can have significant impact on its reception and dissemination.

**Research as Inquiry:** In order to articulate and support their own philosophical reasoning and conclusions, as well as their examinations and evaluations of primary sources, students will need to develop competency in selecting which sources and which portions of those sources to cite and examine in their work, arranging this information in a clear, concise, and logical way, practicing the skills necessary to the acquisition of information literacy, being required to recognize, identify, comprehend, evaluate, and utilize source material from a wide variety of possible sources, as well as analyze the use of those sources by the source material itself. Students will also be asked to describe their own process of inquiry, recognizing its adherence to the methods of philosophical reasoning and articulating its conclusion accordingly. These various skills are combined in major formal papers in APA style.

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

Link to Institution's General Education Assessment Plan

<https://4.files.edl.io/787b/08/15/19/035151-fb2f656e-d695-4a75-b9a8-9431e7379251.pdf>

## Final Paper

Throughout this course, you have critically examined a variety of philosophical positions within the five branches of Western philosophy, as well as other comparable systems of philosophical thought. You have also encountered a selection of classical and contemporary philosophical problems.

This paper is your opportunity to articulate a coherent and rationally founded philosophical position that addresses all five branches and then *applies* this understanding to a philosophical question or problem of your choice.

It should be a minimum of 1500 words and be consistent in the citation style of your choice.

In order to receive full credit, in addition to fulfilling the above criteria for length and format, which are conditions of the paper's acceptance, the paper needs to do the following:

- 1) **Introduce** any previous sources similar to your philosophical position, or which contributed to its formation. This introduction should indicate major differences between your perspective and these sources, as well as significant inconsistencies between the sources themselves. Primary texts should be cited in order to support your claims about these sources.
- 2) **Articulate** your views organized according to the Five Branches of Western philosophy from abstract to concrete, *beginning* with metaphysics. Optionally, you can choose to differentiate metaphysics from ontology, in which case you will have six sections here. Be sure that you reference sources that you have encountered that express perspectives similar to your own, and also be sure that if any of the categories for various schools of thought studied throughout the course apply to your views, that you indicate them. Contrarily, if your perspective completely diverges from any examined in the course, either present alternative primary sources, or emphasize the uniqueness of your position in contrast to established sources.
- 3) **Select** a philosophical question or problem, summarizing it and explaining why it is a question or problem inviting philosophical examination.
- 4) **Apply** your philosophical position to the question or problem, presenting a clear and rational conclusion. Be sure to explain how your conclusion follows from the premises you have presented.

## **Evaluation (100 points complete total)**

### **Content (30 points total)**

Does the paper include all required original content? (20 points)

Are primary sources referenced when necessary and appropriate? (5 points)

Is comparison and contrast between the philosophical position of the paper and the primary sources present and accurate? (5 points)

### **Logic and Reasoning (30 points total)**

Is the paper free of internal contradictions? (10 points)

Do the paper's conclusions follow from its premises? (10 points)

Is analysis of primary sources logically sound? (10 points)

### **Style and Presentation (30 points total)**

Is the philosophical position presented in a clear and understandable way? (10 points)

Is the structure of the paper according to the Five Branches coherent and well organized? (10 points)

Is the application of the philosophical position to its application to a philosophical question or problem demonstrated thoroughly? (10 points)

### **Relevance (10 points total)**

Is the significance of the philosophical problem or question made apparent? (5 points)

Does the conclusion present a resolution to that problem or question? (5 points)





## New Mexico General Education Curriculum Course Certification Form

Application Number

1892

### Institution and Course Information

Name of Institution	SIPI
Chief Academic Officer Name	Val Montoya
Chief Academic Officer Email	Valerie.Montoya@bie.edu
Registrar Name	Admissions-Records Department
Registrar Email	admissions@mail.sipi.edu
Department	Business and Liberal Arts
Prefix	ENLG
Number	2560
Suffix	
Title	Introduction to Native American 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	2560
Suffix	
Title	Introduction to Native American 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. Read representative texts by Native American authors from various indigenous cultures and historical backgrounds.
2. Identify the historical and cultural forces that have shaped Native American literature.
3. Demonstrate an understanding of the diversity of oral traditions, written texts, and other media used in Native American literature.

**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 prepare textual products and oral presentations. The textual transcripts are archived on the online learning platform and used as the basis for discussion, self-evaluation, and critical analysis. In-person presentations support the oral storytelling aspect of the course, and encourage communication among the students regarding the required readings and multimedia content. Students also create digital presentations that are shared in the classroom and posted online; they then reflect in writing and in discussion, comparing and contrasting their critical analysis of the selected authors. In the in-person final digital presentation, students present to the instructor and their peers as their audience. Throughout the course, students engage in discussions and reflect orally on the readings and multimedia content.

Strategies for Understanding and Evaluating Messages: In reviewing the required readings and multimedia content, students practice identifying the main themes of the readings and analyze and evaluate Native American literature in the context of the tribally specific cultures. This includes becoming familiar with tribal perspectives on literature and literary expertise, as well as written reflection on, and discussion of, the insights of tribal literary experts. Students develop and express in writing and in discussion their own understanding of how Native American literature has varied and evolved, with special reference to the impact and development of oral storytelling present in the readings and multimedia content. Students will also be introduced to literary criticism and analysis of Native American literature from a variety of scholarly perspectives in addition to tribal and traditional perspectives, sometimes coinciding in the same critical reviewer. Particular emphasis is placed on divergent and conflicting evaluations and

interpretations, requiring students to weigh these in combination with, and against, each other; they will engage with formulating arguments and counterarguments in support of conflicting interpretations and also practice supporting their own interpretations applying tools of literary criticism, critical evaluation, but also interpretive perspectives that are indigenous in origin. This also includes introduction to the arguments for and against pan-indigenous and pan-Native-American critical approaches, with students being invited to articulate their own perspective on this issue in writing and in discussion. Finally, students will reflect on and evaluate specific critical lenses in structured assignments, activities, and discussions, including but not limited to authorial-biographical, historical, political, economic, and ideological “readings” of texts; this should also include being introduced to arguments against the validity and utility of the specific approaches exemplified and these critical approaches in general, while continuing to practice the skill of recognizing and making arguments pertaining to these approaches.

Evaluation and Production of Arguments: Students will critically analyze the literature structure and content, as well as the supporting references used. Relatedly, they will assess the reliability, credibility, and coherence of secondary and supporting references, particularly in instances in which multiple references contradict each other, the author’s own statements, or interpretations that derive from traditional indigenous perspectives in contrast to Western scholarly constructs. In the case of the reflection papers, they will also create texts on which they reflect on the author’s writing from multiple perspectives, while identifying, examining, and exploring those issues evident in the text that impact Native Americans. Such exploration is particularly encouraged to contextualize these issues with relation to their own experiences, while not necessarily limiting their considerations thereto. Formal written work will require citations and Works Cited page in MLA style.

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

**Problem Setting:** In preparing the content of papers the student will critically analyze the required readings and multimedia content, examining in depth their understanding of a self-chosen topic and/or issue based on the readings, aiming to provide a critical assessment of how the topic/issue is manifested in the literature as it relates to Native American communities or society at-large. This necessarily requires them to develop and exercise a sense of scope and scale in identifying a topic that is manageable but sufficient in breadth and depth.

Students will use specific examples in their papers, which clearly identifies the topic/issue they are addressing, and include at least two specific examples from the required readings incorporated into the paper to demonstrate their application of critical thinking.

**Evidence Acquisition:** In all papers requiring source material, students do their own research utilizing the library, online databases, websites, archives, journals, and diverse media in order to identify information necessary and useful to their papers and presentations and reliable, credible sources for that information. This process will develop into further stages of research in which students distinguish sources that contain viable information for their own use, sources that are particularly useful for explicit citation in their papers and presentations, and sources that might fall into both categories.

**Evidence Evaluation:** Further, in organizing their sources and research material, students will also assess their reliability and credibility in general as well as in the particular context in which they intend to reference them in their papers and presentations. Students will practice critically analyzing historical and contemporary Native American literature particularly works by influential figures, while evaluating the author’s interpretation of their cultures and worlds around them. This necessarily entails comparison of claims made and implied in the texts with other claims (explicit and implicit) in other texts with which their chosen texts relate. In order to thoroughly evaluate the significance, relevance, and meaning of their chosen texts, students will need to apprehend the considerable disparities in worldview between Western and/or colonial sources (including but not limited to journalistic, historical,

scholarly, academic, and institutional) and traditional sources of information that pertain to the perspectives of Native American authors and the circumstances that inform their work. This ensures that students are not only introduced to standard concerns regarding personal bias, but also deeper issues pertaining to generational and ethnocultural circumstances.

**Reasoning/Conclusion:** Whether reflective or otherwise, students' papers will always involve the rational synthesis of information from a variety of sources into a coherent, digestible, and generally brief presentation indicative of students' ability to form summary conclusions and pose critical questions that are consistent with complex and detailed source material. Students are particularly guided toward, and evaluated on, their ability to communicate reasoned critical evaluations of apparently irreconcilable conflicts of interpretation in order to develop their competence and competence in expressing well-founded and well-argued personal interpretations instead of flattening all interpretive disagreement into subjective opinions and tastes automatically assumed to hold equal value.

**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*

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

**Authority and Value of Information:** In the context of oral presentations and media reportage, it is of particular significance that students practice distinguishing the apparent authority of the author from the authority of the information itself (if any). Students will be given examples of the same information presented by different sources with varying levels of socially constructed and/or recognized authority in order to analyze how the apparent authority of the author mediates the way in which the information is received by the audience. Similarly, guidelines for author critical analysis illustrate to the students, who then reflect on this knowledge through practical application and assessing the practical application of others, such factors as elements of writing style, language, and other writing elements that can influence the perception of its credibility. In addition to being asked to compare and contrast the factors establishing credibility and authority cross-culturally with reference to the expectations of various Native American tribal backgrounds, students will also address controversial topics; they will evaluate the contexts in which particular information, specific writing styles, or even particular perceptions of authorial status and authority influence the perceived credibility of the author as well as the author's assessed persuasiveness and impact. Students develop the skills to make such evaluations through consideration and discussion of a variety of scenarios, both contemporary and historical, the outcome of which has been principally determined by such conditions and circumstances. Specific examples would include cases in which the factors of personal background or identity (race, ethnicity, gender, sexual orientation, class, professional or academic qualifications, cultural identity) have affected the credibility of the author. Students will need to reflect in writing and in discussion on their own evaluation and

assessment of the credibility of authors and be prepared to explain their rationale when this perception significantly contrasts with other views (whether these other views are a majority or otherwise). Another consideration of which students will cultivate awareness through being introduced to, and asked to discuss, relevant examples is the case of tribally protected, guarded, or otherwise selectively shared information and its relevance to authorial claims, particularly when closed traditions would be a significance source of relevant information.

Information Structures: The primary structural focus in this course is on the authors themselves. Students will create and rehearse multiple structures for orally presenting information to audiences with and without extensive preparation, with and without visual and digital aids.

Research as Inquiry: In addition to experiencing the research process by determining and revising claims and their articulation, establishment, and demonstration to the reader and audience, students will analyze and produce examples of critical inquiry on the author's work and required readings and multimedia content.

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

Link to Institution's General Education Assessment Plan

<https://4.files.edl.io/787b/08/15/19/035151-fb2f656e-d695-4a75-b9a8-9431e7379251.pdf>

## Final Project – Digital Book Report and Presentation

### Final Project

Choose a Native American author and one of their specific books to read over the term from the list provided by the instructor of those books available from the SIPI bookroom. You will also research the author's life using the SIPI Library and database to learn first-hand about the person. Further, you will consult *and cite* critical secondary sources that examine and analyze the author's work. There needs to be a minimum of one each of the following types of source, if available. If no example of the relevant category of source appears to be available, consult your instructor who may have access to such a source and/or can make an alternate suggestion. The categories are as follows: (1) a literary critic or scholar who shares a tribal background with the author (2) a Native American critic or scholar who does *not* share the tribal background of the author (3) a non-Native-American indigenous critic or scholar (4) a non-indigenous critic or scholar. If you are interested in an author or book available from the SIPI Library, please see your instructor to get approval on the author/book, first before starting your assignment. Similarly, *all secondary sources must be approved.*

- ✓ Keep a log of your engagement of the reading progress, and the literary review process and develop a fully written report about what you learned (no lists or bullets). Your report should include a short summary of the story, who are the people impacted in the story, and the issues impacting them as Native Americans, and/or their tribal communities. The impact of the issues identified should be examined and evaluated in general as well as in at least three specific contexts (for example, economic, political, cultural, historical, ecological, etc.) Your report should also provide an overview of the author's work, accomplishments as researched. Finally, your report should address the critical perspectives of the secondary sources that you consulted. How you present and evaluate them is up to you, but they should be presented honestly and objectively, even if you are going to persuasively disagree with any or all of them in your own conclusion.
- ✓ The Works Cited page must include at least 10 source citations including the book read, and the academic sources researched. At least 3 of these, but no more than 5, should be quotations.
- ✓ The report must be a minimum of 5 pages fully written, double spaced, one-inch margins, 12-point font in Times New Roman, MLA Style 9 student version. No report should be longer than 6 pages.
- ✓ The Works Cited page is not included in the total page count. No abstract is required for the final paper or presentation.
- ✓ Finally, develop an 3-5 slide presentation about your topic that you will present to the class during final exam week. This slide presentation need not cover the entire scope of your report, but it does need to be complete in itself, and so should make a coherent, convincing, and persuasive point that is rationally supported, culminating in a clearly understandable conclusion.



Criteria	Proficient 12.5 points	Competent 11.2 points	Novice 9.9 points	Below minimum 0 points	Criterion Score
Formatting	Formatted according to directions: MLA Style 9th Edition, typed, double-spaced, one-inch margins, 12-point font in Times New Roman, and included a title page, Works cited page, and 3 to 5 full pages total. The title page and the Works Cited page do not count toward the 3 to 5 pages.	Attempted to format according to directions: MLA Style 9th Edition, typed, double-spaced, one-inch margins, 12-point font in Times New Roman, and included a title page, Works cited page, and 3 to 5 full pages total. The title page and the Works Cited page do not count toward the 3 to 5 pages.	Attempted to format according to directions (3 elements missing): MLA Style 9th Edition, typed, double-spaced, one-inch margins, 12-point font in Times New Roman, and included a title page, Works cited page, and 3 to 5 full pages total. The title page and the Works Cited page do not count toward the 3 to 5 pages.	Did not submit assignment.	/ 12.5
Demonstrates understanding of the assignment	Log fulfilled; engagement of the reading progress, the literary review process, and a fully developed written report about what was learned (no lists or bullets). Your report should include a short summary of the story, who are the people impacted in the story, and the issues impacting them as Native Americans, and/or their tribal communities. The report provided an overview of the author's work, accomplishments as researched.	Some requirements are fulfilled. Log is partially fulfilled; engagement of the reading progress, the literary review process, and a partially developed written report about what was learned (no lists or bullets). Your report should include a short summary of the story, who are the people impacted in the story, and the issues impacting them as Native Americans, and/or their tribal communities. The report partially provided an overview of the author's work, accomplishments as researched.	Requirements are minimally fulfilled. Log is minimally fulfilled; engagement of the reading progress, the literary review process, and a minimally developed written report about what was learned (no lists or bullets). Your report should include a short summary of the story, who are the people impacted in the story, and the issues impacting them as Native Americans, and/or their tribal communities. The report minimally provided an overview of the author's work, accomplishments as researched.	Did not submit assignment.	/ 12.5
Grammar/ Writing	Free from grammar and spelling errors (2 minimal errors)	Almost free of grammar and spelling errors (3 minimal errors)	Multiple grammar and spelling errors (4 or more errors)	Did not submit assignment.	/ 12.5
Deadline	Posted assignment by the due date.	Attempted to post the assignment, one day late.	Posted assignment by the end date.	Did not submit assignment.	/ 12.5

Total

/ 50



Criteria	Proficient 12.5 points	Competent 11.2 points	Novice 9.9 points	Below minimum 0 points	Criterion Score
Formatting	<p>The Works Cited page included at least 3 to 5 source citations including the book read, and the academic sources researched.</p> <p>The title slide and the Works Cited page/slide is to be included on the last slide, but does not count toward the required number of slides. No abstract is required for the final paper or presentation.</p>	<p>The Works Cited page partially included at least 3 to 5 source citations including the book read, and the academic sources researched.</p> <p>The title slide and the Works Cited page/slide is to be included on the last slide, but does not count toward the required number of slides. No abstract is required for the final paper or presentation.</p>	<p>The Works Cited page minimally included, below the 3 to 5 source citations including the book read, and the academic sources researched. The title slide and the Works Cited page/slide is to be included on the last slide, but does not count toward the required number of slides. No abstract is required for the final paper or presentation.</p>	Did not submit assignment.	/ 12.5
Demonstrates understanding of the assignment	<p>The slide presentation was 3-5 slides, fully developed with a mixture of text, visuals to support the oral presentation.</p> <p>The slide presentation included a short summary of the story, the people impacted in the story, and the issues impacting them as Native Americans, and/or their tribal communities. The slide presentation provided an overview of the author's work, accomplishments as researched.</p>	<p>The slide presentation partially fulfilled; 3-5 slides, partially developed with a mixture of text, visuals to support the oral presentation.</p> <p>The slide presentation partially included a short summary of the story, the people impacted in the story, and the issues impacting them as Native Americans, and/or their tribal communities. The slide presentation partially provided an overview of the author's work, accomplishments as researched.</p>	<p>The slide presentation minimally fulfilled; below 3-5 slides, minimally developed with a mixture of text, visuals to support the oral presentation.</p> <p>The slide presentation minimally included a short summary of the story, the people impacted in the story, and the issues impacting them as Native Americans, and/or their tribal communities. The slide presentation minimally provided an overview of the author's work, accomplishments as researched.</p>	Did not submit assignment.	/ 12.5
Grammar/Writing	Free from grammar and spelling errors (2 minimal errors)	Almost free of grammar and spelling errors (3 minimal errors)	Multiple grammar and spelling errors (4 or more errors)	Did not submit assignment.	/ 12.5
Deadline	Posted assignment by the due date.	Attempted to post the assignment, one day late.	Posted assignment by the end date.	Did not submit assignment.	/ 12.5

**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 FSCC.*

**1. Contact Information**

Name	Mariana Sabino-Salazar
Title	Lecturer III
Phone:	737 781 1936
Email:	soymariana@unm.edu

Prefix	LTAM
Number	1110
Title	Introduction to Latin American Studies
Number of credits	3
Was this course previously part of the Gen Ed Core Curriculu?	Not at UNM, but yes at CNM.
General Education Area	4. Social and Behavioral Sciences

**2. Institutional Course Information**

An interdisciplinary survey of Latin American history, culture, economics, politics, and social relations.

### 3. Student Learning Outcomes

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

Students will be able to: Students will be able to:

1. Describe the unique cultural and social traditions in the region
2. Identify the principal events, problems, and concerns faced by Latin Americans today within a cultural and historical context
3. Evaluate the role of race, class, and gender in the creation of Latin American societies
4. Analyze the impact of colonialism on the construction of unique Latin American societies, and on the region's indigenous peoples
5. Interpret the political, cultural, and environmental developments that have contributed to interrelations among current Latin American communities and nations

#### **Institution-specific Student Learning Outcomes**

6. Communicate knowledge and analysis creatively using digital media.

### 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?

LTAM 1110 will introduce UNM to a region with which 44% of UNM students have historical and/or current family ties, at a time in which global citizenship is vital to our ability to address well-being at a local level. Intercultural communication and collaboration are key skills/knowledge that students will need in order to work and collaborate with US Latinx populations as well as globally. We and they cannot address the local or planetary crises that we face—from substance abuse and domestic violence to immigration, water shortage and climate change with climate change, immigration, water shortages —if we cannot communicate and collaborate across national borders. For historical and geopolitical reasons, here in NM, Latin America is key.

LTAM 1110 promotes intercultural competence through the intellectual and experiential engagement of students with historical and current social realities, particularly the formation of social and cultural diversities within Latin America. Understanding Latin American diversity provides keys to addressing both current injustices as well as drawing on the wealth of knowledge and practices developed within Latin American that can strengthen our own efforts to build peace and well-being in our hemisphere.

LTAM 1110 will engage students in critical thinking, communicative competence, and the development of personal and social responsibility in relation to US Latinx and Latin American contexts and lived realities. The course will also open students to the ways in which a deeper knowledge of and engagement with the region will enhance their personal career options as well as the well-being of their communities through their vocations and citizenship.

Why does LTAM 1110 belong in the [General Education Program](#)?

LTAM 1110 offers an introduction to Latin America at an early point in students' UNM career, thus opening the possibility for them to combine the study of Latin America with their chosen career preparation. The course approaches and outcomes are geared to bolster college skills at an early-college level. Developing interest in Latin America early also allows students the multiple years needed to develop communicative competence in one of the languages of Latin America, whether professionalizing their own native Spanish (for a sizeable minority of UNM students) or acquiring fluency in Portuguese, the language of the largest Latin American economy, or learning an Indigenous language, supported by a Foreign Language Area Studies fellowship.

c) Impact statement on the effect this addition may have upon other departments/courses currently in the General Education Program.

Currently, Latin American Studies has no General Education courses. We propose to adopt two NM CCN courses, for spring 2024: LTAM 1110 Introduction to Latin America, which will serve students fulfilling their Social and Behavioral Sciences requirements and LTAM 1111 Latin American Film, which will serve students fulfilling their Humanities requirement. These courses overlap to a small degree with HIST 1170 Survey of Early Latin America and HIST 1180 Modern Latin America.

The two HIST courses were originally intended to feed the Latin American Studies major, but have not accomplished that goal. We believe that a more multi-disciplinary and a more media-engaged introduction to the region will be more effective in both bringing students into the major and minor as well as fulfilling the Latin American & Iberian Institute's (LAI) goal of increasing the study of Latin America at the 1000 level across campus. These goals of the

LAI align closely with UNM's mission and all five values: Excellence, Inclusion, Environment, Integrity, and Place.

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)

1. *Of broad and tangible interest and intellectual benefit to many students.*

See 4) a) above. Additionally, students will be engaged by the variety of course materials, including maps, historical and ethnographic monographs, films, music, and fiction. The class will be student-centered and will engage active learning approaches, including student presentation of their ideas in creative and media-engaged forms, such as blogs, tweets, primary source collections, virtual tours (Google Earth), and collaborative assignments using Google Drive.)

2. *Defined by student learning outcomes related to knowledge, understanding, or skills in the liberal arts.*

The SLO's above describe liberal arts outcomes including critical thinking, problem-solving, communication skills, cognitive flexibility, and creativity.

3. *Designed to introduce students to habits of mind, theories, concepts and methods in a field or area.*

Latin American Studies as a field is multidisciplinary in the initial levels and interdisciplinary at the advanced levels. This course engages students in thinking about human society and lived experience through a variety of lenses, including history, anthropology, cultural studies, political science, and economics.

4. *Appropriate for a research university:*

The course will be taught by the Lecturer III in Latin American Studies as well as by T/TT faculty who are current in the field of Latin American Studies.

5. *Characterized by Inclusive Pedagogy:* See responses above, including 4) a) Rationale and 4) d) 4) immediately above. The course will engage active and collaborative learning as well as the principles and practices of the Student Experience Project (SEP).

e) Current and predicted enrollments for the next three (3) years.

The goal is to enroll 25 students per semester in the first year and to grow the course to an enrollment of 50 every semester.

f) Awareness and adoption of UNM General Education Program Assessment posted by the [Office of Assessment](#).

See Sample Assignment, below.

g) Statement of Budget Impact, Faculty Load, and Resources (faculty/facilities) that the department has for teaching the course.

One section of the course will be taught every semester by the Lecturer in Latin American Studies, whose fall 2023 hire was approved by the Provost. The Lecturer III in Latin American Studies position was created expressly to "Develop and teach new LAS courses to boost enrollments to include a new 1000 level GenEd core class, Introduction to Latin American Studies... to be developed in collaboration with instructors at CNM." Other courses to be developed include "Big ideas" courses related to Latin America, a Practicum in Latin American Studies, and topics courses in the lecturer's area of expertise. Given the drop in enrollments and the attraction of film and media to

undergraduate students, we have decided to begin by adopting and adapting the two GenEd courses developing at CNM through our partnership: LTAM 1110 Introduction to Latin American Studies and LTAM 1111 Latin American Film.

h) Memo from Dean or College Curriculum Committee regarding financial support for five (5) to ten (10) years.

- [Hiring Proposal](#).
- [Letter of Offer to Dr. Mariana Sabino Salazar](#), Lecturer III in Latin American Studies, signed by Provost James Holloway

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**

UNM Criteria for Evaluating Proposed Courses	
	met/not
<p>1. <i>Of broad and tangible interest and intellectual benefit to many students.</i></p> <p>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.</p>	
<p>2. <i>Defined by student learning outcomes related to knowledge, understanding, or skills in the liberal arts.</i></p> <p>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.</p>	
<p>3. <i>Designed to introduce students to habits of mind, theories, concepts and methods in a field or area</i></p>	



Provides modes of thinking and learning that contribute to exploration and satisfaction in career, life, or community endeavors.	
4. <i>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.	
5. <i>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	
2. MATHEMATICS & STATISTICS		
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	
<b>5. HUMANITIES</b>		
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	
<b>6. SECOND LANGUAGE</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	
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	
<b>7. ARTS AND DESIGN</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	
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):**

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

Regularly over the course the semester, students read academic articles, current media and websites, and literary texts; they listen to relevant podcasts (ex. Radio Ambulante), and/or view relevant film clips, maps, and visual art on the given theme for that two-week unit (ex. Latin American history, environment, economics, culture, literature, etc.). Either in-class or in Canvas (depending on the delivery mode), students first work individually to identify the genre and medium of the assigned works; then, they work in small groups to discuss the authors' argument(s) or the meaning communicated by the visual media and to pose an analytical question about the materials. Students will relate primary source materials / case studies to the readings in the primary textbook. At the end of the discussion, students present a report on their collaborative discussion in which they also address the analytical question they formulate together. Formats for presentations will alternate among oral, written, and digital to promote communication skill development. These assignments require students to apply what they have read, listened to, or viewed in various ways, including factual and practical applications of the ideas, events, and issues they encountered.

**Narrative 2 on Essential Skill 2 and Component Skills (<300 words):**

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

The capstone assignment for this course is a Geography Assignment (Sample Assignment, below) that requires student work in stages over the course of the semester. For the first stage (the Initial Tour), students formulate their own answer to the problem of how to define a region as diverse and varied as Latin America. They choose locations that indicate the historical, cultural, social, economic, political, etc., limits of the region. The next steps require students to locate credible and reliable sources that provide evidence for the way they've framed their tour. In our class discussions and during the peer-review stage of the project, students explain why they've found their evidence to be both credible and reliable. Students also provide feedback to one another regarding the modes they've chosen to evaluate and present their evidence in the tour. Finally, students revise and complete their tours for submission and they complete a reflective and evaluative blog post (on their personal blog that they've set up for another class assignment) that assesses they ways they defined Latin America through their evaluation of evidence about the geographic sites they've chosen to present.

### **Narrative 3 on Essential Skill 3 and Component Skills (<300 words):**

**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 the course of completing the capstone Geography Assignment (Sample Assignment, below), students show their recognition and understanding of intercultural reasoning and competence, the ways that the natural and built worlds have been shaped by historical and political trends, and how civic knowledge and engagement function at local and regional geographic scales. For example, student-chosen themes for the assignment might include the geography of indigenous women’s weaving cooperatives, the problem of water and resource extraction in Latin America, and the patterns of migration across the region, among others. Each of those are major, ongoing civic and cultural issues in Latin America today. In designing and evaluating their own questions about these issues, students foster a stronger knowledge of how intercultural reasoning that accounts for sustainability and ethics impacts the real lived experiences of varied groups of Latin Americans. They also work in collaboration in the peer-review stage of the project to learn from the questions that others have posed and to evaluate peers’ engagement with questions of personal and social responsibility that are relevant at the present moment as well as historically.

#### **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.

## **Geography Assignment**

**LTAM 1110**



**Learning Competencies:** Locate and identify key places in the physical, human, and built environments of Latin America. Define the limits of the region by identifying an analytical focus for a tour of specific geographic locations. Create an in-depth, digital tour of the sites you've identified using Google Earth.

Rather than give you a static map worksheet or map quiz, to help us better explore the geography of Latin America you will create your own tour of the region using Google Earth. I chose that particular tool because it is intuitive and relatively easy to use, and it gives us the power to create detailed, annotated digital maps. With Google Earth you will do much more than mark off a few places on a map. You will also add images of the places in your tour, articles or other online sources that provide more information about each place, and you will explain why you chose them/think that they are important to the geography of Latin America in terms of their historical, political, cultural, social, economic, etc., significance. We will work on this assignment in stages over the entire semester, and the final version will serve as the final project for the class (in lieu of a final exam).

To get started, download Google Earth desktop and view the tutorial [How to Create a Simple Google Earth Tour](#). (You might also consult the document [Creating a Narrated Tour in Google Earth Desktop](#)). If you don't already have a Google Account, you'll need to create one in order to save your work. Then, follow the steps to create a new tour.

The assignment will be completed in three stages:

- Initial tour, due October 14 (worth 5% of the semester grade)
- Peer review, due November 18 (worth 10% of the semester grade)
- Final tour, due December 7 (worth 20% of the semester grade)

**Initial Tour:** In this step, you'll decide which places you would like to include in your tour. If you're not quite sure, review the maps included in the last couple pages of these instructions, think about the places we study in class, and brainstorm with me or your classmates to make your decisions.

As a minimum, you **must include a total of 15 locations in your tour**. Roughly half should be physical sites (rivers, mountains, lakes, etc.), and the other half should be political/built sites (cities, towns, skyscrapers, etc.). I realize that 15 is an odd number; it's okay if you include, for example, 9 physical sites and 6 political ones as long as the balance is *\*roughly\** half and half. If you would like to include more than 15 sites, please feel free to do so.

For the Initial Tour (first step in the assignment), you only need to create a Google Earth Tour, choose your locations, and place them on your tour. You don't need to fill in the information for each site at this point--that will come next.

**Peer Review:** By the due date for this part of the assignment, you will need to have completed the entries for 7-8 of your 15 tour sites and provided a review of the other tours for the classmates in your group.

A completed entry must include the following:

- 2-3 paragraphs describing the site in terms of either its historical, cultural, political, geographical, or economic, etc., significance
  - Address the category that best fits the site. For example, Mexico City could be evaluated in any of these categories--you only have to choose the one that most interests you for your entry. I might discuss the city's historical significance since I'm a historian.
  - In particular, be sure to explain why the site is significant to Latin America's geography. Why should all of us know something about the place if we want to truly understand Latin America?
- 2-3 images that illustrate the site. These can be personal photos or images, paintings, maps, etc., that you find online.
- 1-2 links to credible and reliable articles, blog posts, etc., that provide additional information on the site. These can be the sources that you used to write your post.

Be as creative as you can with this assignment and be sure to write each of your entries in your own words. It's not acceptable to copy and paste sections of the articles you've found.

Following the submission of the Initial Tour, I will place you in groups of 3-4 by creating groups in Canvas (you'll receive an invitation to the blog for your group). In addition to completing roughly half of your tour by November 18, you also need to provide feedback on the tours of the



other members of your group. You'll have access to their tours via Canvas and you'll use the group blog to write your feedback to one another. In your feedback, point out the strengths of the tour you're reviewing and offer at least one piece of constructive criticism by providing one specific suggestion for improvement.

**Final Tour:** By the due date for this last stage of the assignment, you need to complete all 15 of your entries, review and revise your work based on the feedback you received from your peers and from me, and write a blog post that evaluates what you learned in the process of creating your tour.

Specifically, your post should address the following:

- What were your general impressions of the project in terms of expectations and use of Google Earth to create a tour?
- How working on the tour helped you to better understand Latin America as a region.
  - In what ways has your tour helped you articulate a clear definition of Latin America?
- What specific insights you gained about particular places through your work on the tour
  - Did you notice any particular subregions within Latin America? What distinguishes them from the larger area that we call Latin America?
- What geographic or cultural questions or issues would you still like to explore in more detail?
- In sum, what are the most important things you'll take away from this project and from the class as a whole?

Include a link to your Google Earth Tour in your blog post, and post a link to your blog post in the #geography\_assignment in Canvas to submit your work. Here are examples of some amazing Google Earth tours to inspire you: <https://www.makeuseof.com/tag/google-earth-virtual-tours/>.

### **Philosophy:**

I purposely did not provide you with a list of sites to identify in your tour for a couple of reasons. First, any list of "key sites in Latin America" would be subjective and would reflect my own (or a mapmaker's) preferences. Rather than make you identify the things I find interesting, I want you to find your own path through the region. Second, by locating your own key sites, you will need to think about what makes a place important and explain that significance to the rest of us in specific terms. In other words, your tour will be a subjective list of important sites in the region so you will need to make a case for why each of your sites constitutes a significant place. The concepts of "[space](#)" and "[place](#)" are central to the study of [geography](#); you will consider what those mean in Latin America. (For other sources on space and place, see [this wiki site](#) and [Yi-Fu Tuan's classic introduction to the topic](#).)

Having said all of this, I understand that some of us may have very little prior knowledge of Latin America from which to decide which places to choose. Start with places that you have visited, that you would like to visit, or that have some sort of meaning to you. To help, I've attached a physical and political map of Latin America to the end of this document. If you need help, look those over to identify places you might want to include in your tour.

(Image Credit: [Iguazu Falls, border between Paraguay, Argentina, and Brazil](#)--via Google Earth/Panoramio)

## Assignment Rubrics:

### Peer Review:

Criteria	Levels of Achievement			
	Proficient	Competent	Needs Improvement	Incomplete
<b>Entries</b> ⊕	<b>7 to 7 points</b> At least 7 entries complete with a specific theme to focus the description, including the site's significance; 2-3 images or videos; at least 1 link to a credible source.	<b>5 to 6 points</b> At least 5 entries complete with a specific theme to focus the description, including the site's significance; 1-3 images or videos; at least 1 link to a source.	<b>0 to 4 points</b> At least 3 entries complete with a specific theme to focus the description, including the site's significance; 1-3 images or videos; at least 1 link to a source.	<b>0 to 0 points</b> No entries
<b>Peer Review</b> ⊕	<b>3 to 3 points</b> Specific, thoughtful response to each of the people in your group, including each tour's strengths and one specific suggestion for improvement.	<b>2 to 2 points</b> Response to each of the people in your group, including each tour's strengths and one specific suggestion for improvement; all feedback may not include all required elements.	<b>1 to 1 points</b> Response to some of the people in your group, including some strengths and one specific suggestion for improvement; several elements may be missing.	<b>0 to 0 points</b> No peer review.

### Final Tour:

Criteria	Levels of Achievement			
	Proficient	Competent	Needs Improvement	Incomplete
<b>Site Entries</b> ⊕	<b>9 to 10 points</b> 15 or more complete site entries; use of a specific theme to focus each one; description of each site's significance in specific terms.	<b>7 to 8 points</b> At least 12 complete site entries; use of a specific theme to focus most entries; description of most sites' significance in specific terms.	<b>5 to 6 points</b> At least 10 complete site entries; use of a specific theme to focus some entries; description of some sites' significance in specific terms.	<b>0 to 4 points</b> Most entries are incomplete.
<b>Media</b> ⊕	<b>3 to 3 points</b> Each entry includes 2-3 images or videos and at least one link to a credible outside source.	<b>2 to 2 points</b> Most entries include 2-3 images or videos and at least one link to a credible outside source.	<b>1 to 1 points</b> Some entries include 2-3 images or videos and at least one link to a credible outside source.	<b>0 to 0 points</b> Most entries are missing media.
<b>Reflective Blog Post</b> ⊕	<b>7 to 7 points</b> Reflective blog post addresses each question in specific detail with examples from the tour and other class materials.	<b>5 to 6 points</b> Reflective blog post addresses most questions in specific detail with some examples from the tour and other class materials.	<b>4 to 4 points</b> Reflective blog post addresses most questions in some detail with few examples from the tour and other class materials.	<b>0 to 3 points</b> Incomplete or no blog post.

## Latin America Physical Map:

# Latin America: Physical



# Latin America Political Map:

## Latin America

