



**New Mexico General Education Curriculum Course Certification Form**

Application Number 1683

**Institution and Course Information**

Name of Institution	Northern New Mexico College
Chief Academic Officer Name	Ivan Lopez
Chief Academic Officer Email	ilopez@nnmc.edu
Registrar Name	Janice Baca
Registrar Email	janice.baca@nnmc.edu
Department	Arts & Human Sciences
Prefix	HIST
Number	1150
Suffix	
Title	Western Civilization 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	HIST
Number	1150
Suffix	
Title	Western Civilization 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. 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 the western world from ancient times to the early modern era.  
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.**

- Critical Thinking  
Personal & Social Responsibility  
Information & Digital Literacy

**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 SLO encompasses distinguishing between different approaches historians use to evaluate (individually and comparatively) types/forms of cities in the development of civilizations. Understanding and differentiating source types as provided within texts or as handouts. Explain how the impact of city formation and development shaped the foundations of the western and modern worlds. Develop and engage in historical inquiry, research and analysis through evaluation of sources, perspectives, and credibility. See mid semester assignment attached.

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

**Personal & Social Responsibility.** *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students will make connections between cities in the past and to those of the present – utilizing their own place of domicile or the nearest city of familiarity. Recognize and identify, through ethical reasoning, those specific elements of city development and how those elements intersect their own personal, social, and cultural engagement. In the attached assignment, students extrapolate to understand “Both the advantages ... as well as problems to be overcome”) Students engage in civic discourse recognizes and assesses specific issues related to their supportive understanding of multiple perspectives of city development. Understand and articulate the complex nature of historical records to generate open-ended questions about the past. Demonstrate the ability to present and engage a diversity of viewpoints both within class peer-to-peer engagement in a civil and constructive fashion which reflects deliberation contributing to social dialogue. (the assessment of dialogue consists of participatory class engagement of their own research related to attached assignment/assessment).

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

Engage in a process of inquiry though iterative, comparative, and evaluative methods to develop an argumentative thesis followed by supportive use of evidentiary material drawn from both library and on-line data bases. Utilize written and online source material as supporting evidence leading reader from argument to logically developed conclusion. Understand and articulate the importance of such evidence to the correlation of modern cities to those of the past.

**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/>

## RUBRIC FOR CLASS ASSIGNMENTS/ASSESSMENTS

**EXAMS:** Examinations are of the "mixed type," combining true/false, multiple choice, short answer (less than a paragraph), longer answer (paragraph), and essay (page to page and a half). Responses other than multiple choice require supporting evidence in the format of the established class guidelines.

**NOTE: Grading on examinations consists of 50% for the correct answer and 50% for germane supporting evidence.**

**PAPERS:** All written material must be typed double-spaced and with 1 ½" left margin, 1" margins top/bottom/right. The writing must comply with Department of History standards. I most strongly recommend you acquire a writing guide/handbook. I evaluate the papers for content, grammar, and historical accuracy. You **must** make extensive use of the primary source documents provided as well as make connections of those documents to the text assignments. The best way to ensure you have a presentable paper is to conduct both spell and grammar check and have at least one peer read your paper, preferably aloud so you can hear your errors. EVERY writing assignment MUST begin with the correlation of the "element of civilization" as presented by the author and the Theme of the prompt as noted in the Thematic Sheet (attached to syllabus) The quality of your papers falls into and between four categories: Superior, Excellent, Good, and Poor.

**Superior (A/A-):** Paper is historically accurate with main ideas supported by facts. The paper has a clear thesis, original/thoughtful interpretation and demonstrates significant knowledge of the topic. This paper also exhibits creative and integrative use of wide-ranging sources that advance the thesis and analysis. Finally, this paper exhibits a balance between interpretations.

**Excellent (B+/B/B-):** The main ideas have factual support but can be improved with more evidence (especially primary sources). The thesis is present, but not clearly stated. This paper presents more description than argumentative analysis. The author uses a variety of sources to support the thesis but provides little analysis of the supporting material. Finally, this paper inordinately selects one position over another with little convincing evidence or analysis.

**Good (C+/C/C-):** Little evidentiary material to support thesis. The paper has a focus but no clear thesis. The work is essentially non-specific in that there is little analysis and factual material to support a position. Source material is not diverse, too much emphasis on one type of resource. The paper only presents one point of view when it is obvious that others exist.

**Poor (D/F):** You obviously did not do the reading or take appropriate notes in class. There is no thesis, no specifics, no germane quotes or citations.

## Formal Paper Assignment #1B

**Due in accordance with the due date in the syllabus and in BB posting.**

### **Paper Requirements**

1. This is a formal paper assignment. Your grade will be based on three criteria:
  - a. Quality of prose
  - b. Use of sources (especially texts and primary documents)
  - c. Adherence to guidelines (see # 2 - #7)
2. Length ~5-7 pages
3. Paper format conforms to *MLA Guidelines* (so 1" margins, double-spaced, heading at top, 12 font, etc.). Review my syllabus for guide to how I'm grading this.
4. Citations for material referenced are MLA style, see [A Writer's Resource](#) for more details.
5. Don't forget to review comments on individual writing assignments to preclude making similar errors.
6. **I expect you will use the full range of materials in your possession which means quotes from Outlines/Syllabus; Spielvogel's narrative; and primary source documents embedded in each of the chapters.**
7. Supporting evidence in the form of citations/quotations from both primary sources within your text and the text itself.
8. Remember the themes of the course and elements of civilization and incorporate appropriately.
9. The time period (chapters 1-6) covers from the Mesopotamian era (6000BCE) to the end of the Roman empire (approximately 400CE)

Cities, more than any other factor, powered the rise and development of civilization, and made possible most of the key developments in western and world history. The Greeks (copied by the Romans) more than the early civilizations (Assyrian, Babylonian, Akkadian, et al.) expanded the concept of the polis to the metropolis and even to the megalopolis (or Spielvogel's identification of the "cosmopolis"). All of which we see in today's global environment regardless of culture or location.

This longer paper (approximately 5-7 pages – see above) focuses on the development of the city from small isolated villages and towns (of chapter 1) to the more glorious city-states of Athens and Rome where Pericles's Athens became (like Augustus's Rome) the height of brilliance.

Trace the evolution of cities and why cities became, according to Spielvogel, one of, if not the most important characteristic of a civilization. **What is it about cities that make them key to civilizations?** And from my perspective, allowed complex societies to appear – and for human progress to take place at an ever-increasing pace, despite (or because of) the inherent difficulties found in cities.

In your discussion ensure you make the connection (in intro) of Theme, element of civilization, and concept of city leading to an argumentative thesis (something to be proven). IN your body paragraphs, deal with BOTH the advantages of cities (using evidence (see item 6 above) as well as problems to be overcome (here you get into concept of progressive reforms).



## New Mexico General Education Curriculum Course Certification Form

Application Number

1684

### Institution and Course Information

Name of Institution	Northern New Mexico College
Chief Academic Officer Name	Ivan Lopez
Chief Academic Officer Email	ilopez@nnmc.edu
Registrar Name	Janice Baca
Registrar Email	janice.baca@nnmc.edu
Department	Arts and Human Sciences
Prefix	HIST
Number	1160
Suffix	
Title	Western Civilization 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	HIST
Number	1160
Suffix	
Title	Western Civilization 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. 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 the western world from the early modern era 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
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Information & Digital Literacy  
Personal & Social Responsibility

**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 SLO encompasses distinguishing between different approaches historians use to evaluate (individually and comparatively) types/forms of cities in the development of civilizations. Understanding and differentiating source types as provided within texts or as handouts. Explain how the specific problem area or issue of concern to the student as an individual of both the Western world and global society has an impact on the creation of new models (differentiated from those in WCiv I or at beginning of semester of WCiv II) for the future. Develop and engage in historical inquiry, research and analysis through evaluation of sources, perspectives, and credibility. Students will understand perspectives presented to evaluate the optimistic/pessimistic differences developing an awareness of own surrounding and perspective. . See end of semester assignment attached.

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

**Personal & Social Responsibility.** *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students will make connections between problem/social issue areas as well as observing the connection between Western world and global community – utilizing their own place within the Western world. Recognize and identify, through ethical reasoning, those specific problems/issue areas of concern and how those elements intersect their own personal, social, and cultural engagement within a community of many (Pascal’s reading in syllabus). In the attached assignment, students extrapolate to understand “Both the advantages ... as well as problems to be overcome”). Students engage in civic discourse recognizes and assesses specific issues related to their supportive understanding of multiple perspectives of city development. Understand and articulate the complex nature of historical records and ongoing debates to generate open-ended questions about the past. Demonstrate the ability to present and engage a diversity of viewpoints both within class peer-to-peer engagement in a civil and constructive fashion which reflects deliberation contributing to social dialogue. (the assessment of dialogue consists of participatory class engagement of their own research related to attached assignment/assessment). Students will address the sustainability argument in the conclusionary section of their assignment/assessment to own responsibility to create those new models of the future.

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

Engage in a process of inquiry though iterative, comparative, and evaluative methods to develop an argumentative thesis followed by supportive use of evidentiary material drawn from both library and on-line databases. Utilize written and online source material as supporting evidence leading reader from argument to logically developed conclusion. Understand and articulate the importance of such evidence to the correlation of modern problems/social

issues to those of the past and to recognize and articulate the interconnectedness of Western world to global (and vice versa) problems through most recent online source material.

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

Link to Institution's General Education Assessment Plan	<a href="https://nmmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/student-outcomes-data/student-learning-outcomes/">https://nmmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/student-outcomes-data/student-learning-outcomes/</a>
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**Good (C+/C/C-):** Little evidentiary material to support thesis. The paper has a focus but no clear thesis. The work is essentially non-specific in that there is little analysis and factual material to support a position. Source material is not diverse, too much emphasis on one type of resource. The paper only presents one point of view when it is obvious that others exist.

**Poor (D/F):** You obviously did not do the reading or take appropriate notes in class. There is no thesis, no specifics, no germane quotes or citations.

**Western Civilization II**  
**Formal Paper Assignment 2A**  
**Due date/time:**

**Paper Requirements**

1. This is a short paper assignment. Your grade will be based on three criteria:
  - a. Quality of prose
  - b. Use of sources (**especially texts and primary documents**)
    - 1) You should have quotes from the secondary source – the text.
    - 2) You should also have quotes from the available primary sources found within the text (those blocks of information within the chapters) or provided as handouts. Do not use internet or outside sources, all the material is from the text or what I provide in class.
    - 3) NO WIKIPEDIA!!!
  - c. Adherence to guidelines (see # 2 - #8)
2. Length of ~5-7 pages, typed, double-spaced, 12 Font.
3. Citations for material referenced are MLA style, see A Writer's Resource for more details.
4. Don't forget to review comments on individual writing assignments to preclude making similar errors. Read and incorporate both recommendations and admonitions.
5. I expect you will use the full range of materials in your possession, most especially the primary sources.
6. Remember the themes of the course and incorporate appropriately.
7. Ensure you explicate terms in intro (with quotes) leading to **argumentative** thesis.
8. Don't forget my no late policy.

By the end of Chapter 27 the world witnessed TWO global conflicts and an anxious inter-war period (what Spielvogel describes as “The Futile Search for Stability”) bringing to the forefront the very essence of liberalism (Spielvogel 848), Enlightenment thinking, and the core of Scientific Revolution methods (see the primary source by Huzinga (Spielvogel, 818)). Spielvogel concludes chapter 27 with “Much of European civilization lay in ruins, and the old Europe had disappeared forever” (884). Spielvogel addresses a number of “New Directions and New Problems” for your generation in Chapter 30.

**In what ways were these perspectives (identified above) correct? In your assessment, address the quote (Spielvogel, 884). How can one see that quote as optimistic vice pessimistic? Spielvogel addresses that many issues “afflicting the Western world have also become global problems” (979). Pascal, in the beginning of our semester readings, stressed an awareness of our surrounding (with all its problems) – review his “What is man in the infinite” (on BB). How would you make use of Pascal's ideas to take on your own social responsibilities to “helping us create new models for the future” (Spielvogel 978)?**



## New Mexico General Education Curriculum Course Certification Form

Application Number

1697

### Institution and Course Information

Name of Institution	New Mexico Military Institute
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communications
Prefix	FDMA
Number	1110
Suffix	
Title	Film History
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	1110
Suffix	
Title	Film History

### A. Content Area and Essential Skills

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

- Communications       Mathematics       Science       Social & Behavioral Sciences  
 Humanities       Creative & Fine Arts       Flex

**Which essential skills will be addressed?**

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

**B. Learning Outcomes**

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

1. Develop appreciation for the history of cinema.
2. Develop knowledge of the key eras in the history of US cinema.
3. Learn the characteristics of major movements in international cinema.
4. Explain technological innovations that were necessary for, and integral to, the advancement of cinema.
5. Recognize the various elements that go into telling a story in cinema.

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

1. Develop appreciation for the history of cinema.
2. Develop knowledge of the key eras in the history of US cinema.
3. Learn the characteristics of major movements in international cinema.
4. Explain technological innovations that were necessary for, and integral to, the advancement of cinema.
5. Recognize the various elements that go into telling a story in cinema.

**C. Narrative**

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

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

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

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

In FDMA 1110, students practice critical thinking through the practice of investigations and written biographies.

At the beginning of their investigations, students identify a problem or question related to a historical topic or a film person's life and film career (Problem Setting). Students research and gather information relevant to the topic through various academic resources including institutional databases and select films (Evidence Acquisition). Students then appropriately cite these sources and evidence while addressing their credibility (Evidence Evaluation). Finally,

students craft a biography on their topic based on the evidence discovered through investigation (Reasoning/Conclusion).

Specifically, these skills are practiced as students compose an essay and accompanying PPT presentation on their chosen individual. The presentation includes key information about the individual's life, early career struggles, notable achievements, and impact on the film industry. This essay requires students to provide in-text citation as well as a bibliography. Preliminary tasks are research, viewing video clips, writing a rough draft, and submitting it. Besides presenting the topic and using a visual aid such as PPT, the student finishes the assignment with a question and answer section.

Students' performance is evaluated based on the provided rubric.

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

**Personal & Social Responsibility.** *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

This film course integrates exploration of the natural and human worlds to provide students with a broader understanding of the interconnectedness between cinema and society. In the course of this class, students discuss history and culture as well as how they have influenced the portrayals in film. As a class, they analyze how societal attitudes and concerns about relevant topics have evolved over time and how these changes are reflected in cinema. In their analyses and biographies, students investigate how different cultures and regions represent nature and sustainability in their films as well as how these perspectives are shaped by cultural, geographical, and historical factors (Sustainability and the natural and human worlds).

An example of this is an exploration of the film "Gone with the Wind," a cinematic classic that starts with a romantic depiction of the "Old South" on the brink of the Civil War between the North and the South. Regarded as a historical epic, students engage in a comprehensive analysis and write reflections on the myriad historical factors prevailing during that era. Students go on a cinematic journey not only to unveil the progressive norms of our country but also try to understand this past period of our society. Students gain and share insight into how these perspectives are intricately shaped by the war, societal influences, and individuals.

In the same vein, film course also integrates lessons on civic discourse, civic knowledge, and engagement to provide students with a broader understanding of how cinema reflects and influences societal values, politics, and civic life. When studying a film, the class discusses its historical and cultural context and examines how they reflect the era's political climate and civic engagement. In their analyses and biographies, students investigate the role of cinema in shaping public opinion and fostering civic awareness (Civic discourse, civic knowledge and engagement – local and global).

Specifically in class discussions, we delve into film genres that precede the horror genre - German Expressionism. It is a unique artistic vision during the early 20th century that emphasizes and prioritizes the artist's inner dark emotions over a realistic portrayal. Themes within the Expressionist genre probe into misery, madness, pain and the darker facets of human behavior, reflecting a hyper-distorted view of life. This genre's genesis is intrinsically linked to Germany's World War I experiences, reacting intensely against realism due to the country's bleak and challenging reality. By studying German Expressionist films, students gain insight into the historical and cultural nuances of World War I Germany, unraveling the era's political and cultural landscape.

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

These essential skills build upon the other critical thinking skills practiced in this course while incorporating elements of media literacy. In this course, students learn the fundamental media literacy skills necessary to analyze and evaluate information presented in films as well as discuss editing techniques and narrative choices that contribute to an overall message. Building upon critical thinking skills, students then assess the credibility of the information presented in films and discuss the backgrounds of filmmakers, the accuracy of events, and potential biases. Specifically, in creating their analyses and biographies, students fact-check historical events, examine the accuracy of character portrayals, and investigate filmmakers' intentions (Authority and Value of Information).

In a film critique assignment, students express their critical thinking skills by selecting and analyzing a film by doing an in-depth examination of editing techniques, narrative choices, and the overall message or theme. Furthermore, students critically assess the film's content, consider the filmmaker's background, the accuracy of events, and potential biases. Students reflect on how integrating media literacy enhances understanding and critical analysis. Doing this, students gain perspective on the role of media literacy in assessing information authority and value within the context of filmmaking

As this course tasks students to work within various information formats, students are introduced to written texts, documentaries, interviews, and scholarly articles. The class discusses their strengths and limitations of each format and their contribution to film history. Students also develop research skills, including effective searching, use of academic databases, and accessing film archives. Students are required to discern between primary and secondary sources (Authority and Value of Information).

Students are assigned a multimedia presentation project where they create and present using digital tools like PowerPoint. These presentations incorporate visuals and video clips. Students also conduct digital research using online databases and archives. Students explore film history through various formats and create two concise PowerPoint presentations on film history and another on a film person. In these presentations, students showcase their research skills like using academic databases and accessing film archives usually posted on YouTube. Through sharing insights, methodologies, and findings, students engage in discussions that deepen their understanding of the early film persons and its film history.

The primary objective of the Cinema History course is to develop students' ability to effectively incorporate primary and secondary sources to support a clear and convincing analysis of a historic film. To accomplish this information and digital literacy, students will begin with analyzing the film's purpose, stylistic techniques, and other important elements. Furthermore, students will be exposed to the intricate and frequently intricate analyses of film theorists and critics. In writing assignments, the focus will be on integrating perspectives and arguments that link two or more sources with the student's personal experience of the film.

Speaking to digital literacy, students are assigned multimedia presentation projects where they write a paper, create PowerPoint and have a class discussion. These presentations incorporate visuals and video clips. Students also conduct digital research using online databases and archives (Digital Literacy).

Specifically in this class, students select a Cinema History topic that piques their interest and write a paper on it. Their task is to utilize and integrate primary and secondary sources to construct a compelling analysis of the chosen historic film. Students are required to delve into the film's purpose, exploring its narrative intent, cultural context, and stylistic



techniques. They engage with the analyses of film perspectives and integrate insights from both theorists and critics and their own personal interpretations. Furthermore, students establish a connection between multiple sources as well as compare and contrast. Students reflect on their unique experience of the film; and strive for clarity, coherence, and persuasive argument. Students cite all sources appropriately using MLA.

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

Link to Institution's General Education Assessment Plan	<a href="https://www.nmmi.edu/assessment-plans/">https://www.nmmi.edu/assessment-plans/</a>
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COL Theimer

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

FDMA 1110

Hour: \_\_\_\_\_

Film Critique: NAME

Instructions:

Watch NAME and write film critique addressing the following film elements (500 word minimum).

1. Key elements - theme, plot points, character transformation, etc.
2. Technical aspects - camera shots, lighting, and sound.
3. Your general and overall sense and feeling about the film.
4. The social, cultural, or social issues portrayed.

For full credit, your essay must also include,

1. A thesis statement
2. Analysis of the significance or meaning of the ending.
3. Analysis on the theme and filmmaker's intentions.
4. Discussion of the production value- costume, location—props, etc.
5. Analysis of symbolism, montage, or backstory.
6. At least two in-text citations that support your analyses and a works cited page.
7. A rating of 1-10, 10 being fabulous.

## Film Critique: Rubric

Criteria	4 pts	3 pts	2 pts	1 pts
Structure	Logical Progression of ideas with a clear structure that enhances the thesis. Transitions are effective and vary throughout the paragraph, not just in the topic sentences	Logical progression of ideas. Transitions are present throughout the essay, but lacks variety	Organization is clear. Transitions are present at times, but there is very little variety	Writing is not organized. The transitions between ideas are unclear or nonexistent
Evidence	Ample evidence is included, evaluated for reliability, and supports the analysis	Ample evidence is included but is only partially evaluated for reliability or supports the analysis	There is too little evidence, or evidence is not evaluated for reliability and/or does not support the analysis	Evidence, evaluation and support are missing
Completeness	All key elements are addressed	Most key elements are addressed	Some key elements are addressed	Few key elements are addressed
Style	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.	Writing is clear and sentences have varied structure, Diction is consistent	Writing is clear, but could use a little more sentence variety to make the writing more interesting	Writing is confusing and hard to follow. Contains fragments and/or runon sentences



**New Mexico General Education Curriculum Course Certification Form**

Application Number 1709

**Institution and Course Information**

Name of Institution	New Mexico Military Institute
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Fine Arts
Prefix	ARTS
Number	2113
Suffix	
Title	Art History 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.**

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.**

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— Genre painting, painting of scenes from everyday life, of ordinary people in work or recreation, depicts in a generally realistic manner. Genre and medium awareness contrast with landscape, portraiture, still life, religious themes, historical events, or any traditionally idealized subject matter. This art history I course was designed to help students understand the difference between genre and medium awareness by appreciating historical artworks. For example, genre awareness is in the form of context in artworks, and medium awareness is how the context is delivered as a form. Both are determined by audience and purpose.

Strategies for Understanding and Evaluating Messages— In this art history I course, different instructional strategies are used to analyze and identify the meaning of artwork through historical inquiry. One instructional strategy encourages students to discuss, question, and reflect on assigned weekly reading (from textbooks or articles on Canvas) and prepare mid-and final-term research papers. In doing so, students can understand art comments, concepts, and central issues in art history. The evaluation of the argument includes any questions students may have about art history, artists, artworks, and art movements. Another instructional strategy is a group discussion, which could provide a positive and respectful interaction to examine and re-examine student's and other's perceptions/views on the raised issues in art history.

Evaluation and Production of Arguments— This art history I course aims to evaluate students' learning outcomes through informed assessment, which focuses on visual analysis to encourage students to describe and understand formal analysis. It focuses on emphasizing historical context, consists of two parts: description of the visual features of artwork and analysis of its effects from historical perspective and inquiry.

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

Problem Solving— This art history I course fosters students' critical and creative thinking, communication and collaboration, and awareness of the future to utilize an effective creative problem-solving model encouraging the student to actively shape their future through art history inquiry and art criticism.

Evidence Acquisition— This art history I course will help the student acquire and practice essential skills of historical inquiry. Students will perform insightful analysis and criticism of historical writings, which could inquire chronologically into art history focusing on happenings in the art world in the past, world events, predominant social and political ideas, and critical art technological development. This course also requires students to write and present a persuasive paper of art historical research involving some aspects of American art.

Evidence Evaluation— Student's performance in this course will be assessed according to the following grading scale based on their completion of the course requirements.

Reasoning/Conclusion— This art history I course is designed to foster students' understanding of the past artworks, art movements, and artists and gain a deeper understanding of the present. The synopsis of the course covers from prehistoric art period to the medieval art period.

**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— This art history I course is to develop students' intellectual thought to the production of dialogic participation and challenge others' views on a research topic in discussion. Students need to be positive and encouraging if there is a disagreement on other's perceptions/values/views on the issues or contexts of art history.

Collaboration skills, teamwork and value systems— Collaborative learning in art history class involves shifting the class process from the interaction primarily between teacher and students to one in which students also interact intentionally and productively with one other to build artistic knowledge and skill. This art history I course aims to encourage students to develop their skills of communication and collaboration rather than competition. Students will participate in several collaborative activities such as group discussion, problem-solving, and presentation.

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

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

Link to Institution's General Education Assessment Plan	<a href="https://www.nmmi.edu/assessment-plans/">https://www.nmmi.edu/assessment-plans/</a>
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## Assessment Activities for ARTS 2113 History of Art I

Assessments should reveal how well students have learned while instruction ensures that they learnt it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another. This Art History I class will adopt a formative and summative assessments. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used to improve their learning through learning activities in the art classroom. And the goal of summative assessment is to evaluate student learning at the end of an instructional unit. More specifically, formative assessment activities include:

1. help students identify their strengths and weaknesses and target areas that need work.
2. work on where students are struggling and help them address problems.
3. encourage students to collaborate with peers and instructors to foster their critical thinking, communication, and collaboration.
4. encourage students to investigate and inquiry different period times of art movements, artists, artworks, and art techniques through historical perspective.
5. set up group discussions to encourage students to share with others.
6. turn in midterm and final research proposals for early feedbacks

More specifically, summative assessment activities include:

### 1. Weekly quiz

1. Choose appropriate item types for course objectives such as multiple-choice questions or true and false questions.
2. Highlight how the quiz aligns with course objectives.
3. Write instructions that are clear, explicit, and unambiguous.
4. Write instructions that preview the quiz.
5. Word questions clearly and simply.
6. Consider the point value of different question types.

### 2. Group Discussion

### 3. Midterm and Final Research Paper



## Index

### Example of Quiz:

#### Prehistoric Art in Europe: Quiz

Cadet Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Date: \_\_\_\_\_

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1. The Paleolithic period is divided into \_\_\_\_\_.

- A. Two phases    B. Three phases    C. Four phases

2. What does the term "Paleolithic" mean? \_\_\_\_\_

- A. The word "Paleolithic" comes from Greek and means "old stone age."  
B. The word "Paleolithic" comes from Latin and means "a really long time ago."  
C. The word "Paleolithic" comes from the Hebrew word meaning "hard stone."  
D. The word "Paleolithic" comes from Arabic and means "before writing."

3. Prehistoric artists wrote down their thoughts, feelings, and artistic process for later generation of artists and others to read.

- True                  False

4. Look at the picture and answer the question below.

\_\_\_\_\_, on Salisbury plain in England, is one of the most recognizable monuments of the Neolithic world and one of the most popular, with over one million visitors a year.

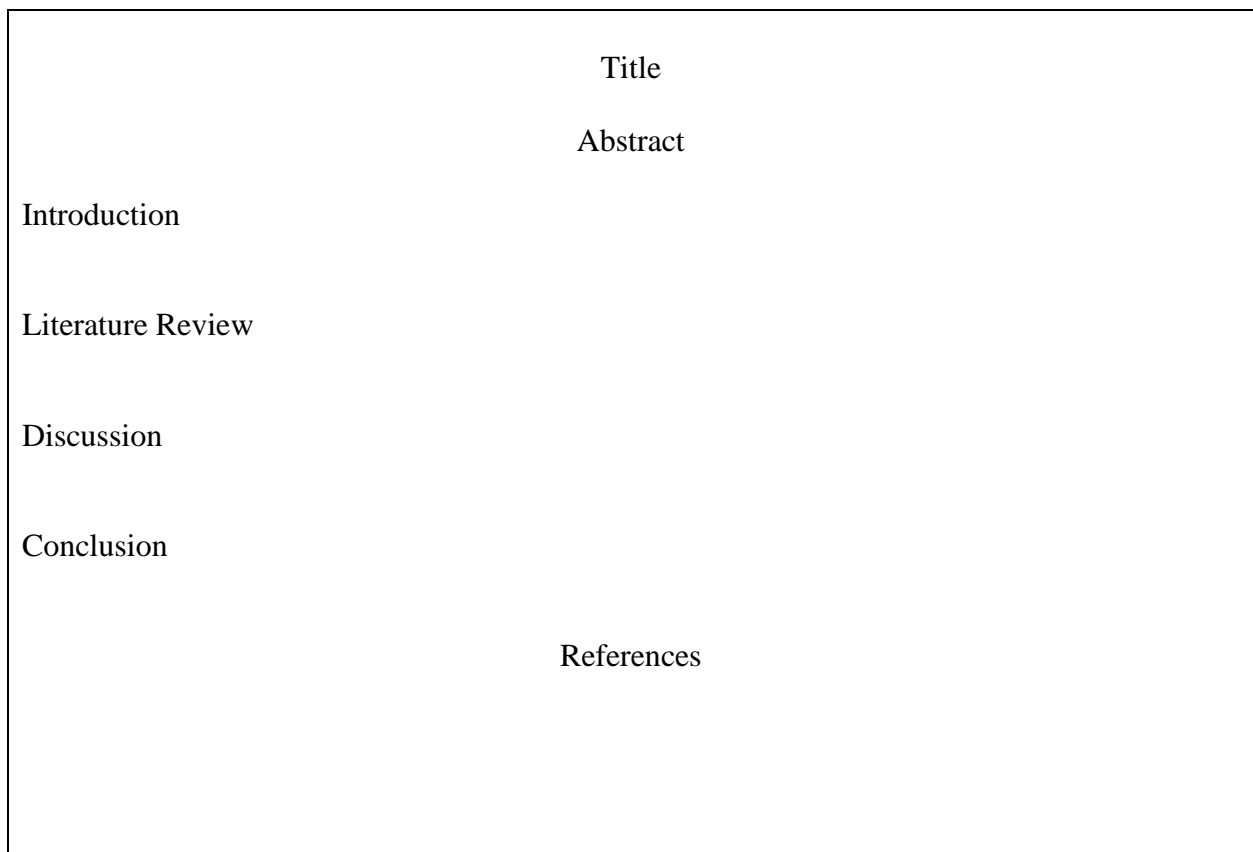


- A. Çatalhöyük  
B. Rock-Art Sites of Tadrart Acacus  
C. Jericho  
D. Stonehenge

*Example of Research Paper:*


History of Art 1 write two research papers (midterm and final) of 10-15 pages. The paper should include an analysis of existing scholarship and other relevant source materials. The paper should also draw on that scholarship and evidence to shape and support a thesis or argument of the student's own devising. Formal analyses of works of art and analytic papers on materials assembled by the instructor do not qualify. The format of paper is 12pt, Times New Roman, double space, APA.

Paper Format:



Example of Group Discussion:

## Prehistoric Wall Painting



**Definition**  
 Any parietal art which involves the application of colour pigments on the walls, floors or ceilings of ancient rock shelters.  
 Monochrome (only with one colour - usually black)

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**Materials**

<ul style="list-style-type: none"> <li>• Earth pigments</li> <li>• Limonite</li> <li>• Hematite</li> <li>• Red and yellow ochre</li> </ul>	<ul style="list-style-type: none"> <li>• Umber</li> <li>• Charcoal</li> <li>• Burnt bones</li> </ul>	<ul style="list-style-type: none"> <li>• Grounded calcite</li> </ul>
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**Technique**

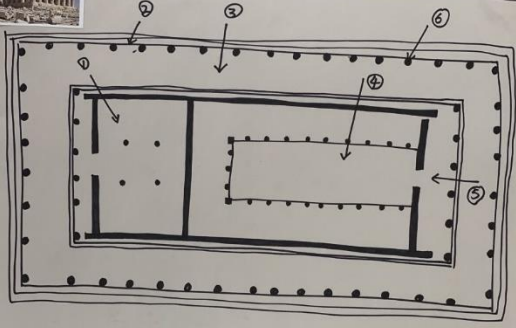
<ul style="list-style-type: none"> <li>• Hands</li> <li>• Blowing</li> <li>• Tails of animals</li> <li>• Rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Leaves</li> <li>• Pads</li> <li>• Feathers</li> <li>• Wooden sticks</li> </ul>
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**Meaning.**  
 Symbolic or religious function, sometimes both  
 Exact meanings remain unknown

## Temple of Parthenon (Athens)





1. Opisthodomos
2. Mectopes
3. Frieze
4. Cella
5. Pronos
6. Column (Doric)



**New Mexico General Education Curriculum Course Certification Form**

Application Number 1710

**Institution and Course Information**

Name of Institution	New Mexico Military Institute
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	English
Prefix	ENGL
Number	2315
Suffix	
Title	Advanced Creative Writing
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	2315
Suffix	
Title	Advanced Creative Writing

**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. To use skillfully various techniques in a given genre of creative writing.
2. To demonstrate mastery of the various attributes of an individual who is a creative writer in a certain genre.
3. To think creatively and analytically about selected pieces of writing with the purpose of improving them through peer editing workshops by
  - a. Reading selected pieces of writing and identify ways to improve them through peer workshop discussions.
  - b. Making connections with editing the work of others and applying them to the student's own writing.
4. To read, recognize, and appreciate the work of published authors who are writing within a given genre.
5. To understand how to present, perform and/or publish in a given genre.

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

n/a

**C. Narrative**

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

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

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

Throughout the semester, students will write in one genre of their choosing (poetry, fiction, and creative nonfiction). Multiple Drafts of each genre will be exchanged, in digital format, between students and instructor so students can use feedback to improve their writing. An individualized workshop will occur for each writing assignment in the course. This feedback will focus on improving the respective text's plot, readability, content, reader focus, and structure. Over the semester, students will read selected contemporary in their chosen genre (poetry, fiction, and creative nonfiction). By doing so, they will study the construction, language, and themes of these texts. The analysis of these professional writings will be orally debated during class. The students' poetry and prose will be annotated by their peers and these suggestions are included in the revision process.

As many creative writers will tell you, every story contains an argument, every poem a thesis. As mentioned in the previous paragraph, students will read professional contemporary literature in order to evaluate the persuasive and rhetorical elements of creatively written literature. Students will also evaluate their peers' writings to judge and

distinguish the ideas, opinions, and overall arguments of the creative works. Instead of evaluating claims as supported or unsupported, students will appraise writings for construction and persuasive structure. When students revise their creative works, they are evaluating the suggested changes from their peers and weighting the practicality and efficacy of incorporating the suggested alterations. MLA format will be required for all drafts.

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

Students are assigned a focused, and unique, collection of readings that contain a common theme in the specific writing genre of their choice (poetry, fiction, or creative nonfiction). They are then given an overall writing prompt as a semester-long assignment that relates to their style and genre. This writing prompt acts as problem to be solved through the creative writing process. The student's multiple poetry or prose pieces act as a response to the prompt and create a dialog that attempts to "answer" the problem that the prompt introduces.

The acquisition of evidence in creative writing is an internal recursive process of applying memory, imagination, and innovation to compose an original chapbook text of literary merit. This process is heightened by the interconnected acts of reading, writing, and thinking. Firstly, the more a student reads and thinks about a specific subject, the more that student's writing improves. Secondly, the more a student writes and thinks on the chosen subject matter, the more that student will be compelled to read on the subject. Finally, the more a student reads and writes on a subject, the more that student will think about the aforementioned subject. Though this process seems self-evident to composition in general, it is the foundation of literary writing and cannot be understated, no matter the level of the English course.

The evaluation of evidence first occurs when students read the curated collection of literary works assigned to them. Students read the literature and deconstruct how those pieces appeal to the pathos, ethos, and even logos of the reader.

The conclusion in a creative text comes with its completion. Once the writing has gone through the recursive process of revising, editing, and proofreading (three distinct writing steps). The text will have synthesized the evidence and concepts into a cohesive narrative or lyric response that offers a retort to the prompt in a unique manner that works within the genre. This finished project will be compiled into a chapbook of either poetry or prose that focuses on a specific subject. This establishes an interactive dialog between the literary readings and the student's writing.

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

**Personal & Social Responsibility.** *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

When cadets review each other's writings in workshop, they are participating in an ethical exchange. Cadets are accountable for what they say to one another during discussions and must use constructive criticism that is both ethical and scholarly sound. This type of give-and-take accountability leads to a respectful and positive environment for student collaboration.

Through their writings and workshops, students engage in a dialog of personal, social, and cultural issues and reveal their perspectives via their written works. It is through these works that students often express cultural and social

justice issues to one another. Once they have completed their individual works, students submit these works to various literary journals. This submission process is an integral aspect of this class as well as all advanced writing courses.

All acts of writing are types of engagement. Through the composition of literature, students are able to place their knowledge and their engagement of self and (geographic) place within the confines of their writings. As many of our students are international, they often bring a global viewpoint to their classmates via their writings about their own "localities." The in-person workshops of these writings often become cultural exchanges. Large-scale issues or concerns that burden students are often the true antagonist of their works. This sort of creative writing helps students to process complex social issues and avoid viewing the world through a true/false, us-versus-them fallacy.

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

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

Link to Institution's General Education Assessment Plan	<a href="https://www.nmmi.edu/assessment-plans/">https://www.nmmi.edu/assessment-plans/</a>
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## ENGL 2315 Final Exam

For your final exam, you will write the introduction to the chapbook you've created over the course of the semester. This introduction should give the reader a solid understanding of your project but be 300 words or less. This introduction will be written in clear and simple prose so that the reader can easily comprehend the purpose and goal of the written work, while encapsulating the overall theme of the chapbook.

The requirements are pretty spartan:

- ✦ Your introduction should be under 300 words.
- ✦ It should give the readers a solid understanding of the theme and subject of the chapbook.

Good Luck!





**New Mexico General Education Curriculum Course Certification Form**

Application Number 1714

**Institution and Course Information**

Name of Institution	Clovis Community College
Chief Academic Officer Name	Robin Kuykendall
Chief Academic Officer Email	kuykendallr@clovis.edu
Registrar Name	Kari Smith
Registrar Email	smithka@clovis.edu
Department	Math, Science and Humanities
Prefix	BIOL
Number	2610
Suffix	C
Title	Principles of Biology: Biodiversity, Ecology, and Evolution Lecture and Laboratory
Number of Credits	4

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

Yes       No

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

Yes       No

**Co-Requisite Course Information**

Prefix	n/a
Number	n/a
Suffix	n/a
Title	n/a

**New Mexico Common Course information**

Prefix	BIOL
Number	2610
Suffix	C
Title	Principles of Biology: Biodiversity, Ecology, and Evolution Lecture and Laboratory

**A. Content Area and Essential Skills**

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

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     Flex

**Which essential skills will be addressed?**

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

**B. Learning Outcomes**

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

Lecture:

1. Understand the scientific method and apply it to biological topics of genetics, evolution, ecology, and biodiversity.
2. Apply quantitative reasoning and scientific thinking to real world problems.
3. Identify and describe the basic principles of evolution.
4. Analyze the relationships between the genetics of populations and evolution.
5. Analyze the processes of speciation.
6. Describe how the hierarchical classification scheme is used to categorize organisms.
7. Describe how DNA research has modernized bio systematics.
8. Compare and contrast the general characteristics of each of the living domains and kingdoms.
9. Relate the structure of organisms to the way they function.
10. Explain how the life histories of organisms are adapted for different environments.
11. Relate the complexity of behavior to the overall complexity of an organism.
12. Describe the ecological roles played by organisms in each kingdom.
13. Compare basic ecological principles at the population and community levels of organization.
14. Describe and compare energy relationships and the cycling of materials in ecosystems.

Lab:

1. Describe and apply the scientific method to generate testable hypotheses in evolution and ecology.
2. Design and conduct laboratory experiments using relevant laboratory equipment and methods.
3. Analyze and report data generated during laboratory activities and experiments.
4. Communicate scientific results from experiments in evolution, ecology, and biodiversity.

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

n/a

**C. Narrative**

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

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

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

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

The lecture portion of this course will encourage critical thinking by creating a collaborative learning environment that will allow students to participate through class discussion, in-class activities, and asking questions. Students will be required to relate and apply concepts previously taught to new ones. The lab portion of this course will encourage critical thinking by having students develop a hypothesis for an experiment, develop a plan of action to test the hypothesis, and communicate their results.

**Problem Setting:** Students will practice problem setting by identifying the proper use of the scientific method, identifying the proper methods for quantitative reasoning specific to a problem, determining the process for the speciation of new species, analyzing DNA research, determining the structure of organisms, developing hypotheses, designing laboratory experiments, and determining the proper communication method for scientific results.

**Evidence Acquisition:** Students will practice evidence acquisition by analyzing a situation to determine the step in the scientific method, organizing characteristics principles of evolution to describe them, determining the structure of organisms to relate the way they function, and conducting laboratory experiments.

**Evidence Evaluation:** Students will practice evidence evaluation by applying quantitative reasoning to real world problems, analyzing the relationships between the genetics of populations and evolution, describing how DNA research has modernized bio systematics, contrasting characteristics of the living domains and kingdoms, relating the complexity of behavior to the overall complexity of an organism, comparing ecological principles, applying the scientific method to laboratory experiments, and analyzing data during laboratory experiments.

**Reasoning/Conclusion:** Students will practice reasoning and conclusion by describing the basic principles of evolution, describing the hierarchical classification scheme, describing how DNA research has modernized bio systematics, explaining how the life histories of organisms are adapted for different environments, describing ecological roles, describing energy relationships, describing the scientific method, and communicating scientific results from experiments.

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

The lecture portion of this course will encourage quantitative reasoning by presenting current research, having student analyze current research, and using quantitative reasoning skills to relate concepts. Students will practice these skills individually and in group discussions. The lab portion of this course will encourage quantitative reasoning through laboratory activities in which students must analyze and interpret data. Specifics for each attribute of this essential skill can be found below.

**Communication/Representation of Quantitative Information:** Students will practice communicating and representing quantitative information by performing the scientific method, communicating results from real world problems, reporting data generated during laboratory activities, and communicating scientific results.

Analysis of Quantitative Arguments: Students will practice analyzing quantitative arguments by solving real world problems, analyzing the process of speciation, describing current DNA research, comparing and contrasting ecological principles, analyzing data from scientific and laboratory experiments, and communicating scientific results.

Application of Quantitative Methods: In this course, students will practice applying quantitative methods by solving real world problems, analyzing relationships between the genetics of populations and evolution, analyzing speciation, describing and analyzing current DNA research, relating the structure of organisms, and analyzing and reporting data generated during laboratory activities

**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 lecture portion of this course will encourage personal and social responsibility by teaching the scientific method and why its procedures are so important to follow. This will include classroom discussions as to what happens when the scientific method is not followed, as well as an examination of current research in which the scientific method is used. This course will also introduce students to concepts (such as populations, evolution, bio systematics, and the complexity of an organism) that will allow students to consider how the concepts of the course affect mankind. The lab portion of this course encourages personal and social responsibility by applying the concepts taught in lecture to lab activities. Specifics for two of the attributes of this essential skill can be found below.

Sustainability and the natural and human worlds: Students will be encouraged to consider sustainability and the natural and human worlds by understanding the scientific method, analyzing relationships between the genetics of populations and evolution, speciation, describing the hierarchical classification scheme, describing how DNA research has modernized bio systematics, relating the structure of organism to the way they function, explaining how the life histories of organisms are adapted for different environments, relating the complexity of behavior to the overall complexity of an organism, describing ecological roles, comparing basic ecological principles, and communicating the results of lab experiments.

Collaboration skills, teamwork and value systems: Students will practice collaboration skills through applying quantitative reasoning, describing the hierarchical classification scheme, describing DNA research, comparing and contrasting general characteristics of each domain and kingdom, explaining life histories of organisms, describing energy relationships, applying the scientific method, designing and conducting lab experiments, and communicating scientific results, all in a group discussion setting (lecture) or during lab activities (lab).

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

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

Link to Institution's General Education Assessment Plan | <https://www.clovis.edu/consumerinfo/assessment.aspx>

## **BIOL 2610C Sample Final Exam**

1. What term refers to a very small group of organism leaving an island and being blown across the ocean to another small island?

- a) disruptive selection
- b) behavioral isolation
- c) found effect
- d) mutation

2. The wing of a bat and a flipper of a dolphin are considered...

- a) alleles
- b) mutation
- c) locus
- d) homologous structures

3. Woodrat mittens are an example of...

- a) cells
- b) locus
- c) fossils
- d) post-zygotic isolation

4. A scientific theory can eventually become a law through rigorous hypothesis testing.

- a) True
- b) False

5. In a population of 50 pea plants, 25 produce round seeds and 25 produce wrinkled seeds. Allele for round seeds is dominant over allele for wrinkled seeds. How many alleles are in this population total?

- a) 200
- b) 50
- c) 100
- d) 99

6. Which one of the following is not a major principle under which natural selection operates?

- a) population
- b) sympatric speciation
- c) post-zygotic isolation
- d) all of the above

7. The alteration in the nitrogen-containing base in DNA molecules is known as...

- a) population
- b) disruptive selection
- c) mutation
- d) locus

8. Sometimes, polyploidy can cause...

- a) mutation
- b) post-zygotic isolation
- c) population
- d) sympatric speciation

9. Which is a basic unit of evolution?

- a) mutation
- b) post-zygotic isolation
- c) disruptive selection
- d) population

10. The scientific method implies a definite order to the way that investigations are done. In such an investigation, choose the correct step-wise progression.

- a) questions-multiple hypotheses-observations-narrow down hypothesis-experimentations
- b) multiple hypotheses-observations-narrow down hypothesis-questions-experimentations
- c) observations-questions-multiple hypotheses-experimentations-narrow down hypothesis
- d) multiple hypotheses-experimentations-questions-observations-narrow down hypothesis

11. Different forms of the same gene are called

- a) homologous structures
- b) alleles
- c) behavioral isolation
- d) mutation

12. Evolution explains the origin of life

- a) True
- b) False

13. An adaptive radiation is...

- a) a burst of speciation
- b) a healthy level of UV radiation
- c) a hypothesized cause of a mass extinction
- d) evidence of an asteroid impact

14. Which of the following is associated with the reproductive potential of a species?

- a) few offspring
- b) many offspring
- c) semelparity
- d) fecundity

15. Species that have many offspring at one time are usually:

- a)  $r$ -selected
- b)  $K$ -selected
- c) both  $r$ - and  $K$ -selected
- d) not selected

16. On a phylogenetic tree, which term refers to lineages that diverged from the same place?

- a) sister taxa
- b) basal taxa
- c) rooted taxa
- d) dichotomous taxa

17. Which of the following populations is not in Hardy-Weinberg equilibrium?

- a) a population with 12 homozygous recessive individuals ( $yy$ ), 8 homozygous dominant individuals ( $YY$ ), and 4 heterozygous individuals ( $Yy$ )
- b) a population in which the allele frequencies do not change over time.
- c)  $p^2 + 2pq + q^2 = 1$
- d) a population undergoing natural selection

18. Linkage analysis...

- a) is used to create a physical map
- b) is based on the natural recombination process
- c) requires radiation hybrid mapping
- d) involves breaking and rejoining of DNA artificially

19. Cnidocytes are found in...

- a) phylum Porifera
- b) phylum Nemertea
- c) phylum Nematoda
- d) phylum Cnidaria

20. A mass extinction is defined as...

- a) a loss of 95% of species
- b) an asteroid impact
- c) a boundary between geological periods

## **Principals of Biology: Biodiversity, Ecology, and Evolution Lecture and Lab BIOL 2610C**

**INSTRUCTOR NAME:** (Name)  
**OFFICE:** (Office Number)  
**OFFICE PHONE:** (Office Phone Number)  
**OFFICE HOURS:** (Office Hours)

**E-MAIL:** (Email Address)

**REQUIRED TEXT:** Biology  
Openstax  
2<sup>nd</sup> edition  
ISBN: 9781947172517

### **TEXTBOOKS:**

CCC partners with Texas Book Company to provide you with the most economical textbook options by offering the Textbook Affordability Package (TAP). All textbook fees are assessed at the time of registration so all you have to do is stop by the bookstore to pick up your books, or call to arrange for delivery. If you wish to opt out, you must opt out each semester before the deadlines and you will be responsible for acquiring any required textbooks. Check your CCC email and/or clovis.edu/bookstore for more information on what classes are part of TAP, textbook fees, and important opt out information and deadlines.

### **COURSE DESCRIPTION:**

This course is an introduction to the dynamic processes of living things. Major topics include the mechanisms of evolution, biological diversity, population genetics, and ecology.

### **STUDENT LEARNING OUTCOMES - Lecture:**

1. Understand the scientific method and apply it to biological topics of genetics, evolution, ecology, and biodiversity.
2. Apply quantitative reasoning and scientific thinking to real world problems.
3. Identify and describe the basic principles of evolution.
4. Analyze the relationships between the genetics of populations and evolution.
5. Analyze the processes of speciation.
6. Describe how the hierarchical classification scheme is used to categorize organisms.
7. Describe how DNA research has modernized bio systematics.
8. Compare and contrast the general characteristics of each of the living domains and kingdoms.
9. Relate the structure of organisms to the way they function.
10. Explain how the life histories of organisms are adapted for different environments.
11. Relate the complexity of behavior to the overall complexity of an organism.
12. Describe the ecological roles played by organisms in each kingdom.
13. Compare basic ecological principles at the population and community levels of organization.
14. Describe and compare energy relationships and the cycling of materials in ecosystems.



**STUDENT LEARNING OUTCOMES – Lab:**

1. Describe and apply the scientific method to generate testable hypotheses in evolution and ecology.
2. Design and conduct laboratory experiments using relevant laboratory equipment and methods.
3. Analyze and report data generated during laboratory activities and experiments.
4. Communicate scientific results from experiments in evolution, ecology, and biodiversity.

**GRADING POLICY:**

Grades in this course will be based on the following:

- Lab/Activities 20%
- Chapter Quizzes 20%
- Unit Exams 30%
- Midterm Exam 15%
- Final Exam 15%

Grading Scale:

90 – 100%	= A
80 – 89%	= B
70 – 79%	= C
60 – 69%	= D
Below 60%	= F

## **Tentative Outline of Topics Covered:**

### **Unit 1**

Evolution and Origin of Species  
Evolution of Populations  
Phylogeny and History of Life

### **Unit 2**

Viruses  
Bacteria and Archaea  
Protist  
Fungi

### **Unit 3**

Seedless Plants  
Seed Plants  
Plant Form and Physiology

### **Unit 4**

Introduction to Animal Diversity  
Invertebrates  
Vertebrates

### **Unit 5**

Ecology and Biosphere  
Population and Community Ecology  
Ecosystems  
Conservation Biology



**New Mexico General Education Curriculum Course Certification Form**

Application Number 1719

**Institution and Course Information**

Name of Institution	Central New Mexico Community College
Chief Academic Officer Name	Amardeep Kahlon
Chief Academic Officer Email	akahlon@cnm.edu
Registrar Name	Phil Giuliano
Registrar Email	pgiuliano@cnm.edu
Department	Education & Learning
Prefix	HNRS
Number	1120
Suffix	
Title	Honors Legacy Seminar
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	HRNS
Number	1120
Suffix	
Title	Honors Legacy Seminar

**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.

None listed in NMHED catalog.

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

- Explore how individuals and diverse societies, past and present, make meaning and assign value.
- Explain how histories, cultural works, languages and ideas shape diverse communities and relations between them.
- Design ways of understanding diverse human experiences, including conflict and inequality, by examining cultural records.
- Identify and analyze the sources of particular claims about human experience

**C. Narrative**

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

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

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

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

In this course, students regularly provide written and verbal analyses. Students must find and generate data, including relevant primary and secondary sources, weighing in their selection process the relevance of information as well as the expertise of different authorities (Evidence acquisition). Through both writing (small writing responses, analytical essays, research papers) and verbally (in class discussions, group presentations), students are required to develop, support, and evaluate arguments, making use of both primary and secondary sources by analyzing them and interpreting them (Evidence evaluation). Building on their personal perspectives and interests, students use this newly acquired knowledge to define and articulate problems, using evidence, crafting narratives, and engaging with scholarship and one another to complete course projects (Problem setting). The course has students synthesize a nuanced understanding from multiple perspectives, developing their own positions through reason, and the research process (discovery, analysis, evaluation, and synthesis of evidence). Students then take the knowledge and ideas they have built to suggest how their learning solves (or fails to) the problems they have set for themselves and where their

thinking, research, and reasoning might go in the future (Reasoning/Conclusion). In the included sample assignment, students work in groups to find, analyze, and present to the class a work of fantasy that addresses a question relating to the course, (e.g. how does fantasy subgenre influence the depiction of gender identity?) which the group works together to articulate. Students are assessed on their proficiency in summarizing their findings, making connections both on the micro and macro scale, as well as forging creative new paths of thinking. Additionally, students are required to present their analyses in both written and verbal form, forcing them to consider how one effectively communicates nuanced ideas through different mediums.

**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*

HNRS1120 asks students to consider how the content applies to themselves and their social surroundings. The topic of monstrosity within the fantasy genre is examined with special attention to the cultural construction and maintenance of monstrosity versus normality. The HNRS1120 course encourages students to consider structural biases, opportunity and oppression, punishment and reform, and personal responsibility emerging from these distinctions (Intercultural reasoning). Through in class discussions, short writing responses, group presentations, analytical essays and research papers, students build, support, and evaluate arguments about the cultural processes by which definitions of monstrosity through fantasy are created (ethical reasoning). The structure of the course requires students to take responsibility for their own research and share their findings as a responsible member of a knowledge community (collaboration skills). HNRS1120 asks students to look closely into the interface between nature and civilization, considering how humans' survival and societal systems provide or foreclose opportunities, make disadvantages to some advantages to others (Sustainability). In this small, seminar-style course, students are expected to arrive prepared for the work, and the work is intellectually collaborative in nature. Students, both individually and in groups, often lead the class in the discussion, giving presentations about their research findings. Students define and pursue their own research agendas within the range of the class discussion. HNRS1120 is built around investigating what currently is while pushing to the point of, is this acceptable, what could be better, what would be a path forward? (Civic discourse). All readings and analyses are gathered from a wide diversity of sources, and students are continually assessed on their demonstration of intercultural awareness. The question of "why fantasy matters?" is examined critically, from multiple cultural vantage points, requiring students to balance their own views and interests within many others in the larger society (Civic knowledge and engagement).

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

HNRS1120 is focused on interdisciplinary analysis of an overarching topic. Students investigate, research, evaluate, analyze and build arguments and knowledge using a variety of information sources, most of which is accessed digitally using the Internet. Students develop practice finding sources that exhibit reliable methodologies and reasoning, learning to value the research process that discovers these high-quality sources (Authority and Value of Information).

Students also devote a significant amount of time to reading in the course, including primary texts, monographs and other secondary sources, and research using a variety of databases, governmental and academic as well as other information sources using digital search engines (Information Structures). This research is supported by class discussions, small writing responses, group presentations, analytical essays or research papers, which help students develop skills in searching out and defining valuable questions (Research and Inquiry). Students are always encouraged to take trips to the library and to make use of its books, but students rely more extensively on the library's digital repositories, as well as digital resources. such as online research tutorials and in-library computer stations and tutoring (Digital Literacy). A thorough training and practice in digital skills of word processing, effective use of presentation software (Powerpoint, Prezi), citation management, and digital communication are developed by students through writing their papers, giving presentations in class, and keeping up with the class and its discussions outside class time. In the sample assignment, students must use multiple media to present their work and are assessed on the effectiveness of their use of media. The assignment also requires students to work together on a research process that defines a question, then find and present on a primary work of fantasy to help answer it, complex tasks that allow assessment on each of the preceding components of digital and information literacy.

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

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