



New Mexico General Education Curriculum Course Certification Form

Application Number 1476

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	COMM
Number	2170
Suffix	-
Title	Intercultural Communication
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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	COMM
Number	2170
Suffix	-
Title	Intercultural Communication

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.

This course introduces students to the basic concepts, theories and skills necessary to succeed in an increasingly multicultural world.

Student Learning Outcomes:

1. Define and describe basic intercultural communication terms and concepts
2. Differentiate between key theories related to intercultural communication
3. Explain how cultural values, cultural patterns, and belief systems affect self and others in a variety of communication contexts.
4. Recognize obstacles to competent intercultural communication
5. Identify and demonstrate skills that could lead to intercultural communication competence.

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

6. Compare and contrast a country to the United States. Explore their cultural values, cultural patterns, and belief systems on how they have an impact on self and others in a variety of communication contexts.
7. Comprehend and be able to categorize difficulties within Intercultural Communication.
8. Identify and demonstrate skills that could lead to Intercultural Communication proficiency.

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—Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context)

When taking Intercultural Communication students learned how to define and describe intercultural terms and concepts by doing compare and contrast activities of which allows them to think critically, discover new possibilities of research, while applying new styles of learning in and out of the classroom setting. Students learned to differentiate between key theories related to Intercultural Communication, such as: What is nonverbal and verbal communication within the culture? What is good and bad communication etiquette within cultures? Students explained how cultural

values, cultural patterns, and belief systems affect self and others in a variety of communication contexts. Students learned to recognize obstacles so they are competent in intercultural communication within a variety of settings. Communication with cultures is not the same for each culture or country, there are different styles of communication and mannerisms within cultures. Students are able to identify and demonstrate skills which could lead to intercultural communication competence: Traveling Abroad, Careers, Interacting with peers within the university setting, etc. Students compared a country to the United States, explored their cultural values, cultural patterns, and belief systems on how they have an impact on self and others in a variety of communication settings. Students evaluated their own culture and compared it to other cultures and discovered why their heritage/culture is important and what has been carried down from generation to generation within their families. Students are able to categorize difficulties within intercultural communication. Students are able to categorize difficulties within intercultural communication by understanding the cultural, political, and economic standards within the culture. Students can identify and demonstrate skills that could lead to intercultural communication proficiency by implementing knowledge from research, collaborating with classmates, professors, and other outside resources.

As a result, students created a research paper on a country of their choice, created a dynamic Power Point Presentation, and presented their research before the class. Students researched the communication within the culture, along with the political environment, economical standards, medical needs, cultural dishes, and religious beliefs within the country. Students became experts on their country and understood the importance of knowing how to communicate effectively within the cultures, as there are different culturally greeted titles from the United States. Through research, students were more aware of how to communicate within cultures. Students continued to hone their skills to spread awareness of the importance of knowing how to communicate within cultures. Students walked away with a better understanding of intercultural communication, and were able to relate to other students from different cultures. Students were equipped with the information to be able to communicate effectively, if they were to visit their country they researched. Students gained knowledge from their peers research and presentations, and were excited to listen to what their classmates found out about their country when doing their research.

In conclusion,

Students were excited to have had the opportunity to learn how to communicate with different cultures, and they grew as presenters for taking the course. Students encouraged their classmates and peers to take Intercultural Communication, as it has equipped them to be successful in and out of the classroom, to be able to relate to their classmates and peers.

Strategies for Understanding and Evaluating Messages—Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with specific stakeholder lens; applying a theoretical lens (e.g., cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Students researched a country of their choice and created a presentation using Power Point, Poster Board, and Microsoft Word to display their critical thinking on Intercultural Communication. The presentation allowed the students to think strategically, critically, and exam the countries culture from within. Students researched the following from the country of their choice: Communication within the culture: Do's and Don'ts, Financial, Political, Education, Medical, Economical, Religion, and Cultural Dishes. Students researched fine details about each topic, and added topics of their own.

Evaluation and Production of Arguments—Evaluate the authority of sources in their won arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments,

integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

Students produced an Intercultural Communication project of a representation of their learning from the course and how significant it is to be able to understand the differences and strategies within each cultural using communication. Students discovered the strategies of strategic communication within different cultural, the difficulties, and a varieties of sources after listening to their peers presentations, along within doing their own research on their country.

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

Problem Setting—Delineate a problem or question. Students state problem/question appropriate to the context. What are the problems within Intercultural Communication? Why is it important to understand other cultures and the way they communicate?

Evidence Acquisition—Identify and gather the information/data necessary to address the problem or question. Students will research a country of their choice and identify the strengths and weaknesses within the culture. Students will create a cultural skit with a group of no more than four that elaborates on Intercultural Communication. This should include nonverbal and verbal communication, each student will have a speaking part, and students will create a dynamic Power Point Presentation, and deliver their presentation before the class.

Evidence Evaluation—Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.

Students will have a completed project and evidence of which displays the significance of communication within cultures. Students will be able to discuss the importance of understanding the culture before traveling overseas. Students will be able to discuss the Political, Economical, Medical, Education, and Religious affiliations within cultures, compared to the United States of America. This course will help students to evaluate and understand the differences within cultures, and take a deeper look into exploring a culture and its traditions.

Reasoning/Conclusion—Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

In conclusion,

By offering this course to students, this will deepen their knowledge, so they can thrive and be able to communication in any career path they have chosen. They will also be able to appreciate the backgrounds of their future colleagues, peers, and classmates. Students will have a deeper understanding of intercultural communication, the significance and why we need to understand the cultures of others. Students will be able to recognize obstacles to be competent when communicating within cultures. Students will be able to define and describe basic intercultural communication terms and concepts. Students will be able to differentiate between key theories related to intercultural communication. Students will be able to explain how cultural values, cultural patterns, and belief systems affect self and others in a variety of communication settings. Students will be able to identify and demonstrate skills that could lead to intercultural communication proficiency. Students will be able to thrive in the 21st Century and be able to appreciate not only their culture, but the culture of others, and be able to communicate effectively and efficiently.

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—Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.

The information the students will learn while taking this course will help them to excel in and out of the classroom. Daily students are dealing with a diverse population and knowing how to communicate effectively will help them to be successful. The knowledge obtained will not be wasted, but will be of value throughout their academic and professional careers. It is significant to know how to communicate within a diverse population.

Digital Literacy—Understand, communicate, compute, create, and design in digital environments. Students learn how to research different cultures by using different types of research materials: Books, Digital, Audio, Videos, and through presentations. Students will design and create cultural presentations, discover information they did not know about the culture, and reevaluate the importance of communication within their own culture. Student will discover how communication impacts not only self, but others around them. Students will design a cultural poster, power point presentation, and cultural skit and present it before class to bring awareness of to the cultural of which they are reporting on. Students will use different types of media and digital platforms to gather information to inform their classmates and others of the importance of Interpersonal Communication within cultures.

Information Structures—Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.

Research as Inquiry—Engage in an iterative process of inquiry that defines a problem or poses a questions and through research generates a reasonable solution or answer.

Research is significant when obtaining information. Students will learn to gather information in and out of the classroom to become their own expertise of sharing information in pertaining to Intercultural Communication. This course is designed to help students grow and hone their own expertise. Students will research using the internet, journal articles, magazines, online sources, as well as books to learn about how cultures communicate effectively. Through research students will learn the value of communicating, how cultures within communication differ from their own culture, and how important it is know the culture of communication before traveling overseas. Students from their research will prepare and present a dynamic presentation on the country of their choice and share their findings. Students will learn how to ask questions? How important it is to communicate and understand the language, and how language barriers can seem impossible without the proper tools of communication.

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

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>



NEW MEXICO MILITARY INSTITUTE



101 West College Boulevard
Roswell, New Mexico 88201-5173
(575) 624-8200

MAJ McKinney Wright

Intercultural Communication

Cultural Project Research Presentation

Assignment

You will need to choose a country of your choice and research the following in regards to intercultural communication:

- Political
- Economic
- Religious
- Financial
- Culturally Greeted Titles

1. What are the Do's and Don'ts of communication within the country?
2. Do you address people by their titles?
3. What are some nonverbal and verbal communication within the country?

These are just some suggestions for your research; you are not limited to how much you can research. The object is to learn as much about your country as possible, then in turn compare and contrast in to your culture and the United States.

Research Paper and Power Point Presentation- 200 Points

After doing your research on your country, you will then write a five (5) page research paper, using at least three (3) outside sources from journal articles, and credible sources you obtain from the internet. **Wikipedia is not a credible source!** You then will create a 20 slide Power Point Presentation from the research on your country. Lastly, you will then present it before the class. This presentation must last at least 15 minutes in length.

Rubric

Research – 50 points

Academic Writing- 50 points

Power Point Presentation-25 points

Presentation-25 points

20 Power Point Slides- 50 points

Total Points- 200



New Mexico General Education Curriculum Course Certification Form

Application Number 1575

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	-
Number	-
Suffix	-
Title	-

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.

- See speech as a multifaceted process
 - Understand the goals of public speaking and maintaining a positive outlook
 - Determine the purpose of the different types of speech and develop a means by which to achieve that purpose
 - Understand the situation and audience
 - Learn to develop, organize, and support the content of speech with ideas and visual aids
 - Develop a sense and feel for words and an ability to use them to shape outcomes
 - Gain experience and self-confidence presenting one's ideas and engaging others
 - Develop listening skills
 - Enhance critical thinking skills, evaluate source material, and synthesize knowledge
 - Become aware of ethical issues that exist in relation to the scope of course material and implement ethical standards
- Departmental Outcomes:
- listening for essential information and meaning regarding task directions, class discussions, lectures, and audiovisual presentations;
 - listening respectfully to ideas, understandings, and interpretations of peers from diverse cultural and national backgrounds;
 - speaking clearly, coherently, relevantly, and forthrightly in individual, small group, and class discussions;

- reading
with functional understanding academic, recreational, and directional print;
- reading
insightfully for inferred meanings, connotative nuances, embedded prejudices, and flawed logic;

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 focus of FDMA 1110 (previously COMM 2103) Film History is viewing, understanding, and appreciating a visual format with the view that students write and express verbally their critical thinking skill. Writing and expressing their insight and evaluate requires them to analysis the content, organize it coherently, and provide substantial support. Furthermore, in this learning environment, it teaches students to develop their critical thinking skills. Throughout the semester students are exposed to numerous stories to enlighten them to a different life that they may be accustom to. They are presented to different perspectives, and genres that they may not particularly enjoy. The basic pedagogical objectives for this class is not just to increase their enjoyment of a “visual literature” but to develop an understanding of analysis differentiating between crucial elements and chaff of a film. This process elevates their one dimensional, and narcissistic thinking to understanding other view point, different culture, and societies. Have a cognitive understand of the world around them is fundamental, Comm 2103 progresses to having students a great balance of this process and teaches, train, and be disciplines them to develop a analytical, logical, and critically to become mature with rational minds.

In the beginning the semester when viewing a film, students are entices to express what they liked and what they dislike about the film when writing their film critique. Towards the end of the semester student are expected to answer a well develop Film Review Work Sheet which encompass ten major elements in cinema. Eventually, student are able to make sense, rationalize, and describe something that maybe irrational into something in logical terms and full of meaning. Although this course is for beginning students, I delve into the subconscious, symbolism, psycho analysis, to the film’s aesthetics to many other technical elements. Students are asked to understand themselves and explain why they are reaction and feeling a certain way when view a film. They explain film their experience, if it was cerebral or visceral. Besides the film critique, homework, quizzes, and other assignments, our class discussion is a great opportunity to analyze the film from its theme, tone, to symbolisms, each student is required to expound their critical thinking skill.

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*

Note:

This NMMI course, FDMA 1110 (previously COMM 2103), previously passed the GenEd approval process as a communications course. However, New Mexico Military Institute has been informed that it should be filed under Humanities. We are therefore resubmitting the application with changes to just this section as the other two areas remain the same. Thank you for your consideration.

Intercultural reasoning and intercultural competence – Students view and are exposed to foreign films from different societies and cultures. Although in a superficial level they vicariously experience the film story of the characters, they can also compare and relate to their own experiences and perspectives.

Ethical Reasoning - Students analyze and critique a film by explaining any ethical or moral issues that the story provides. The students are able to identify and comment on norms or public concern or issues and share their on ethical perspective.

Assessment: After watching a film students critique it and address personal, social, cultural, ethical, or social issues and express their reasoning and perspective. Therefore, after viewing the film, the students write a film critique and during classroom deliberation, students to discuss some of the important elements of the film story. They also must attempt to explain the intention of the filmmaker.

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

Students of FDMA 1110 (previously COMM 2103) are tasked to view films (links are posted on Canvas from the school education film site, and Youtube), analyze them, retrieve general information regarding a film or filmmaker, and compose a film critique that expresses a multi layered dimension that attempts to articulate the filmmaker's intention and vision. The student is then to submit their report to Canvas which is graded. Furthermore, course assignments require students to investigate credible sources, learn to reject non-credible sources and ascertain numerous internet sources. The opportunity is provided for students to explore and learn to utilize all available databases, LMS Canvas, Zoom, and even within these systems use other digital tools; i.e., present powerpoint class via Zoom, record and share videos, and make presentation. All this academic activities demonstrates the student's proficient level of literacy in today's academic environment.

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

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

Assessment Method:

The assessment method used for FDMA 1110 (previously COMM 2103) Film History is a Film Critique. After watching a film, students are asked to critique the Film and write a 500-word essay or more in length, and address the following film elements:

1. Point out the crucial elements of a film - theme, plot points, character transformation, etc.
2. Discuss some technical aspects of the Film, i.e., camera shots, lighting, and sound.
3. Describe your general and overall sense and feeling about the Film.
4. Explain the social, cultural, or social issues aspects of the Film.
5. Analyze and explain the significance or the reasoning of the ending.
6. Share what the Film's theme is and the filmmaker's intentions.
7. Discuss the production value- costume, location—props, etc.
8. Explain if the Film was focused on a cerebral or visceral experience or was the protagonist motivated by its willpower.
9. Did the Film have any symbolism, montage, or backstory?
10. Lastly, rate the Film, 1-10, 10 being fabulous.

Furthermore, a class discussion of the Film was also conducted. During the deliberation, students are expected to express their perspectives and critically analyze the Film. My observation of the student's critique and film analysis demonstrated a level of understanding and insight. Their improvement of critical thinking, reasoning, and analysis skills continues to develop. However, some avoid the Film's analyses and only retell the Film's story. I unusually direct the students to provide an opinion about the Film.



New Mexico General Education Curriculum Course Certification Form

Application Number 1580

Institution and Course Information

Name of Institution	Mesalands Community College
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	Brian Bailey
Department	Academic Affairs
Prefix	-
Number	-
Suffix	-
Title	-
Number of Credits	-

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	-
Number	-
Suffix	-
Title	-

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.

Student Learning Outcomes:

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*

Students will define problems, evaluate issues, and formulate research questions to guide their inquiries. They will complete reading and research tasks to collect, qualify and evaluate sources and data for credibility, relevance, and possible bias. Students will cite their sources in a systematic and respectful manner. Students will consider rhetorical, historical, and cultural contexts as they develop and refine their theses and ideas, and they will effectively communicate their conclusions and their underlying reasoning through written, oral or digital presentations. Critical thinking will be assessed in the formation and articulation of ideas within students' essay projects as well as in written and oral responses to assigned readings and homework. Students will demonstrate the ability to analyze a text and identify various features, such as rhetorical context, intended audience, credibility and bias, and rhetorical modes.

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

Through multiple writing and discussion assignments throughout the course, students will Explicate, Compare, and Interpret texts to gain insight into the people of other times and other cultures, and reflect on how their own values and moral structures are both a product of and a reaction to their own native environments. Student responses may take the forms of Argument or Discussion, and students will be encouraged to ‘interrogate’ texts to discern their deeper meanings. Comparisons with their own experiences will allow students to develop greater sensitivity and an awareness of the diversity of social, political, and cultural issues which characters may face. Considerations of characters’ motivations and desires will help students develop a greater appreciation for the ways art (literature) may illuminate psychology and the human condition.

Ethical Reasoning

Drawing on history, psychology and their own experiences, students will analyze the characters, motivations and sense of ethical responsibilities portrayed by characters and cultures in works of literature. Many stories and novels involve moral dilemmas and difficult choices; studying the evaluation, decision-making process and consequences of choice by others helps students formulate and examine their own approach to matters of ethics, integrity, philosophy, and what it takes to lead a ‘moral life’.

Collaboration skills, teamwork and value systems

Through discussion, debate, group projects, and presentations, students will practice collaborative and interactive modes of inquiry and the respectful free exchange and critique of ideas. Collaboration and group projects promote planning skills, division of labor, esprit de corps and mutual accountability - which are all highly prized skills in academia and the contemporary workplace.

The habits of mutual respect, collaboration, and cooperative problem-solving may also impact how young adults will react to larger societal dilemmas such as racism, gender equality, environmental responsibility, and income inequality.

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

Students will acquire, assess, and communicate information across different mediums using digital tools. They will recognize the hazards and advantages of communicating in an integrated digital environment. Students will develop and pursue self-directed research which generates problem solutions or otherwise illuminates the complexity of issues and questions. They will document and share their inquiries using appropriate formats, tools, and digital presentation applications.

Information and digital literacy will be assessed throughout the semester as students utilize digital resources and word processing technology to research, compose, revise, format, and transmit their various assignments. Students

will demonstrate competence utilizing research databases and other information tools to gather, organize and evaluate information, as well as their ability to navigate online learning platforms (where applicable) and standard electronic communications tools such as email, online chats, discussion forums, and digital meeting spaces such as Zoom or Skype.

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

Link to Institution's General Education Assessment Plan

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

AMERICAN LITERATURE I

MIDTERM EXAM

Part I. Identification

Identify four characters, events, or passages from our readings from the choices given below. Provide as much factual data as you can. Then, in one well-written paragraph each, discuss the significance of the person, event, or idea in an emerging American identity.

- A. Mary Dyer
- B. King Phillip's War
- C. Mary Rowlandson
- D. Cotton Mather
- E. "The God that holds you over the pit of hell, much as one holds a spider, or some loathsome insect over a fire, abhors you."
- F. The trial of Martha Carrier.
- G. Susannah Rawson
- H. The Pequot War.
- I. "I am obnoxious to each carping tongue / Who says my hand a needle better fits."
- J. Judith Sargent Murray
- K. "A City upon a Hill"
- L. Phillip Freneau

Part II. Short Answers

In several well written paragraphs, respond to two of these three questions:

- A. What are the main characteristics of the American "new made man," as defined by Crèvecoeur and Franklin?
- B. How does the view of Nature, in Bradford's Of Plymouth Plantation, contrast with that of Bradstreet, in "Contemplations"?
- C. How is the political uprising of the American Revolution anticipated in the social, ethical, literary, or cultural identity transformations in the work of any of the authors we have discussed from Bradford to Cooper?

Part III. Analysis Essay

In *Walden* and in the short story "Wakefield," Thoreau and the character Wakefield can be seen as conducting experiments in leading a new kind of life. Using "Wakefield" and the "Conclusion" of *Walden*, write an essay (600 –1,250 words long) in which you discuss how these experiments differ, what the two protagonists seem to gain from them, and why they decide to "go back." What do the two accounts suggest about the relationship between the individual and society, as Hawthorne and Thoreau viewed them?



New Mexico General Education Curriculum Course Certification Form

Application Number 1586

Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	ARTS
Number	1143
Suffix	-
Title	Introduction to Art & Ecology
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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	ARTS
Number	1143
Suffix	-
Title	Introduction to Art & Ecology

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.

- Gain fluency in the history and contemporary practice of art & ecology
- Critically discuss and analyze art & ecology issues and creative projects
- Be able to develop creative solutions to art & ecology problems
- Develop interdisciplinary skills to translate art & ecology research into artistic forms
- Create final projects that demonstrate synthesis of ideas presented in the course readings, critiques, and individual research

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

NA

C. Narrative

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

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

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

Students in this course learn to identify and communicate in various genres and mediums due to the intrinsically interdisciplinary nature of the art & ecology field. Course content introduces students to a wide-range of artists and mediums that include installation art, performance art, digital and printed publication, social practice, community-engaged art, interdisciplinary collaboration, site-specific art, and more. Students learn to identify creative strategies within and beyond art that is located in a gallery by studying, for example, artworks that change over time or with audience interaction/participation, as well as artworks that exist within the landscape or built environment. Students apply a critical and theoretical lens and vocabulary to evaluate both the intended and actual impacts of these artworks and articulate how the specific medium and genre of a work frames communication. 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 empathetic lens. Students also gain an introductory understanding to the history and theory of the field of art & ecology—its emergence, trajectory, practitioners, and current discourses. Students conduct research through diverse methods such as identifying published sources, evaluating the authority of those sources, and conducting embodied research (making observations through their own sensory experience and affect). Course assignments are designed to help students translate their research and observations into creative

mediums that engage the history and discourse of a particular theme or geographical site. Students will be evaluated on their development of communication skills through one-on-one evaluations with instructors, supportive critiques of process and product in art making, and self and peer evaluations of presentations, written work and art works. This course places emphasis on growth, critical thinking, and development.

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

This course places a strong emphasis on critical thinking. Students learn methods and tools that artists use to investigate, question, and intervene in discourses surrounding political ecology, including climate change, settler colonialism, mass extinction, and socio-political histories. Through assignments such as the mapping project, zine publication, and site-specific installation, students identify and delineate a problem or question about their relationship to the surrounding environment. Through reading discussions, lectures, course presentations and class critiques, they articulate the interrelationships between self, community (human and nonhuman), built environment, and landscape. In each course assignment, students identify and gather information necessary to understand and address a problem or question. This takes place through diverse methods such as identifying published sources, evaluating the authority of those sources, and conducting embodied research (making observations through their own sensory experience and affect). Students evaluate the evidence or data collected for credibility, bias, and relevance to a situation through close analysis; they are also encouraged to question the framework of Eurocentric models of research and presentation. Course assignments are designed to help students translate their research and observations into creative mediums that engage the history and discourse of a particular theme or geographical site. Through in-class critiques of assignments, students analyze, develop arguments, describe sensory/emotional responses communicated by a creative work, and develop constructive feedback for the work of their peers; the process of receiving peer and instructor feedback on their own work is designed to facilitate and support the development of their own artistic practice. Students demonstrate development of critical thinking skills and the capacity to produce an independent argument through discussion participation, self and peer evaluations of presentations, production of written work and production of art works. This course places emphasis on growth, critical thinking, and development.

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

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

This course introduces students to the interrelationships between human and nonhuman systems, as well as the creative methods and tools used by artists to analyze or intervene in these systems. As such, intercultural reasoning and competence is an integral component of this course. Students view and identify specific artistic works and practices and writing that engage Indigenous and other non-Eurocentric frameworks of knowledge and practice, as well as those that engage Eurocentric scientific knowledge. The course content and assignments challenge students in their understanding of sustainability, human impacts on the natural world, the discourse of political ecology, and the

role of art as a catalyst for social change. In discussion and written assignments, students evaluate and respond to the ethical questions raised by individual artworks and readings. Through the introduction of community agreements and other tools to facilitate collaboration, students employ practical skills for completing collaborative art projects. They identify how and why the field of art and ecology relies on collaboration and contrast collaboration in the field with artistic traditions that celebrate an idea of individual artistic genius. In this course, students produce artistic works addressing and discuss the complexities surrounding difficult subject matter, including environmental justice, racial justice, economic justice, and more; the course provides a framework for participating in difficult conversations in a respectful and productive manner that encourages personal growth for each student.

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/
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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 FSCC.

1. Contact Information

Name	Szu-Han Ho
Title	Associate Professor
Phone	
Email	szho@unm.edu

2. Institutional Course Information

Prefix	szho@unm.edu
Number	1143
Title	Introduction to Art & Ecology
Number of credits	3
Was this course previously part of the Gen Ed Core Curriculum?	Yes
General Education Area (select <u>one</u>) See gened.unm.edu and http://assessment.unm.edu/assessment-types/gened-assessment/essential-skills.html for information about content areas	1. Communication 2. Mathematics and Statistics 3. Physical and Natural Sciences 4. Social and Behavioral Sciences 5. Humanities 6. Arts and Design 7. Second Language

3. Student Learning Outcomes

List all common course student learning outcomes for the course.

- Gain fluency in the history and contemporary practice of art & ecology
- Critically discuss and analyze art & ecology issues and creative projects
- Be able to develop creative solutions to art & ecology problems
- Develop interdisciplinary skills to translate art & ecology research into artistic forms
- Create final projects that demonstrate synthesis of ideas presented in the course readings, critiques, and individual research

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>.

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	
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	
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. 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

Component Skills: Problem Setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion

This course places a strong emphasis on critical thinking. Students learn methods and tools that artists use to investigate, question, and intervene in discourses surrounding political ecology, including climate change, settler colonialism, mass extinction, and socio-political histories. Through assignments such as the mapping project, zine publication, and site-specific installation, students identify and delineate a problem or question about their relationship to the surrounding environment. Through reading discussions, lectures, course presentations and class critiques, they articulate the interrelationships between self, community (human and nonhuman), built environment, and landscape. In each course assignment, students identify and gather information necessary to understand and address a problem or question. This takes place through diverse methods such as identifying published sources, evaluating the authority of those sources, and conducting embodied research (making observations through their own sensory experience and affect). Students evaluate the evidence or data collected for credibility, bias, and relevance to a situation through close analysis; they are also encouraged to question the framework of Eurocentric models of research and presentation. Course assignments are designed to help students translate their research and observations into creative mediums that engage the history and discourse of a particular theme or geographical site. Through in-class critiques of assignments, students analyze, develop arguments, describe sensory/emotional responses communicated by a creative work, and develop constructive feedback for the work of their peers; the process of receiving peer and instructor feedback on their own work is designed to facilitate and support the development of their own artistic practice. Students demonstrate development of critical thinking skills and the capacity to produce an independent argument through discussion participation, self and peer evaluations of presentations, production of written work and production of art works. This course places emphasis on growth, critical thinking, and development.

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

COMMUNICATION

Component Skills: Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Message; Evaluation and Production of Arguments

Students in this course learn to identify and communicate in various genres and mediums

due to the intrinsically interdisciplinary nature of the art & ecology field. Course content introduces students to a wide-range of artists and mediums that include installation art, performance art, digital and printed publication, social practice, community-engaged art, interdisciplinary collaboration, site-specific art, and more. Students learn to identify creative strategies within and beyond art that is located in a gallery by studying, for example, artworks that change over time or with audience interaction/participation, as well as artworks that exist within the landscape or built environment. Students apply a critical and theoretical lens and vocabulary to evaluate both the intended and actual impacts of these artworks and articulate how the specific medium and genre of a work frames communication. 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 empathetic lens. Students also gain an introductory understanding to the history and theory of the field of art & ecology—its emergence, trajectory, practitioners, and current discourses. Students conduct research through diverse methods such as identifying published sources, evaluating the authority of those sources, and conducting embodied research (making observations through their own sensory experience and affect). Course assignments are designed to help students translate their research and observations into creative mediums that engage the history and discourse of a particular theme or geographical site. Students will be evaluated on their development of communication skills through one-on-one evaluations with instructors, supportive critiques of process and product in art making, and self and peer evaluations of presentations, written work and art works. This course places emphasis on growth, critical thinking, and development.

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

PERSONAL AND SOCIAL RESPONSIBILITY

Component Skills: 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 course introduces students to the interrelationships between human and nonhuman systems, as well as the creative methods and tools used by artists to analyze or intervene in these systems. As such, intercultural reasoning and competence is an integral component of this course. Students view and identify specific artistic works and practices and writing that engage Indigenous and other non-Eurocentric frameworks of knowledge and practice, as well as those that engage Eurocentric scientific knowledge. The course content and assignments challenge students in their understanding of sustainability, human impacts on the natural world, the discourse of political ecology, and the role of art as a catalyst for social change. In discussion and written assignments, students evaluate and respond to the ethical questions raised by individual artworks and readings. Through the introduction of community agreements and other tools to facilitate collaboration, students employ practical skills for completing collaborative art projects. They identify how and why the field of art and ecology relies on collaboration and contrast collaboration in the field with artistic traditions that celebrate an idea of individual artistic genius. In this course, students produce artistic works addressing and discuss the complexities surrounding difficult subject matter, including environmental justice, racial justice, economic justice, and more; the course provides a framework for participating in difficult conversations in a respectful and productive manner that encourages personal growth for each student.

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.

ARTS141_Introduction to Art & Ecology
Spring 20__ Szu-Han Ho // szho@unm.edu
CTART 3014 Office hours: Tues 2-4 and by appt

Final Project_Instrument of Change

Part I: Choose and analyze a site. Choose a site on campus or within a one-block radius of campus. Consider some phenomenon or system that you would like to investigate on the site: this system could relate to ecological, psychological, emotional, physical, political, social, or economic relationships. Make observations and collect data on this system over a period of time. Record your observations in the medium of your choice (drawing, mapping, field notes, audio, video, etc); think of this process as art-making. Consider the following: who or what are the agents involved on the site? What is the history of this site? What are the spatial characteristics of the site and how are they related to the forms of interaction present there?

Review Date: 04/15

Part I = 10% of Final Grade

Your evaluation will be based on the following criteria:

- _Creativity and depth in identifying the systems/agents/histories of your site
- _Thoroughness in making and recording observations
- _Creativity and depth in recording observations

Part II: Make an instrument that responds to your site. Based on your observations in Part I, design an “instrument of change” in your system. Your instrument could be an apparatus, a performance, a sculptural installation, an architectural or political proposal, *or anything else that creates an intervention within the site, based on your research and observations.* Consider the following: What are the “flash points” of the site—the times or locations that provide an opportunity for intervention? In what part of the system does your instrument create change? What is your desired impact or outcome? Does your intervention cause a change over time? Does it create a change in the spatial dynamics of the site? Who is the audience for your instrument/intervention?

Review Date: 05/08

Part II = 15% of Final Grade

Your evaluation will be based on the following criteria:

- _Creativity and depth in the design of your instrument or intervention
- _Responsiveness to the observations made in Part I
- _Craft/Execution: how well do the materiality and form of your instrument align with your concept?



New Mexico General Education Curriculum Course Certification Form

Application Number 1587

Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	ARTS
Number	1840
Suffix	-
Title	Sculpture 1
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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	Sculpture 1
Number	1840
Suffix	-
Title	Sculpture 1

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. Create a series of pieces that demonstrate a working knowledge of a variety of materials and techniques used in the creation of sculpture
2. Demonstrate the ability to experience and analyze a sculpture, and how to communicate those analyses in a comprehensible manner.
3. Produce objects and analysis that demonstrate a cursory knowledge of historic, and contemporary art practices.
4. Through the creation of a body of work begin to define one's own personal vocabulary in the visual language.

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

NA

C. Narrative

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

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

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

Communication in and through multiple media is woven throughout the studio class. The production and appreciation of art is fundamentally a set of communication practices. Genre & medium awareness, application, and versatility: This threefold skill is practiced through verbal one-on-ones between instructor and student, class discussions with instructor and all-student engagement, and group reviews. Communication in art, and specifically through the practice and art of sculpture, is a focus: how does the artist use the means and media of sculpture to develop and convey an idea, a position, a question, or to initiate and engage in dialogue? Discussions are based in the consideration of precedents and developed through the work students are producing. The thematic approach to each offering of Sculpture 1 provides different approaches to developing foundational awareness of genre and medium, application of media, and versatility (see sample assignment). Strategies for understanding and evaluating messages: Students investigate and experiment with how artists (sculptors) create meaning, and how they express that to others through three-dimensional form. By considering one's own response to works of sculpture, and listening to others express their responses, the student artist asks and attempts to answer the question of the role of the artist, art, and viewer in the message or communication act. Students develop as artists and as experiencers of art. Evaluation and production of arguments: Through the studio pedagogy of project-based learning (by doing) and critique, the students

learn to evaluate the intent of feedback and weigh its merits, and they produce responses to feedback through iterating their artistic intent as the work develops. Students develop and share critical feedback regarding others' projects and others' positions and learn the value of constructive arguments and alternatives.

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

ARTS 1840 weaves critical thinking throughout the studio course. The art studio critique process, the foundation of studio pedagogy, ensures that each student develops a critical position about their own work, and the work of others, for each assignment. Problem solving: The student, sometimes working with peers, develops through an iterative ideation and refinement process their approach to understanding the "problem" (in sculpture studio, it's minimally a project, medium and process). Evidence acquisition: Each student makes multiple passes at responding to the problem as they continue to develop their understanding of it. Students seek inspiration from multiple sources, including historical and contemporary human artifacts, art and artists; and create drawings and models as their ideas develop, which then serve as new evidence. Evidence evaluation: At each step, the student receives critical feedback from the instructor (one-on-one) and often from their peers (one-on-one or small group discussions). The student must consider the feedback and weigh how to respond to it, generating new approaches to the project's development and new evidence for evaluation. At the same time, each student is engaged in providing feedback on others' efforts, learning to articulate meaningful and constructive evaluation of evidence (intersecting with Communication). Reasoning/conclusion: At a project's final review, the student presents their work and engages in critical dialogue that may range from development of idea, medium, form, position, and/or message, to manifestation of influences or creativity or conditions, to identification of possible future explorations, 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*

Personal and Social Responsibility is emphasized in Sculpture 1 as collaboration skills, teamwork and value systems and intercultural reasoning and intercultural competence are integrated throughout the studio curriculum. All opinions and perspectives have validity in the space of art; creating an environment where those opinions can effectively coexist and be grappled with is essential (value systems, intercultural reasoning). In our Sculpture 1 curriculum, we build in activities and projects that help us respect and learn from the diversity of our group (collaboration, intercultural competence). This is scaffolded through group discussion of work that is structured by the artist, and centers on their named goals, objectives or interests. An early collaborative project is utilized to establish comradery and trust with one another in the class – essential to healthy critique and learning environments (teamwork, intercultural reasoning and competence).

In addition, students are provided with several critique models in early projects, each with a clear structure for guiding rigorous and thoughtful discussions (value systems). We build our visual vocabulary over the course, discussing how and why certain sculptures achieve success in terms of the associated visual elements of three-

dimensional objects. Equalizing vocabulary on a formal level sets a standard for discussing how particular elements compound to generate meaning in visual language (collaboration, intercultural reasoning). This foundational vocabulary allows our community to challenge loose language and amplify rigor in future critique conversations. As the curriculum unfolds, students are increasingly challenged to set their own intentions and take responsibility for the direction of their critiques, an essential skill for a contemporary artist.

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/
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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	Randall Wilson
Title	Associate Professor
Phone	310-613-7829
Email	rgwilson@unm.edu

2. Institutional Course Information

Prefix	ARTS
Number	1840
Title	Sculpture 1
Number of credits	3
Was this course previously part of the Gen Ed Core Curriculum?	Yes
General Education Area (select <u>one</u>) See gened.unm.edu and http://assessment.unm.edu/assessment-types/gened-assessment/essential-skills.html for information about content areas	6. Arts and Design

3. Student Learning Outcomes

List all common course student learning outcomes for the course.

(from p. 113 of https://hed.nm.gov/uploads/documents/Course_Catalog_V7.pdf)

ARTS 1840. Sculpture I (*Course Description: This course introduces the student to a variety of medium and techniques used in the production of sculpture; along with the historic, conceptual, and aesthetic foundations of the sculptural process.*)

1. Create a series of pieces that demonstrate a working knowledge of a variety of materials and techniques used in the creation of sculpture
2. Demonstrate the ability to experience and analyze a sculpture, and how to communicate those analyses in a comprehensible manner.
3. Produce objects and analysis that demonstrate a cursory knowledge of historic, and contemporary art practices.
4. Through the creation of a body of work begin to define one's own personal vocabulary in the visual language.

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>.

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.

There are no additional Institution-specific Student Learning Outcomes common to all course sections of ARTS 1840 offered at the institution regardless of instructor.

4. UNM General Education Criteria

Explain how this course will benefit UNM students and why it belongs in the UNM General Education Program.

Not applicable for recertification.

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	
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	
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	
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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. 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.

The three essential skills for **Arts & Design** are

1. Critical Thinking
2. Communication
3. Personal and Social Responsibility

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

1. Critical thinking

Component skills

- Problem solving
- Evidence acquisition
- Evidence evaluation
- Reasoning/Conclusion

ARTS 1840 weaves *critical thinking* throughout the studio course. The art studio critique process, the foundation of studio pedagogy, ensures that each student develops a critical position about their own work, and the work of others, for each assignment. Problem solving: The student, sometimes working with peers, develops through an iterative ideation and refinement process their approach to understanding the “problem” (in sculpture studio, it’s minimally a

project, medium and process). Evidence acquisition: Each student makes multiple passes at responding to the problem as they continue to develop their understanding of it. Students seek inspiration from multiple sources, including historical and contemporary human artifacts, art and artists; and create drawings and models as their ideas develop, which then serve as new evidence. Evidence evaluation: At each step, the student receives critical feedback from the instructor (one-on-one) and often from their peers (one-on-one or small group discussions). The student must consider the feedback and weigh how to respond to it, generating new approaches to the project's development and new evidence for evaluation. At the same time, each student is engaged in providing feedback on others' efforts, learning to articulate meaningful and constructive evaluation of evidence (intersecting with *Communication*). Reasoning/conclusion: At a project's final review, the student presents their work and engages in critical dialogue that may range from development of idea, medium, form, position, and/or message, to manifestation of influences or creativity or conditions, to identification of possible future explorations, and beyond.

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

2. Communication

Component skills

Genre and medium awareness, application, and versatility

Strategies for understanding and evaluating messages

Evaluation and production of arguments

Communication in and through multiple media is woven throughout the studio class. The production and appreciation of art is fundamentally a set of communication practices. Genre & medium awareness, application, and versatility: This threefold skill is practiced through verbal one-on-ones between instructor and student, class discussions with instructor and all-student engagement, and group reviews. Communication in art, and specifically through the practice and art of sculpture, is a focus: how does the artist use the *means and media* of sculpture to develop and convey an idea, a position, a question, or to initiate and engage in dialogue? Discussions are based in the consideration of precedents and developed through the work students are producing. The thematic approach to each offering of Sculpture 1 provides different approaches to developing foundational awareness of genre and medium, application of media, and versatility (see sample assignment). Strategies for understanding and evaluating messages: Students investigate and experiment with how artists (sculptors) create meaning, and how they express that to others through three-dimensional form. By considering one's own response to works of sculpture, and listening to others express their responses, the student artist asks and attempts to answer the question of the role of the artist, art, and viewer in the message or communication act. Students develop as artists and as experiencers of art. Evaluation and production of arguments: Through the studio pedagogy of project-based learning (by doing) and critique, the students learn to evaluate the intent of feedback and weigh its merits, and they produce responses to feedback through iterating their artistic intent as the work develops. Students develop and share critical feedback regarding others' projects and others' positions and learn the value of constructive arguments and alternatives.

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

3. Personal and Social Responsibility

Component skills (choose 2 of the 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 & global

Personal and Social Responsibility is emphasized in Sculpture 1 as collaboration skills, teamwork and value systems and intercultural reasoning and intercultural competence are integrated throughout the studio curriculum. All opinions and perspectives have validity in the space of art; creating an environment where those opinions can effectively coexist and be grappled with is essential (value systems, intercultural reasoning). In our Sculpture 1 curriculum, we build in activities and projects that help us respect and learn from the diversity of our group (collaboration, intercultural competence). This is scaffolded through group discussion of work that is structured by the artist, and centers on their named goals, objectives or interests. An early collaborative project is utilized to establish comradery and trust with one another in the class – essential to healthy critique and learning environments (teamwork, intercultural reasoning and competence).

In addition, students are provided with several critique models in early projects, each with a clear structure for guiding rigorous and thoughtful discussions (value systems). We build our visual vocabulary over the course, discussing how and why certain sculptures achieve success in terms of the associated visual elements of three-dimensional objects. Equalizing vocabulary on a formal level sets a standard for discussing how particular elements compound to generate meaning in visual language (collaboration, intercultural reasoning). This foundational vocabulary allows our community to challenge loose language and amplify rigor in future critique conversations. As the curriculum unfolds, students are increasingly challenged to set their own intentions and take responsibility for the direction of their critiques, an essential skill for a contemporary artist.

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.

Note: Each offering of ARTS 1840, Sculpture 1, has a thematic framework through which the instructor develops the students' knowledge, skills, capacities, and artistic voice. The sample

assignment is from ARTS 1840 Sculpture 1, Fall 2023, the thematic framework of which is “Outerspace.” Setting the theme (from the syllabus):

“An exploration in art of the relationship between imagination and outer space. The ancient and current intersection of science and fiction is the genesis of myths and storytelling. The New Mexico perspective is reflected in numerous legends including Roswell, a city from which the mysteries of a “Visitor” are, to this day, a cultural recognition of fiction and science. Perhaps the potential of space travel is identified by the construction of a Space Port well before the space travel industry existed. There is an incredible amount of attention given to the ancient petroglyphs, depicting space-like creatures and spaceships, prompting beliefs of alien descendants, and very recent revelations of UFOs and extraterrestrials is compounding the interest and wonder of life existing elsewhere other than our solar system.

“This course will reference outer space culture existing in fiction and science. From H.G. Wells to Gene Roddenberry, in film franchises Alien, Predator, Star Trek, and Star Wars, and also in children’s cartoons FireballXL5, Flash Gordon, etc. The wonder of imagination is paramount as the fiction and reality are blurred into a fascination of outer space.”

Assignment 1: Extraterrestrial Portraiture

This is a fantasy of an extraterrestrial portrait in 3d. The scale will be human scale and constructed in Papier Mache. The referencing will be open to each student, cartoon or horror are examples of a wide-open vision. The process will involve sketching and clay modeling. The final sculpture will be a fully painted work of art.

Students are assessed on developing and using the essential skill of communication, and the component skill of genre and medium awareness, application, and versatility. Through one-on-one reviews and group critiques, each student pursues and is regularly assessed on the development of the idea and their vision, as well as a range of application approaches, across the duration of the project. Four media of increasing difficulty (sketching, clay modeling, papier mache forming, and chromatic interpretation through painting) are introduced, practiced, and discussed in application. Students are assessed on the ongoing development of medium awareness and application.

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

2. Institutional Course Informatio

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 gened.unm.edu and http://assessment.unm.edu/assessment-types/gened-assessment/essential-skills.html for information about content areas	1. Communication 2. Mathematics and Statistics 3. Physical and Natural Sciences 4. Social and Behavioral Sciences 5. Humanities 6. Arts and Design 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

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	
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	
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. 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 1589

Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	ARTS
Number	1510
Suffix	-
Title	Introduction to Electronic Arts

A. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. 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.

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

NA

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	http://assessment.unm.edu/
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New Mexico General Education Curriculum Course Certification Form

Application Number 1609

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	ENGL
Number	1323
Suffix	-
Title	Yearbook 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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	ENGL
Number	1323
Suffix	-
Title	Yearbook 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 create digital images, applying concepts relating to digital photographic processes, color theory, and the history and process of photomontage.
2. Students will assess and evaluate the creative work of their peers through both written and verbal critique.
3. Students will research and analyze the creative work of a contemporary artist and write a scholarly paper.
4. Students will choose and develop proposals for two photography portfolios, which they will create, one as a group, and individually.
5. Students will attend school events and take pictures for the school yearbook.
6. Students will interview staff, students, faculty, administration, and athletes to create a spotlight section for the yearbook.
7. Students will create headlines for pictures going in the yearbook.
8. Students will edit and make corrections to their classmates work.
9. Students are required to create 20 spreads for the yearbook.
10. Students will learn the importance of camera etiquette.
11. Students will strategically learn time management and the significance of meeting deadlines.
12. Students will work together as a team, and collaborate efficiently at all times.
13. Yearbook I, students will develop organizational skills, time management, and introduction to Photoshop
14. Yearbook I, students will be introduced to the design of the yearbook, structure of the course, and basic editing skills.

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

1. Students will create digital images, applying concepts relating to digital photographic processes, color theory, and the history and process of photomontage.
2. Students will assess and evaluate the creative work of their peers through both written and verbal critique.
3. Students will research and analyze the creative work of a contemporary artist and write a scholarly paper.
4. Students will choose and develop proposals for two photography portfolios, which they will create, one as a group, and individually.
5. Students will attend school events and take pictures for the school yearbook.
6. Students will interview staff, students, faculty, administration, and athletes to create a spotlight section for the yearbook.
7. Students will create headlines for pictures going in the yearbook.
8. Students will edit and make corrections to their classmates work.
9. Students are required to create 20 spreads for the yearbook.
10. Students will learn the importance of camera etiquette.
11. Students will strategically learn time management and the significance of meeting deadlines.
12. Students will work together as a team, and collaborate efficiently at all times.
13. Yearbook I, students will develop organizational skills, time management, and introduction to Photoshop

14. Yearbook I, students will be introduced to the design of the yearbook, structure of the course, and basic editing skills.

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.*

Yearbook I, is designed to allow students to step out of their comfort zone and discover not only their strengths, but their weaknesses as well. When taking Yearbook I, students walked into the unknown of not realizing their true gifts and talents for photography. Yearbook I Students completed multiple assignments, attended many events, such as: Athletic Events, School Clubs, Leadership Ceremonies, and a Speech and Debate Contest to capture the most inspiring moments, so students, staff, and faculty would have memories for a lifetime. Yearbook I students are required to take pictures at events, upload the pictures in the correct category within the online source we are using: Jostens, Walsworth, or another company the school has chosen. Yearbook I students will assisted with adding taglines for the pictures they took, uploaded, and placed within the yearbook.

Strategies for Understanding and Evaluating Messages—Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with specific stakeholder lens; applying a theoretical lens (e.g., cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Yearbook I, students learned the importance of meeting deadlines when publishing the yearbook, staying on task, and being confident as writers and editors of their own work. Yearbook I, students learned how to communicate with different cultures, create a strategic plan when setting deadlines and interviewing individuals. Yearbook I, students learned how to prepare and organize for an interview. Students created a timeline to meet deadlines within the class, so they did not get behind. Yearbook I, students learned how to upload pictures, edit documents and pictures, and create schedule of events to take pictures. Yearbook I, students attended several events, coordinated with Club Sponsors and Athletic Events, to take pictures for the yearbook. Yearbook I, students grew their confidence a photographer, learned the importance of editing, and became part of a team, rather than using only their photography for the yearbook. Yearbook 1, students looked at other school yearbooks, past yearbooks from the institute, for design and ideas to be innovative within their section of the yearbook. Students created a photography portfolio, students collaborated as a team, prepared and created articles for publication for the yearbook.

Evaluation and Production of Arguments—Evaluate the authority of sources in their won arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

After successfully completing the Yearbook I course, students realized the importance of collaborating and working together as a team. The importance of setting deadlines, using their time wisely, and staying on task. In the end, Yearbook I, students produced a yearbook of 265 pages in length that was distributed to the student body, faculty, staff, and alumni/sponsors. Yearbook I, students gained expertise of which they will take with them as they continue in their academic careers, in their career path of which they have chosen, and in everyday life. The Yearbook I, students helped to design, create, and edit their own work when contributing to the yearbook.

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

Problem Setting—Delineate a problem or question. Students state problem/question appropriate to the context. Several problems occurred during Yearbook I, when doing the yearbook and uploading pictures. Yearbook I, students did not always mark the pictures and upload them in the correct files, so students had to collaborate together and find the correct picture to place on the spread. Students did not always meet the deadlines, so students had to put in extra time on certain days to make up the time missed on assignments. The pictures did not always come out the first time, therefore, pictures had to be retaken.

Evidence Acquisition—Identify and gather the information/data necessary to address the problem or question. The evidence was the pictures were not in the correct location to upload for the publication. Yearbook I, students had to dig deep to find the pictures, then place them in the correct folder. This added extra stress and time on the team, of which could have been avoided.

Evidence Evaluation—Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation. Yearbook I, students learned the importance of being organized, being credible with publishing material, and giving credit where credit was due. Yearbook I, students learned if certain photos were taken by the Athletic Department, then students needed to give credit to them, and not take credit for pictures they did not take. The same goes for students work. Students gave credit to their classmates, if they took pictures for an article, and they did not take the pictures; they could not receive credit.

Reasoning/Conclusion—Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation. Yearbook I, is designed to allow students to be innovative, capture the moments, but tell the story without verbal communication. Yearbook I, is a sign of nonverbal communication, for each picture tells a story. Yearbook I, allowed students to problem solve, while working together as a team. Students learned to edit and review not only their work, but the work of their classmates. Students excelled and wanted to be successful. Students learned that their work was going to be distributed across the campus, and wanted to do it well. Students realized problems would come up, but they quickly learned how to resolve and come up with a solution. Students gained a skillset of which they can take with them for the rest of their lives.

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—Explain a range of personal, social, cultural, or social justice issues as they relate to one’s own or others’ perspectives.

Yearbook 1, students engaged in a wide range of intercultural reasoning and intercultural competence. Yearbook I, students were required to attend athletic events, social events, ceremonies, and school clubs to obtain photographs for the yearbook. Students had to participate in activities and be actively engaged personally, socially, and culturally to hone their expertise while obtaining the correct information needed for their portion of the yearbook. Students realized the significance of understanding how to communicate effectively with their audience, and gained confidence when interviewing subjects for the yearbook. Students gained innovative ideas by stepping out of their comfort zone and discovering their strengths when doing digital photography. Students used their personal innovative ideas to design and implement changes to pictures. Students had to understand the culture to be aware of how to communicate effectively with each subject matter. Socially students engaged in all activities, to put their own twist and ideas to capture the moment to tell a story.

Collaboration skills, teamwork, and value systems—Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with “ethical.”)

Yearbook I, would not be successful if students were not able to collaborate and work together as a team. When taking Yearbook I, it is significant students work together as a team, come together to collaborate, and understand the value of ethical work. Yearbook I, students learned to collaborate, and work together as a team to meet deadlines. Students learned to help each other, to trust each other, and to keep each other accountable and to make sure their work was ethical. Students challenged their classmates to do the best work, as it was representing them as a class, their instructor, and New Mexico Military Institute. Students demonstrated effective and ethical work for publication. Students maintained and set new goals each week. Students stayed on task. Students attended activities and worked together as a team to make success happen in and out of the classroom. Students assessed and evaluated the creative work of their peers through both written and verbal critique. Students chose and developed proposals for their team collaboration portfolio for publication.

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.nmmi.edu/assessment-plans/>

Major McKinney Wright

Yearbook I

Assignment

Check out a Camera from Major McKinney Wright

Please attend an event on campus: **Athletic Event** or a **Club Meeting** and take several pictures of the event.

You will then need to upload the pictures to Walsworth
Step 1: Obtain the Sim Card from the Camera
Step 2: Place Sim Card in SD Card Thumb Drive and Place the Thumb Drive into the computer in the correct location.
Step 3: Go to Yearbook Walsworth Website
Step 4: Click Upload
Step 5: Upload the Pictures you want to upload.
Step 6: Either create a "New" Folder or Select the correct folder to place the pictures you uploaded in.
Step 7: Go and Review your pictures.



New Mexico General Education Curriculum Course Certification Form

Application Number 1610

Institution and Course Information

Name of Institution	New Mexico Military Institute
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edi
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communications
Prefix	ENGL
Number	1333
Suffix	-
Title	Yearbook 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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	ENGL
Number	1333
Suffix	-
Title	Yearbook 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 create digital images, applying concepts relating to digital photographic processes, color theory, and the history and process of photomontage.
2. Students will assess and evaluate the creative work of their peers through both written and verbal critique.
3. Students will research and analyze the creative work of a contemporary artist and write a scholarly paper.
4. Students will choose and develop proposals for two photography portfolios, which they will create, one as a group, and individually.
5. Students will attend school events and take pictures for the school yearbook.
6. Students will interview staff, students, faculty, administration, and athletes to create a spotlight section for the yearbook.
7. Students will create headlines for pictures going in the yearbook.
8. Students will edit and make corrections to their classmates work.
9. Students are required to create 20 spreads for the yearbook.
10. Students will learn the importance of camera etiquette.
11. Students will strategically learn time management and the significance of meeting deadlines.
12. Students will work together as a team, and collaborate efficiently at all times.
13. Yearbook II, students will continue to develop their organizational skills, time management, and increase their knowledge with Photoshop.
14. Yearbook II, students will help Yearbook I students with their design of their spreads, editing, and setting up deadlines for their spreads to be completed.
15. Yearbook II, students will utilize Photoshop to edit pictures for the yearbook.
16. Yearbook II, students will begin to oversee and gain more leadership roles within the classroom, and within the yearbook.

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

1. Students will create digital images, applying concepts relating to digital photographic processes, color theory, and the history and process of photomontage.
2. Students will assess and evaluate the creative work of their peers through both written and verbal critique.
3. Students will research and analyze the creative work of a contemporary artist and write a scholarly paper.
4. Students will choose and develop proposals for two photography portfolios, which they will create, one as a group, and individually.
5. Students will attend school events and take pictures for the school yearbook.
6. Students will interview staff, students, faculty, administration, and athletes to create a spotlight section for the yearbook.
7. Students will create headlines for pictures going in the yearbook.
8. Students will edit and make corrections to their classmates work.
9. Students are required to create 20 spreads for the yearbook.

10. Students will learn the importance of camera etiquette.
11. Students will strategically learn time management and the significance of meeting deadlines.
12. Students will work together as a team, and collaborate efficiently at all times.
13. Yearbook II, students will continue to develop their organizational skills, time management, and increase their knowledge with Photoshop.
14. Yearbook II, students will help Yearbook I students with their design of their spreads, editing, and setting up deadlines for their spreads to be completed.
15. Yearbook II, students will utilize Photoshop to edit pictures for the yearbook.
16. Yearbook II, students will begin to oversee and gain more leadership roles within the classroom, and within the yearbook.

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.*

Yearbook II, is designed to allow students to continue to hone their skills, step into leadership roles within the classroom, and help the new students who are entering Yearbook I. When taking Yearbook II, students are expected to help teach, edit, and create deadlines within the creation of the yearbook. Yearbook II, students completed multiple assignments, attended many events, such as: Athletic Events, School Clubs, Leadership Ceremonies, and a Speech and Debate Contest to capture the most inspiring moments, so students, staff, and faculty would have memories for a lifetime. Yearbook II, will be editing pictures by using Photoshop, correcting grammatical errors, and designing spreads. Yearbook II students are required to take pictures at events, upload pictures in the designated location within the online source the school is using: Jostens, Walsworth, or another company the Yearbook Director has chosen. Yearbook II students will assist with adding taglines for the pictures they took, uploaded, and placed within the yearbook. Yearbook II, students are mentors for the Yearbook I students. Yearbook II students are helping Yearbook I students stay on task and meet their deadlines.

Strategies for Understanding and Evaluating Messages—Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with specific stakeholder lens; applying a theoretical lens (e.g., cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Yearbook II, students continued to learn the importance of meeting deadlines when publishing the yearbook, staying on task, and being confident as writers and editors of their own work. Yearbook II, students learned how to communicate with different cultures, created a strategic plan when setting deadlines and interviewing individuals. Yearbook II, students prepared and organized for interviews. Yearbook II, students created a timeline to meet deadlines within the class, so they did not get behind. Yearbook II, students learned how to upload pictures, edit documents and pictures, and create schedule of events to take pictures. Yearbook II, students attended events,

coordinated with Club Sponsors and Athletic Events, to take pictures for the yearbook. Yearbook II, continued to grow their confidence as photographer, edited pictures and spreads, and became part of a team, rather than using only their photography for the yearbook. Yearbook II, students looked at other school yearbooks, past yearbooks from the institute, for design and ideas to be innovative for their section of the yearbook. Students created a photography portfolio, students collaborated as a team, prepared and created articles for publication for the yearbook.

Evaluation and Production of Arguments—Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

After successfully completing the Yearbook II course, students were prepared to take Yearbook III and became the main leaders within the class. Yearbook III, students took on leadership responsibilities, such as: Assistant Editor and Photography Editor. The importance of setting deadlines, using their time wisely, and staying on task. In the end, Yearbook II, students helped to produce a yearbook of 265 pages in length that was distributed to the student body, faculty, staff, and alumni/sponsors. Yearbook II, students gained expertise of which they will take with them as they continue in their academic careers, in their career path of which they have chosen, and in everyday life. The Yearbook II, students helped to design, create, and edit their own work when contributing to the yearbook.

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

Problem Setting—Delineate a problem or question. Students state problem/question appropriate to the context. Several problems occurred during Yearbook II, when doing the yearbook and uploading pictures. Yearbook II, students did not always mark the pictures they uploaded, nor did they put them in the correct location. Students had to collaborate together and find the correct picture to place on the spread. Students did not always meet the deadlines, so students had to put in extra time on certain days to make up the time missed on assignments. The pictures did not always come out the first time, therefore, pictures had to be retaken.

Evidence Acquisition—Identify and gather the information/data necessary to address the problem or question. The evidence was the pictures were not in the correct location to upload for the publication. Yearbook II, students had to come up with a system, so pictures would not get lost in the future. When losing or misplacing the pictures, this added extra stress to the yearbook staff and extra time, as students had to take extra time to find the missing documents to complete the spreads for the yearbook. Students learned the importance of labeling, uploading in the correct location, and discovering the importance of time management.

Evidence Evaluation—Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation. Yearbook II, students continued to learn to be organized, learning the importance of being credible with publishing material, and giving credit where credit was due. Yearbook II, students learned if certain photos were taken by the Athletic Department, then students needed to give credit to them, and not take credit for pictures they did not take. The same goes for students work. Students gave credit to their classmates, if they took pictures for an article, and they did not take the pictures; they could not receive credit.

Reasoning/Conclusion—Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Yearbook II, is designed to allow students to continue to be innovative, capture the moments, but tell the story without verbal communication. Yearbook II, uses nonverbal and verbal communication, for each picture tells a story. Yearbook II, allowed students to problem solve, while working together as a team. Students learned to edit and review not only their work, but the work of their classmates. Students excelled and wanted to be successful. Students learned that their work was going to be distributed across the campus, and wanted to do it well. Students realized problems would come up, but they quickly learned how to resolved and come up with a solution. Students gained a skillset of which they can take with them for the rest of their lives.

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—Explain a range of personal, social, cultural, or social justice issues as they relate to one’s own or others’ perspectives.

Yearbook II, students engaged in a wide range of intercultural reasoning and intercultural competence. Yearbook II, students were required to attend athletic events, social events, ceremonies, and school clubs to obtain photographs for the yearbook. Students participated in activities and be actively engaged personally, socially, and culturally to hone their expertise while obtaining the correct information needed for their portion of the yearbook. Students realized the significance of understanding how to communicate effectively with their audience, and gained confidence when interviewing subjects for the yearbook. Students used innovative ideas by stepping out of their comfort zone and discovering their strengths when doing digital photography. Students used their personal innovative ideas to design and implement changes to pictures. Students had to understand the culture to be aware of how to communicate effectively with each subject matter. Socially students engaged in all activities, to put their own twist and ideas to capture the moment to tell a story.

Collaboration skills, teamwork, and value systems—Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with “ethical.”)

Yearbook II, would not be successful if students were not able to collaborate and work together as a team. When taking Yearbook II, it is significant students work together as a team, come together to collaborate, and understand the value of ethical work. Yearbook II, students continued collaborate with their classmates, and students outside of class, to gather information needed for the yearbook, and work together as a team to meet deadlines. Students learned to help each other, to trust each other, and to keep each other accountable and to make sure their work was ethical. Students challenged their classmates to do the best work, as it was representing them as a class, their instructor, and New Mexico Military Institute. Students demonstrated effective and ethical work for publication. Students maintained and set new goals each week. Students stayed on task. Students attended activities and worked together as a team to make success happen in and out of the classroom. Students assessed and evaluated the creative work of their peers through both written and verbal critique. Students chose and developed proposals for their team collaboration portfolio for publication.

Information & Digital Literacy. <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	https://www.nmmi.edu/assessment-plans/
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Major McKinney Wright

Yearbook II

Assignment

Check out a Camera from Major McKinney Wright

Please attend an event on campus: **Athletic Event** or a **Club Meeting** and take several pictures of the event.

You will then need to upload the pictures to Walsworth

Step 1: Obtain the Sim Card from the Camera

Step 2: Place Sim Card in SD Card Thumb Drive and Place the Thumb Drive into the computer in the correct location.

Step 3: Go to Yearbook Walsworth Website

Step 4: Click Upload

Step 5: Upload the Pictures you want to upload.

Step 6: Either create a "New" Folder or Select the correct folder to place the pictures you uploaded in.

Step 7: Go and Review your pictures.

You will need to go to one of your spreads assigned specifically to you. Select the correct picture from a file and place it on the spread, edit the picture, then help the Yearbook I students upload pictures to their spreads they were assigned within the yearbook. Show them step by step, as to what they are supposed to do in order to organize and create a spread.



New Mexico General Education Curriculum Course Certification Form

Application Number 1611

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	ENGL
Number	1343
Suffix	-
Title	Yearbook III
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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	ENGL
Number	1343
Suffix	-
Title	Yearbook III

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 create digital images, applying concepts relating to digital photographic processes, color theory, and the history and process of photomontage.
2. Students will assess and evaluate the creative work of their peers through both written and verbal critique.
3. Students will research and analyze the creative work of a contemporary artist and write a scholarly paper.
4. Students will choose and develop proposals for two photography portfolios, which they will create, one as a group, and individually.
5. Students will attend school events and take pictures for the school yearbook.
6. Students will interview staff, students, faculty, administration, and athletes to create a spotlight section for the yearbook.
7. Students will create headlines for pictures going in the yearbook.
8. Students will edit and make corrections to their classmates work.
9. Students are required to create 20 spreads for the yearbook.
10. Students will learn the importance of camera etiquette.
11. Students will strategically learn time management and the significance of meeting deadlines.
12. Students will work together as a team, and collaborate efficiently at all times.
13. Yearbook III, students will continue to develop their organizational skills, time management, and increase their knowledge with Photoshop.
14. Yearbook III, students will help Yearbook I students with their design of their spreads, editing, and setting up deadlines for their spreads to be completed.
15. Yearbook III, students will utilize Photoshop to edit pictures for the yearbook.
16. Yearbook III, students will oversee and be in leadership roles within the classroom, and within the yearbook.
17. Yearbook III, students will have the opportunity to be Photo Editor or Copy Editor

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

1. Students will create digital images, applying concepts relating to digital photographic processes, color theory, and the history and process of photomontage.
2. Students will assess and evaluate the creative work of their peers through both written and verbal critique.
3. Students will research and analyze the creative work of a contemporary artist and write a scholarly paper.
4. Students will choose and develop proposals for two photography portfolios, which they will create, one as a group, and individually.
5. Students will attend school events and take pictures for the school yearbook.
6. Students will interview staff, students, faculty, administration, and athletes to create a spotlight section for the yearbook.
7. Students will create headlines for pictures going in the yearbook.
8. Students will edit and make corrections to their classmates work.
9. Students are required to create 20 spreads for the yearbook.

10. Students will learn the importance of camera etiquette.
11. Students will strategically learn time management and the significance of meeting deadlines.
12. Students will work together as a team, and collaborate efficiently at all times.
13. Yearbook III, students will continue to develop their organizational skills, time management, and increase their knowledge with Photoshop.
14. Yearbook III, students will help Yearbook I students with their design of their spreads, editing, and setting up deadlines for their spreads to be completed.
15. Yearbook III, students will utilize Photoshop to edit pictures for the yearbook.
16. Yearbook III, students will oversee and be in leadership roles within the classroom, and within the yearbook.
17. Yearbook III, students will have the opportunity to be Photo Editor or Copy Editor

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—Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context)

Yearbook III, is designed for students to oversee Yearbook I and Yearbook II students. Yearbook III students must have completed both Yearbook I and Yearbook II. When taking Yearbook III, students are expected to help teach, edit, and create deadlines within the creation of the yearbook. Yearbook III, students completed multiple assignments, attended many events, such as: Athletic Events, School Clubs, Leadership Ceremonies, and a Speech and Debate Contest to capture the most inspiring moments, so students, staff, and faculty would have memories for a lifetime. Yearbook III, students will be overseeing both Yearbook I and Yearbook II students to be sure students are staying on task, editing spreads using Photoshop, correcting grammatical errors, and designing spreads. Yearbook III students are required to take pictures at events, upload pictures in the designated location within the online source the school is using: Jostens, Walsworth, or another company the Yearbook Director has chosen. Yearbook II students will assist with adding taglines for the pictures they took, uploaded, and placed within the yearbook. Yearbook III, students are mentors for the Yearbook I and Yearbook II students. Yearbook III students are helping Yearbook I and Yearbook II students stay on task and meet their deadlines. Yearbook III students are encouraged to apply for the Copy Editor and Photo Editor for the yearbook. Yearbook III students will work directly with the Chief Editor and Assistant Editor to create deadlines for the yearbook staff to complete. Yearbook III students will collaborate and with Yearbook I, II, and IV students when creating their spreads and making corrections to spreads of other students.

Strategies for Understanding and Evaluating Messages—Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with specific

stakeholder lens; applying a theoretical lens (e.g., cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Yearbook III, students continued to learn the importance of meeting deadlines when publishing the yearbook, staying on task, and being confident as writers and editors of their own work. Yearbook III, students communicated with different cultures, created a strategic plan when setting deadlines and interviewing individuals. Yearbook III, students prepared and organized interviews. Yearbook III, students created a timeline to meet deadlines within the class, so they did not get behind. Yearbook III, uploaded pictures, edited documents and pictures of Yearbook I and II students, and created a schedule of events to take pictures. Yearbook III, students attended events, coordinated with Club Sponsors and Athletic Events, to take pictures for the yearbook. Yearbook III, continued to grow their confidence as a photographer, edited pictures and spreads, and became part of a team, rather than using only their photography for the yearbook. Yearbook III, students looked at other school yearbooks, past yearbooks from the institute, for design and ideas to be innovative for their section of the yearbook. Students created a photography portfolio, students collaborated as a team, prepared and created articles for publication for the yearbook.

Evaluation and Production of Arguments—Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

After successfully completing the Yearbook III course, students prepared to take Yearbook IV and worked directly with the Chief Editor and Assistant Editor. Yearbook III, students took on leadership responsibilities, such as: Copy Editor and Photography Editor. The importance of setting deadlines, using their time wisely, and staying on task. In the end, Yearbook III, students helped to produce a yearbook of 265 pages in length that was distributed to the student body, faculty, staff, and alumni/sponsors. Yearbook III, students gained expertise of editing photos, copying photos, time management, and organization. These skills will help them in their academic careers, in their career path of which they have chosen, and in everyday life. The Yearbook III, students helped to design, create, and edit their own work, their classmates, when creating the yearbook.

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

Problem Setting—Delineate a problem or question. Students state problem/question appropriate to the context. Several problems occurred during Yearbook III, when doing the yearbook and uploading pictures. Yearbook I and II, students did not always mark the pictures they uploaded, nor did they put them in the correct location. Students had to collaborate together and find the correct picture to place on the spread. Students did not always meet the deadlines, so students had to put in extra time on certain days to make up the time missed on assignments. The pictures did not always come out the first time, therefore, pictures had to be retaken.

Evidence Acquisition—Identify and gather the information/data necessary to address the problem or question. The evidence was the pictures were not in the correct location to upload for the publication. Yearbook III, students had to come up with a system, so pictures would not get lost in the future. When losing or misplacing the pictures, this added extra stress to the yearbook staff and extra time, as students had to take extra time to find the missing documents to complete the spreads for the yearbook. Students learned the importance of labeling, uploading in the correct location, and discovering the importance of time management.

Evidence Evaluation—Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.

Yearbook III, students learn to be more organized, learned the importance of being credible with publishing material, and giving credit where credit was due. Yearbook III, students learned if certain photos were taken by the Athletic Department, then students needed to give credit to them, and not take credit for pictures they did not take. The same goes for students work. Students gave credit to their classmates, if they took pictures for an article, and they did not take the pictures; they could not receive credit.

Reasoning/Conclusion—Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Yearbook III, is designed to allow students to be innovative, capture the moments, but tell the story without verbal communication. Yearbook III, uses nonverbal and verbal communication, for each picture tells a story. Yearbook III, allowed students to problem solve, while working together as a team. Yearbook III, students developed leadership and communication skills in and out of the classroom. Yearbook III, students edited and reviewed not only their work, but the work of their classmates. Students excelled and wanted to be successful. Students knew their work was going to be distributed across the campus, and wanted to do it with excellence. Students realized problems would come up, but they quickly learned how to resolved and come up with a solution. Students gained a skillset of which they can take with them for the rest of their lives.

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—Explain a range of personal, social, cultural, or social justice issues as they relate to one’s own or others’ perspectives.

Yearbook III, students engaged in a wide range of intercultural reasoning and intercultural competence. Yearbook III, students were required to attend athletic events, social events, ceremonies, and school clubs to obtain photographs for the yearbook. Students participated in activities and were actively engaged personally, socially, and culturally to hone their expertise while obtaining the correct information needed for their portion of the yearbook. Students realized the significance of understanding how to communicate effectively with their audience, and gained confidence when interviewing subjects for the yearbook. Students used innovative ideas by stepping out of their comfort zone and discovering their strengths when doing digital photography. Students used their personal innovative ideas to design and implement changes to pictures. Students had to understand the culture to be aware of how to communicate effectively with each subject matter. Socially students engaged in all activities, to put their own twist and ideas to capture the moment to tell a story.

Yearbook III, would not be successful if students were not able to collaborate and work together as a team. When taking Yearbook III, it is significant students worked together as a team, collaborate, and understand the value of ethical work. Yearbook III, students continued collaborate with their classmates, and students outside of class, to gather information needed for the yearbook, and to meet deadlines. Students helped each other, gained trust from

classmates, and kept each other accountable and made sure their work was ethical. Students challenged their classmates to do their best work, as it was representing them as a class, their instructor, and New Mexico Military Institute. Students demonstrated effective and ethical work for publication. Students maintained and set new goals each week. Students stayed on task. Students attended activities and worked together as a team to make success happen in and out of the classroom. Students assessed and evaluated the creative work of their peers through both written and verbal critique. Students chose and developed proposals for their team collaboration portfolio for publication.

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.nmmi.edu/assessment-plans/
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Major McKinney Wright

Yearbook III

Assignment

Check out a Camera from Major McKinney Wright

Please attend an event on campus: **Athletic Event** or a **Club Meeting** and take several pictures of the event.

You will then need to upload the pictures to Walsworth
Step 1: Obtain the Sim Card from the Camera
Step 2: Place Sim Card in SD Card Thumb Drive and Place the Thumb Drive into the computer in the correct location.
Step 3: Go to Yearbook Walsworth Website
Step 4: Click Upload
Step 5: Upload the Pictures you want to upload.
Step 6: Either create a "New" Folder or Select the correct folder to place the pictures you uploaded in.
Step 7: Go and Review your pictures.
Step 8: Identify errors within spreads and make corrections
Step 9: Make suggestions for classmates for their spreads.

As a Yearbook III student, your main responsibility is to make sure the Yearbook I and II students are staying on task, uploading the correct pictures for each spread. You are to identify each person in the pictures that have been uploaded. You are to use Photoshop and edit pictures on your spread and help to edit pictures on other spreads, organize spreads, and monitor classmates' spreads.



New Mexico General Education Curriculum Course Certification Form

Application Number 1612

Institution and Course Information

Name of Institution	New Mexico Military Institute
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edi
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communications
Prefix	ENGL
Number	1353
Suffix	-
Title	Yearbook IV
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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	ENGL
Number	1353
Suffix	-
Title	Yearbook IV

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 create digital images, applying concepts relating to digital photographic processes, color theory, and the history and process of photomontage.
2. Students will assess and evaluate the creative work of their peers through both written and verbal critique.
3. Students will research and analyze the creative work of a contemporary artist and write a scholarly paper.
4. Students will choose and develop proposals for two photography portfolios, which they will create, one as a group, and individually.
5. Students will attend school events and take pictures for the school yearbook.
6. Students will interview staff, students, faculty, administration, and athletes to create a spotlight section for the yearbook.
7. Students will create headlines for pictures going in the yearbook.
8. Students will edit and make corrections to their classmates work.
9. Students are required to create 20 spreads for the yearbook.
10. Students will learn the importance of camera etiquette.
11. Students will strategically learn time management and the significance of meeting deadlines.
12. Students will work together as a team, and collaborate efficiently at all times.
13. Yearbook IV, students will continue to develop their organizational skills, time management, and increase their knowledge with Photoshop.
14. Yearbook IV, students will help Yearbook I, II, and III, students with the design of their spreads, editing, and setting up deadlines for their spreads to be completed.
15. Yearbook IV, students will utilize Photoshop to edit pictures for the yearbook.
16. Yearbook IV, students will oversee and be in leadership roles within the classroom, and within the yearbook.
17. Yearbook IV, students will have the opportunity to be Chief Editor or Assistant Editor
18. Yearbook IV, students are the main source for Yearbook I, II, III students.

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

1. Students will create digital images, applying concepts relating to digital photographic processes, color theory, and the history and process of photomontage.
2. Students will assess and evaluate the creative work of their peers through both written and verbal critique.
3. Students will research and analyze the creative work of a contemporary artist and write a scholarly paper.
4. Students will choose and develop proposals for two photography portfolios, which they will create, one as a group, and individually.
5. Students will attend school events and take pictures for the school yearbook.
6. Students will interview staff, students, faculty, administration, and athletes to create a spotlight section for the yearbook.
7. Students will create headlines for pictures going in the yearbook.
8. Students will edit and make corrections to their classmates work.

9. Students are required to create 20 spreads for the yearbook.
10. Students will learn the importance of camera etiquette.
11. Students will strategically learn time management and the significance of meeting deadlines.
12. Students will work together as a team, and collaborate efficiently at all times.
13. Yearbook IV, students will continue to develop their organizational skills, time management, and increase their knowledge with Photoshop.
14. Yearbook IV, students will help Yearbook I, II, and III, students with the design of their spreads, editing, and setting up deadlines for their spreads to be completed.
15. Yearbook IV, students will utilize Photoshop to edit pictures for the yearbook.
16. Yearbook IV, students will oversee and be in leadership roles within the classroom, and within the yearbook.
17. Yearbook IV, students will have the opportunity to be Chief Editor or Assistant Editor
18. Yearbook IV, students are the main source for Yearbook I, II, III students.

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—Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context)

Yearbook IV, is designed for students to oversee Yearbook I, II, and III students. Yearbook IV students must have completed both Yearbook I, Yearbook II, and Yearbook III to be enrolled in Yearbook IV. When taking Yearbook IV, students are responsible for editing, creating the book design, making deadlines for Yearbook I, II, and III, and creating a the ladder for the yearbook. This includes what is going to be on each spread, what needs to be in the yearbook, and what is the audience wanting to view within the yearbook. Yearbook IV, students completed multiple assignments, attended many events, such as: Athletic Events, School Clubs, Leadership Ceremonies, and a Speech and Debate Contest to capture the most inspiring moments, so students, staff, and faculty would have memories for a lifetime. Yearbook IV, students will be overseeing both Yearbook I, II, and III. Yearbook IV students are responsible their classmates are staying on task and meeting the deadlines created by the Chief Editor and Assistant Editor. Yearbook IV students are responsible for editing spreads using Photoshop, correcting grammatical errors, and designing spreads. Yearbook IV students are required to take pictures at events, upload pictures in the designated location within the online source the school is using: Jostens, Walsworth, or another company the Yearbook Director has chosen. Yearbook IV students will assist with adding taglines for the pictures they took, uploaded, and placed within the yearbook. Yearbook IV students will assist in tagging pictures for Yearbook I, II, and III students. Yearbook IV, students are mentors for the Yearbook I, II, and III students. Yearbook IV students are making sure Yearbook I, II, and III students stay on task and meet the deadlines created by the Chief Editor. Yearbook IV students will work directly with the Chief Editor and Assistant Editor to create deadlines for the yearbook staff to complete. Yearbook IV students

will collaborate and with Yearbook I, II, and III students when creating their spreads and make corrections to spreads of other students.

Strategies for Understanding and Evaluating Messages—Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with specific stakeholder lens; applying a theoretical lens (e.g., cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Yearbook IV, students continued to learn the importance of meeting deadlines when publishing the yearbook, staying on task, and being confident as writers and editors of their own work. Yearbook III, students communicated with different cultures, created a strategic plan when setting deadlines and interviewing individuals. Yearbook III, students prepared and organized interviews. Yearbook III, students created a timeline to meet deadlines within the class, so they did not get behind. Yearbook IV, uploaded pictures, edited documents and pictures of Yearbook I, II, III students, and followed the deadline timeline created by the Chief Editor Yearbook IV, students made sure all events were scheduled and the deadlines were met to take pictures. Yearbook IV students oversaw students of Yearbook I, II, and III when organizing pictures. Students attended events, coordinated with Club Sponsors and Athletic Events, to take pictures for the yearbook. Yearbook IV, were confident as a photographer, edited pictures and spreads, and became part of a team, rather than using only their photography for the yearbook. Yearbook IV, students looked at other school yearbooks, past yearbooks from the institute, for design and ideas to be innovative for their section of the yearbook. Students created a photography portfolio, students collaborated as a team, prepared and created articles for publication for the yearbook.

Evaluation and Production of Arguments—Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

After successfully completing the Yearbook IV, course students were more prepared of the importance of setting deadlines, using their time wisely, and staying on task. In the end, Yearbook IV, students helped to produce a yearbook of 265 pages in length that was distributed to the student body, faculty, staff, and alumni/sponsors. Yearbook IV, students gained expertise of editing photos, copying photos, time management, and organization. These skills will help them in their academic careers, in their career path of which they have chosen, and in everyday life. The Yearbook III, students helped to design, create, and edit their own work, their classmates, when creating the yearbook.

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

Problem Setting—Delineate a problem or question. Students state problem/question appropriate to the context. Several problems occurred during Yearbook IV, when doing the yearbook and uploading pictures. Yearbook I, II, III, students did not always mark the pictures they uploaded, nor did they put them in the correct location. Students had to collaborate together and find the correct picture to place on the spread. Students did not always meet the deadlines, so students had to put in extra time on certain days to make up the time missed on assignments. The pictures did not always come out the first time, therefore, pictures had to be retaken.

Evidence Acquisition—Identify and gather the information/data necessary to address the problem or question. The evidence was the pictures were not in the correct location to upload for the publication. Yearbook IV, students had to come up with a system, so pictures would not get lost in the future. When losing or misplacing the pictures, this added extra stress to the yearbook staff and extra time, as students had to take extra time to find the missing documents to complete the spreads for the yearbook. Students learned the importance of labeling, uploading in the correct location, and discovering the importance of time management.

Evidence Evaluation—Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.

Yearbook IV, students learned to be more organized, learned the importance of being credible with publishing material, and giving credit where credit was due. Yearbook IV, students knew if certain photos were taken by the Athletic Department, then students needed to give credit to them, and not take credit for pictures they did not take. The same goes for students work. Students gave credit to their classmates, if they took pictures for an article, and they did not take the pictures; they could not receive credit.

Reasoning/Conclusion—Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Yearbook IV, is designed to allow students to be innovative, capture the moments, but tell the story without verbal communication. Yearbook IV, uses nonverbal and verbal communication, for each picture tells a story. Yearbook III, allowed students to problem solve, while working together as a team. Yearbook IV, students developed leadership and communication skills in and out of the classroom. Yearbook IV, students edited and reviewed not only their work, but the work of their classmates. Students excelled and wanted to be successful. Students knew their work was going to be distributed across the campus, and wanted to do it with excellence. Students realized problems would come up, but they quickly learned how to resolved and come up with a solution. Students gained a skillset of which they can take with them for the rest of their lives.

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—Explain a range of personal, social, cultural, or social justice issues as they relate to one’s own or others’ perspectives.

Yearbook IV, students engaged in a wide range of intercultural reasoning and intercultural competence. Yearbook IV, students were required to attend athletic events, social events, ceremonies, and school clubs to obtain photographs for the yearbook. Students participated in activities and were actively engaged personally, socially, and culturally to hone their expertise while obtaining the correct information needed for their portion of the yearbook. Students realized the significance of understanding how to communicate effectively with their audience, and gained confidence when interviewing subjects for the yearbook. Students used innovative ideas by stepping out of their comfort zone and discovering their strengths when doing digital photography. Students used their personal innovative ideas to design and implement changes to pictures. Students had to understand the culture to be aware of how to

communicate effectively with each subject matter. Socially students engaged in all activities, to put their own twist and ideas to capture the moment to tell a story.

Collaboration skills, teamwork, and value systems—Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with “ethical.”)

Yearbook IV, would not be successful if students were not able to collaborate and work together as a team. When taking Yearbook IV, it is significant students worked together as a team, collaborate, and understand the value of ethical work. Yearbook IV, students continued collaborating with their classmates, and students outside of class, to gather information needed for the yearbook, and to meet deadlines. Students helped each other, gained trust from classmates, and kept each other accountable and made sure their work was ethical. Students challenged their classmates to do their best work, as it was representing them as a class, their instructor, and New Mexico Military Institute. Students demonstrated effective and ethical work for publication. Students maintained and set new goals each week. Students stayed on task. Students attended activities and worked together as a team to make success happen in and out of the classroom. Students assessed and evaluated the creative work of their peers through both written and verbal critique. Students chose and developed proposals for their team collaboration portfolio for publication. Yearbook IV students accepted responsibility for failure, and taught classmates how to be successful. Yearbook IV students gained the knowledge on how to be successful in and out of the classroom.

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.nmmi.edu/assessment-plans/
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Major McKinney Wright

Yearbook IV

Assignment

Check out a Camera from Major McKinney Wright

Please attend an event on campus: **Athletic Event** or a **Club Meeting** and take several pictures of the event. Then follow the following steps to upload and make edits to your pictures.

You will then need to upload the pictures to Walsworth
Step 1: Obtain the Sim Card from the Camera
Step 2: Place Sim Card in SD Card Thumb Drive and Place the Thumb Drive into the computer in the correct location.
Step 3: Go to Yearbook Walsworth Website
Step 4: Click Upload
Step 5: Upload the Pictures you want to upload.
Step 6: Either create a "New" Folder or Select the correct folder to place the pictures you uploaded in.
Step 7: Go and Review your pictures.
Step 8: Identify errors within spreads and make corrections
Step 9: Make suggestions for classmates for their spreads.
Step 10: Organize spreads for the yearbook.
Step 11: Help to label each spread in the yearbook.
Step 12: Design spreads you are assigned to.
As a Yearbook IV student, your main responsibility is to edit, create a timeline, help identify students within pictures, and make sure Yearbook I, II, and III students are staying on task. You will need to follow the steps provided and upload your photos, make edits, and help to organize the spreads of the yearbook. You will respond directly to the Chief Editor and Assistant Editor of the yearbook.



New Mexico General Education Curriculum Course Certification Form

Application Number 1614

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	MKTG
Number	2110
Suffix	-
Title	Principles of Marketing
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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	MKTG
Number	2110
Suffix	-
Title	Principles of Marketing

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.

After successfully completing this course the student should be able to:

1. Describe the professional, ethical, and social responsibilities of marketers
2. Explain the role of the product in the marketing mix, including the product life cycle, the relevance of product innovation, and product
3. Illustrate the role of promotion in the marketing mix, including the communication process and the promotional mix
4. Explain the role of price in the marketing mix, including pricing objectives, pricing policies, and pricing methods
5. Describe the operation of channels of distribution and supply chains, including functions of intermediaries and degrees of coverage
6. Define the concepts of target markets and market segmentation with respect to elements of the marketing mix
7. Explain the importance of market research and information systems in supporting marketing decision making
8. Describe the dynamic environment(s) in which marketing decisions must be made

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

NA

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:

Assignments and activities will require that students demonstrate an understanding of adapting marketing techniques to diverse target markets, examining notable successes and failures with regard to demographic awareness in marketing and considering cultural factors in marketing. Students will respond in writing and in discussion to controversies including stereotypes in mascots and branding (of particular relevance to our entirely Native American student body), engagement of companies with socio-political ideologies, the significance of branding and brand-loyalty, issues of cultural appropriation in advertising and marketing, ethical concerns surrounding sponsorship and the use of media influencers, the commodification of tradition into products and “lifestyle”, etc. Students will create

an analysis of how the application of business marketing principals aligned to organizational goals and objectives, combined with efficient use of resources, creates and delivers successful end results.

Strategies for Understanding and Evaluating Messages:

Students will be asked to examine and evaluate real and hypothetical examples of marketing targeted at specific demographics. Students will work in groups to examine and evaluate actual and hypothetical examples. Similar activities involve attempting to identify ideal target markets to receive the promotion of particular products and services. Students will also learn and apply in similar hypothetical examples various techniques of creating and shaping demand. They will also discuss and debate the inclusion of ideological content in marketing and the effectiveness of such techniques with regard to profitability and in regard to producing social change; this will also include the use of marketing techniques for the promotion (but also co-option, appropriation, and commodification) of indigenous causes both historically and in contemporary circumstances.

Evaluation and Production of Arguments:

Students will identify indications of misleading and false advertising, distinguishing the difference between outright falsehood, misleading claims, selective truth, and the use of various techniques of mass persuasion.

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

Problem Setting:

Students conceive the circumstances of their own hypothetical marketing scenario in order to explore potential solutions. Possibilities might include products: marketed to foreign demographics; subject to misinformation or controversy; for which an immediate but unanticipated need has arisen; redesigned after grievous safety failure; including technology entirely unfamiliar to consumers; etc. Other scenarios might include demand creation, rebranding/relaunching, the selection of brand representatives, etc. Students will propose a hypothetical circumstance involving specific challenge, detailing circumstances, potential benefits and difficulties, suggesting at least three possible solutions, supporting each of them based on reasoning and exemplary evidence, but ultimately favoring one of them as likely the best.

Evidence Acquisition:

This course includes numerous assignments and activities that require evidence acquisition, including the collection of information and data through business sources, public records, experimental data, observation from reviewers, the findings of licensure boards, consumer reporting agencies, government regulators, legal records, journalism, and so forth.

Evidence Evaluation:

Students practice and develop the skills necessary to evaluate the quality, accuracy, reliability, and relevance of evidence collected, distinguishing these features from evaluations of how evidence is used, presented, represented, and misrepresented. Throughout the course, they keep records of examples of evidence used in marketing and in marketing research, evaluating the evidence itself and also evaluating its use, categorizing its value and legitimacy in various dimensions including those suggested above.

Reasoning / Conclusion:

Students engage with the contrast between reasoning applied to establish the truthfulness of a claim, or the value and legitimacy of information and arguments based on it, with reasoning applied for the purpose of persuasion and argument. They examine and evaluate reviews of products and responses to various advertising and marketing endeavors, distinguishing the use of rational evaluation and criticism (in the case of some professional reviews) from

examples of irrational or nonrational evaluations and criticisms. They also engage with ways in which some companies have deliberately manipulated or facilitated reviews to the detriment of competitors. This necessarily involves metacognition and reasoning about reasoning but also requires reasoning about the unreasonable and irrational, and their utility in persuasion.

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:

Students will identify and examine how authority and value of information – or the appearance and representation of this – is used for marketing purposes, including the positioning of products and services for specific market industry segments. Because this is often informed and influenced through the use of market research data, students will be introduced to the ways in which such data is collected, used, and evaluated, identifying examples of particular successes and failures in its application. They discuss the ethics surrounding its collection, as well as the potential benefits and detriments to companies and to consumers when the interpretation of such data is used to develop and promote products, including data as a commodity itself, examining possibilities and implications for the marketing of market research. They reflect individually, and write responses regarding, their own reactions to the possibility of the commodification of consumers themselves as the products of mass market research, the aggregation of user data collected by numerous means both explicit and covert, and the possibilities that this offers for novel approaches to marketing. Relatedly, students keep a record of their own responses to marketing.

Digital Literacy:

Students will compare and contrast the “analog” and digital expressions of marketing principles and techniques, identifying marketing methods particularly suited to the digital. They will encounter, categorize, and evaluate various forms of online marketing. They will also, based on secondary sources in comparison with their own observations and experiences, reflect on ways in which the digital environment can radically change the demographics of target markets as well as the relationship of consumers to advertising, including the opportunities and challenges afforded by personalized, user-customized and user-filtered advertising content.

Information Structures:

Information Structures used in marketing help to illustrate the overall market picture and conditions. The market Information structures that will be learned and applied include: internal data, competitive intelligence, and marketing research. Internal market data will collect information about existing and prospective customers. Competitive intelligence activities will provide useful insights to better understand how to improve the marketing mix, product,

price, promotion, and placement. Students examine ways in which collection and analysis of marketing information offer key insights into customer responses.

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
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**Grade Rubric for Business Idea
Marketing Plan (4-5 pages Microsoft word) Assignment**

- | | | |
|-------------|---|-----------------|
| I. | Customer Need Analysis (based upon base level Market Research)
Analyze and description of Customer Marketing Needs
<i>(per multiple paragraph sections following APA Format):</i> | 2 Points |
| | <ul style="list-style-type: none">a. Who the Marketing Customer Are – Target Market.b. Where the Marketing Customers Are.c. How to Reach the Target Market. | |
| II. | Marketing Objectives -Strengths, Weaknesses, Opportunities, Threats Analysis
<i>(per multiple paragraph sections following APA Format):</i> | 4 Points |
| | <ul style="list-style-type: none">a. State the Business Missionb. Determine and explain the Business Marketing Objectivesc. Identify and describe the Marketing Plan:<ul style="list-style-type: none">i. Strengthsii. Weaknessesiii. Opportunitiesiv. Threats | |
| III. | Marketing Strategy with Customer Focus
<i>(per multiple paragraph sections following APA Format):</i> | 2 Points |
| | <ul style="list-style-type: none">a. Describe the Marketing Plan Strategy to Deliver to Customer Needs | |
| IV. | Overall Marketing Plan
<i>(per multiple paragraph sections following APA Format):</i> | 2 Points |
| | <ul style="list-style-type: none">a. Conclusion Summary of the Marketing Planb. Minimum 4 to 5 Pages (following APA Format) | |

Grading Policy:

A =	8 Points or above	B =	7 Points or above -
C =	6 Points or above	D =	5 Points or above
F =	Lower than 5 Points		



New Mexico General Education Curriculum Course Certification Form

Application Number 1615

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	NAVA
Number	1110
Suffix	-
Title	Elementary Navajo
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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	NAVA
Number	1110
Suffix	-
Title	Elementary Navajo

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 a basic understanding of the Navajo sound system, including the sounds of the alphabet: vowel, consonants, diphthongs, high/low tones, nasal, and glottal stop.
2. Obtain and utilize Navajo words and phrases through demonstration of the written and spoken language.
3. Demonstrate the ability to use, combine, and integrate basic grammatical structures into meaningful sentences, including subjects, objects, and verbs.
4. Hold conversations concerning everyday situations with an elementary degree of fluency.
5. Understand and utilize both formal and informal Navajo language, such as ceremonial, classroom, home, and professional settings.
6. Develop an understanding and appreciation of Navajo, including values, traditions, works of art, and individual perspectives on evolving cultures.
7. Utilize critical thinking skills to make thoughtful cross-cultural comparisons and connections among beliefs, social interactions, and cultural practices.

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

- Awareness of Diné language loss and language shift and reclaim Diné language and cultural revitalization.
- Hold conversations concerning everyday situations with an elementary degree of fluency.
- Develop an understanding and appreciation of Diné Bizaad (Navajo Language), including values, traditions, works of art, and individual perspectives on evolving cultures.
- Utilize critical thinking skills to make thoughtful cross-cultural comparisons and connections among beliefs, social interactions, and cultural practices.
- Demonstrate knowledge of Navajo words and phrases through written and spoken Navajo.
- Demonstrate knowledge of Navajo verbs and conjugations through written and spoken Navajo.
- Integrate and apply grammatical structures into simple sentences, including subjects, objects, and verbs.

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:

Students utilize active reading techniques to identify and comprehend main ideas and significant details in both oral presentations and written texts. They must analyze and determine the significance of a literacy text's principal themes and characteristics. Every week, they evaluate the accuracy with which their classmates' read words and edit their classmate's writing. At mid-term, they will compile their writing and assess their work to help them improve and identify areas of challenge.

Evidence Acquisition: Based on this self-assessment, informed by the assessments of their classmates, students practicing writing and applying constructed responses to questions that pertain to their reading and to their own learning process. With practice, they are able to recognize indications of consistent challenges in their learning process and connect these with the methods of language practice most effective for them in self-study and in practice with classmates.

Evidence Evaluation: Next, students evaluate how text supports their future learning and investigation. Students will choose one component that relates to effective Navajo language acquisition. The component will help students practice writing short summaries. In continuing to participate in the review and evaluation of the work of classmates, students will practice noticing consistent patterns of error and comparing these to their own frequent mistakes (especially when aided by their classmates in recognizing and identifying them).

Reasoning/Conclusion:

Based on their reading log and journals, students will write summaries, construct responses, and revise their papers relevant to language development. Students will write two paragraphs in Navajo, focusing on writing skills. The paragraphs are read aloud, and students respond by answering the questions in Navajo. Students will use a Navajo dictionary to help build the skills needed to write a paper. By the end of the trimester, students will articulate a plan for continued mastery of the Navajo language through persistence in the study, practicing with classmates, seeking fluent speakers, conversing, and finding ways to practice the language and improve their language learning, and they will reflectively assess their progress thus far.

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:

Each Diné (Navajo) individual has a role and responsibility within the culture of the Navajo community. Navajo language and culture are essential to experiencing the beauty of the language, culture, tradition, and lifestyle. Students explore and identify three topics relevant to Diné (Navajo) way of life—the topics presented in both oral and written form. Students are encouraged to communicate in Navajo language in cultural, social, and traditional Navajo circles.

Collaboration skills, teamwork and value systems:

Creating Navajo speakers starts with simple conversations; students work individually in learning stations, paired up, and group work to develop everyday situational dialogue. Students create questions and make conversational scripts. Students continue to use the conjugation verb model to converse with classmates. Another learning tool is Total Physical Response (TPR) and other common words and phrases used as language progress charts to record their oral language development throughout the trimester. Students build writing and reading skills when utilizing the language and culture studied with a group that speaks the Navajo language.

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

Digital Literacy:

Students download Navajo fonts to post in a discussion, create blog conversations, and use various media/information to communicate via computer, including smartphones. Students communicate with family and Navajo instructors, record Navajo radio stations, and use the Navajo Times newspaper to communicate. Students reflect on common words used in the digital world. Students become more comfortable using these programs and smartphone apps.

Information:

Students create flashcards, dictionaries, games (quizlet), and digital archives. Students build digital catalogs for future students. The collection consists of phrases, command words, vocabulary words, and making it available online. Identify a mentor to work within their community or with a family member.

Research as Inquiry:

By the end of the trimester, students include a Navajo language goal identifying challenges they faced during the midterm. The goal is to research a topic that was not covered during the trimester, if they gained knowledge of the Navajo language, and if they met their goal. Students will summarize how they will use what they have learned in the future with the help of a dictionary.

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>

Southwestern Indian Polytechnic Institute
NAV 1110
Final Navajo Language Presentation

In this assignment, you will write two paragraphs on a topic of your choice or identify challenges you faced during the trimester. Provide a thoughtful, well-articulated response drawing on prior knowledge and course content. Each paragraph should be written in Navajo. You create a PowerPoint presentation.

The final will consist of providing a 30 minute both oral and written presentation that builds off ideas and concepts you learned from required reading including class discussions and how they relate or play out in the Navajo language. You should be able to demonstrate and articulate the main points. Be as thorough as possible. You are the teacher, how are you going to teach what you learned to your classmates. In your conclusion: What do you recommend for future Dine Language Learners.

Pick from one of the following topics:

- *Personal Story *Clanship *Kinship *Family History *Food
- *Verb conjugation
- *Navajo Government *Navajo Treaty *Navajo Leadership

1. Choose a Title
2. Other requirements:
 - Sentences need to be written in Navajo.
 - 10 sentences per slide in Navajo
 - PowerPoint presentations 8 slides excluding cover page and references= 10 slides
 - Cover page, introduction, references APA format = total 10 slides
 - Post PowerPoint in Brightspace

Navajo Language Final Demonstration Rubric

	Excellent: 15 points	Good: 10 points	Fair: 5 points	Poor: 0 points
Oral Introduction	<ul style="list-style-type: none"> • Greetings • Navajo Introduction • Biography • Family • History of family • Homestead • Title for Project 	<ul style="list-style-type: none"> • Greetings • Navajo Introduction • Biography • Family 	<ul style="list-style-type: none"> • Greetings • Navajo Introduction • Biography 	<ul style="list-style-type: none"> • Greetings • Navajo Introduction • Did not present.
Speaking	<p>Comprehend the main ideas and significant details in written and oral.</p> <p>Discuss ideas, events, or texts successfully in the Navajo language and text.</p>	<p>The student explained in a the final language demonstration, was clear and engaging manner. Student presented the bare facts; there was little creativity in presentation.</p>	<p>The student was not clear in explaining the final language demonstration. There were little to no Navajo incorporated.</p>	<p>The student delivered the presentation. Student was not completely prepared.</p>
Reading	<p>Conduct a grammatical analysis on written work found in the text book.</p>	<p>Student read words and identified characters. Use and describe simple word pronunciations.</p>	<p>Student read words and identified characters.</p>	<p>Student read sentences with minimal Navajo language.</p>

<p>Writing</p>	<p>Comprehend the main ideas and significant details in written text.</p> <p>Student use correct spelling, punctuation, capitalization, grammar.</p> <p>Use correct Navajo fonts. ----</p> <p>Use vocabulary words you learned.</p>	<p>Student use correct spelling, punctuation, capitalization, grammar. Student used correct Navajo fonts to type.</p>	<p>Student use correct spelling, punctuation, capitalization, grammar. Student used correct Navajo fonts.</p>	<p>Student use minimal words and sentence structure in Navajo.</p>
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New Mexico General Education Curriculum Course Certification Form

Application Number 1616

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	SPAN
Number	1110
Suffix	-
Title	Spanish 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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	SPAN
Number	1110
Suffix	-
Title	Spanish 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 can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
2. Students can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
3. Students can write short messages and notes on familiar topics related to everyday life.
4. Students can often understand words, phrases, and simple sentences related to everyday life.
5. Students can recognize pieces of information and some- times understand the main topic of what is being said.
6. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
7. Students can sometimes understand the main idea of what they have read.

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

NA

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: During the trimester, students are required to take notes in the Spanish-only notebook in order to record information related to new words, particular structures (such as a complex sentence using vocabulary in context), listings of words they find challenging to use on a daily basis, the most interesting word (cognates and false cognates), the most challenging feature of the language, and so forth. Every other week, they also record questions

that they have and problems that they experience with certain verb conjugations. For their “Mid Trimester Project,” beginning at the midterm, they select the most challenging lesson or class content as the focus of the project.

Evidence Acquisition: To begin this project, students reflect on what they have learned in the course so far as well as their records of successes and challenges, and discernible patterns in their study, particularly study routines and study habits that appear to be correlated with more or less success. Students then compile a summary of circumstances and situations in which they were particularly successful in their learning and latter acquisition of the language, and identify three techniques or factors so far common to their success.

Evidence Evaluation: Students then assess how these factors might apply to future learning and study, selecting one factor that appears to be the most significant in their successful acquisition of Spanish. This factor becomes the basis of a “Language Acquisition Plan” in which the student predicts study habits, practices, and helpful aids to introduce into their personal study and practice routine. A few weeks after the midterm, having recorded further successes and challenges, student assess the degree to which these methods have improved their learning and acquisition of the language.

Reasoning/Conclusion: Based on their observations and continued records, students determine whether or not their “Language Acquisition Plan” was helpful in improving any aspects of their language acquisition. If so, students prepare a brief summary of these benefits and changes and then, with the help of a dictionary, they write a paragraph in Spanish describing their success. The grammar structure used in this paragraph shall cover the contents of the lessons studied in class. This paragraph is then read aloud to the class, and each listener attempts to write their own translation and/or summary of what they heard. This activity then concludes with a discussion about study skills and language acquisition.

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: In order to facilitate their appreciation of the cultural contexts in which the Spanish language is important, students complete a “Spanish 1110 Culture Project,” in which they identify and examine and share with the class at least three contexts in which the Spanish language holds cultural significance. While it is unlikely that Spanish 1110 students will develop sufficient proficiency to do this entirely in Spanish, all cultural contexts presented must be associated with Spanish vocabulary, Spanish terminology, and/or Spanish expressions. Personal relation to the material along with intercultural reasoning and competence is enhanced by the requirement that anything presented be compared and contrasted to equivalent contexts in the student’s first spoken language.

Collaboration skills, teamwork, and value systems: In order to prepare students for simple conversational interactions, students work together in pairs and groups to create everyday-style “dialogue exchanges” and “conversational

templates” rehearsed as scripts and then performed before the class, which attempts to follow along in translation and then summarize in Spanish what they heard. The text of the conversational exchanges is submitted to the instructor and also shared with the class. Later in the course, these exchanges are redistributed to different students than their authors, by now in different arrangements of group. The exchanges are performed again along with the practice of attempting to summarize their meaning. Students reflect on their presumably increased understanding of the exchanges.

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

Digital Literacy: Students attempt to communicate online in Spanish and record the results. This could involve visiting forums, posting on comments threads, interacting in chat, and so forth. Students share the records of their attempts at online communication and look for common patterns in success and failure, reflecting in discussion on the experience.

Information Structures: Students collectively compile in flashcards a vocabulary and phrase collection comprised of useful phrases and words they encounter, particularly from course materials but also from popular media in Spanish. This is stored on the online course platform and directly accessible to students; it can also be used in a wide variety of activities and assignments.

Research as Inquiry: Students include a “language research goal” in their Language Challenges Journal at the midterm. This goal is the one most important thing they would like to learn about the Spanish language in the remainder of the course. At the end of the course, they reflect on whether they met their goal, how and why this is so, and whether this is the goal that they would have chosen to focus on if they knew how much they would have learned by the end of the course. They summarize their reflections in Spanish, with the aid of the dictionary, as part of their final work in the course.

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
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Comprehensive Assessment: Final Reflection

This Final Reflection is to be written entirely in Spanish, but you are permitted the use of your dictionary.

Address the following questions:

- 1) Did you meet your Language Research Goal? If so, how?
- 2) Why did you succeed or fail?
- 3) Why did you choose this goal?
- 4) In retrospect, would you still have chosen this goal if you knew how much you would learn by the end of the course? Why or why not?
- 5) What is the most useful Spanish phrase you've learned, and why?
- 6) Describes the ways you succeeded in communicating in Spanish online.
- 7) Describe an unsuccessful attempt to communicate in Spanish online. What happened and why?
- 8) What is the most important thing you have learned about culture in the Spanish-speaking world? What is the most interesting thing? What is the most surprising thing?
- 9) If you could discuss any complex subject in Spanish, what would it be, with whom would you want to talk, and why?



New Mexico General Education Curriculum Course Certification Form

Application Number 1617

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	SPAN
Number	1120
Suffix	
Title	Spanish 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	
Number	
Suffix	
Title	

New Mexico Common Course information

Prefix	SPAN
Number	1120
Suffix	
Title	Spanish 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 can participate in conversations on a number of familiar topics using simple sentences.
2. Students can handle short social interactions in everyday situations by asking and answering simple questions.
3. Students can present basic information on familiar topics using language they have practiced using phrases and simple sentences.
4. Students can write briefly about most familiar topics and present information using a series of simple sentences.
5. Students can understand the main idea in short, simple messages and presentations on familiar topics.
6. Students can understand the main idea of simple conversations that they overhear.
7. Students can understand the main idea of short and simple texts when the topic is familiar.

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

NA

C. Narrative

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

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

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

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

Critical Thinking

Problem Setting: In order to develop their critical thinking skills, students are required to select topics for short essays written in Spanish that require the use of sentences, phrases, vocabulary, and expressions learned in class. This provides students with the best tools to access available knowledge and produce a desired and creative written composition. At the same time, their problem-solving skills will help them enhance the skill of communicating effectively to the best of their abilities.

Evidence Acquisition: Students practice acquiring information in Spanish throughout the course, which is taught in Spanish as much as possible. Students consequently develop the skills necessary to acquire significant information and instructions in the language that they are learning, ultimately producing the effect of acquiring information experientially and performed at their best level possible.

Evidence Evaluation: Information within the course, particularly new phrases, vocabulary, and concepts, is organized by association to particular locations, situations, or scenarios. As students orient themselves within the course and within its practice in a predominantly linguistically unfamiliar environment, they identify information that is relevant and useful for the purpose of communicating desired content, setting aside other information in order to facilitate accomplishing desired communication goals despite the restrictions of limited vocabulary and context.

Reasoning/Conclusion: Students learn to reason effectively concerning communication decisions in a still-unfamiliar but increasingly accessible language, choosing words, phrases, topics, and expressions with greater effectiveness as a result of reflecting on their chosen essay topic and having acquired the necessary context to articulate meaningful statements within that area.

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

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

Intercultural Reasoning and Intercultural Competence: Students independently increase their exposure to Spanish by selecting Spanish media for personal consumption and then reflecting on that material, in Spanish, in journals, writing, and discussion. They are given prompts (in Spanish) asking them to relate to the material personally based on their own experience, which necessarily results in reasoning interculturally through the context of media products. Students also write reviews of such material in Spanish. In the same token, students are also instructed to watch, listen to, and read already familiar English media products in translation, with subtitles, and so forth. This exercise also requires intercultural reasoning and intercultural competence in order to select viable material and also appreciate the context of translation and adaptation; it also facilitates better intercultural reasoning for students encounter alternate expressions and ways of framing familiar experiences.

Collaboration skills, teamwork, and value systems: Because the course is conducted in Spanish as much as possible with the intention of simulating, if not replicating, an immersive environment, students practice enhancing the ability to collaborate based on shared rapport and mutual identification with the challenges of communicating and sharing in an unfamiliar linguistic setting. In addition to the predictable consequences of a small group of students mutually benefitting from helping each other learn, which entail spontaneous collaboration and the values emerging from shared experience and challenge, this course deliberately facilitates such collaboration and teamwork by having students accomplish tasks in groups, play games (sometimes collaborative, sometimes competitive), produce tangible items, and solve puzzles while being required to communicate exclusively in Spanish.

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

Digital Literacy: Students are assigned diverse familiar tasks to accomplish in digital environments entirely in Spanish, including but not limited to various web-browsing and research activities, locating content to download, finding travel information, participating in online forums, locating instructions, finding videos, playing games, and so forth.

Information Structures: Students are directed to form and share their own thematic compilations of Spanish words, phrases, idioms, and expressions all related to the same context, theme, activity, location, and so forth. These compilations are organized by the class as a group into larger categories and used as references for various individual and group assignments and activities throughout the course.

Research as Inquiry: Students are expected to gain more information about learning and speaking Spanish by forming questions about the process in Spanish and interpreting answers given in Spanish. This fosters an effective research process in the form of performative feedback, which offers students a superior exchange for language acquisition.

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>

Comprehensive Assessment : Final Essay Examination

[note to committee of reviewers: the following instructions would all appear in Spanish]

Write an essay of at least five hundred words that compares and contrasts the most challenging and complex entertainment media that you watched and/or listened to in Spanish without the aid of any English translation, and that was originally presented in Spanish, with the most similar work in English of which you are aware. You will be graded on accuracy, readability, authentic style and usage, and level of detail. You are not permitted to use your dictionary, but you are allowed to use the thematic compilations created by you and your classmates.

This essay must be finished before the conclusion of today's class session.



New Mexico General Education Curriculum Course Certification Form

Application Number 1618

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	MGMT
Number	2110
Suffix	
Title	Principles of Management
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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	MGMT
Number	2110
Suffix	-
Title	Principles of Management

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.

Students should be able to:

1. Explain the major functions of management including planning, organizing, communications, controlling, motivating, leading, and staffing.
2. Recognize major developments in the history of management thought.
3. Describe the basic managerial processes including decision-making and other key skills necessary for managers to perform their roles.
4. Identify an organization’s stakeholders and the importance of social and ethical responsibility of managers.
5. Explain the formulation and implementation of strategic planning, including the relationship between goals, plans, vision statements, and mission statements.
6. Describe the strategies managers use to help organizations adapt to changing internal and external environments.
7. Explain organizational change, forces for change, sources of resistance to change, and the techniques managers can use to implement and facilitate change

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

NA

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 practice business communication in various simulated scenarios requiring cultural awareness, versatility and adaptability through on-going application and execution of developed skills including the assessment of the commercial and cultivate environment and setting, awareness and understanding of the needs and expectation of the target audience, and the necessity of creating an inclusive team environment aligned with a business organization’s mission and values. They will familiarize themselves with, and rehearse the execution of, versatile communication techniques sensitive to the nuances of increasingly diverse, multicultural work environments, including methods of

communication that enhance positive and productive engagement with colleagues and customers in a style consonant with organizational values and interpersonal respect. Because our student body is entirely Native American, methods of intercultural communication in business settings are of particular relevance and interest; the diversity of intertribal (and sometimes intratribal) culture and the ways in which it interacts and intersects with other local and nonlocal cultural, linguistic, and social groups in business settings is not only a frequent demonstrative example but a consistent reference throughout the course for students in their own reflections. Students apply their understanding of business management principles in written and oral communication, individually and in groups, in scenarios that require its application to organizational goals and objectives.

Strategies for Understanding and Evaluating Messages:

Students learn and apply methods and techniques that assist in assimilating and organizing information presented in various modes relevant to business management and related communication. These range between informal and formal communication styles within workplace settings to the best approaches for addressing customer concerns. This also includes learning methods that facilitate clear, simple, and effective communication and diffuse tension, including the skill necessary to identify key problems raised in conflict and disagreement. Similarly, students will practice recognizing and identifying points of intersection between otherwise conflicting arguments, as well as minor discrepancies in context or content from which more significant misunderstandings can later arise.

Evaluation and Production of Arguments:

Students learn and develop frameworks to identify argument clarity, premise, logic, and relevance in various business circumstances, including performance evaluations, team reports, action plans, committee recommendations, mission and vision statements, and numerous other specific categories and subcategories of management-relevant activities. Once they have become familiarized with sufficient examples that they can effectively identify and evaluate them, learning to recognize when they contain misdirective language, misleading claims and misrepresentations, and various fallacies – particularly those that conflate fact and opinion -- they create their own such examples in response to various hypothetical scenarios and situations, whether these are simulated live in the classroom, conducted via Zoom and email, or represented through group projects and activities outside of class. Ultimately, these entail the creation of proposals, reports, and agendas that address potentially complex, tricky, controversial, and contentious circumstances that require careful and precise communication ranging from the informative to the persuasive.

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

Problem Setting:

Students examine hypothetical scenarios in which conflicting information is not easily reconciled, such as situations in which employee collaborations have failed for unclear or misidentified reasons, or situations in which nebulous and ill-defined goals are presented by upper management with the expectation of their concrete solution. This contrasts with identification and construction of well-formed goals that can be concretized, measured, and subjected to self-reflection, including examples of methods by which businesses have successfully developed such, including the techniques of renowned and influential managers, theorists and practitioners of management, and famed and/or successful innovators in business.

Evidence Acquisition:

Students will study, examine, and evaluate examples and methods through which relevant information can be collected effectively and reliably, including employee and customer feedback, performance reviews, retrospective analysis of success and failure, specific situational responses, psychological profiles, statistics and modeling, research

experiments, workplace observations and evaluations, interview, public resources, and methods by which data itself is licensed, purchased from providers, and so forth.

Evidence Evaluation:

Students present, summarize, and interpret business-related data, practicing the recognition of distortion through bias in data collection applying the skills necessary to recognize which data is relevant. This includes exercises of data extraction, source evaluation, identification of potential information distortions, and consideration of multiple interpretations.

Reasoning / Conclusion: Students identify solutions to hypothetical challenges of business management that require multiple approaches: establishing consensus through discussion, dialogue, persuasion, and debate, or the development of multiple alternative potential responses and plans of action. Students' reasoning skills are refined and tested in being presented with scenarios that are not only challenging hypotheticals but deliberate dilemmas in which no entirely desirable outcome is readily apparent. Students examine their rationale for choosing as they did, address the likely consequences, and engage the necessity of contingent planning. Selected examples are drawn from actual or likely circumstances that pertain to indigenous, Native American, and tribal institutional challenges and conflicts. Students also participate in occasional "management dilemma mini-projects", including the analysis and evaluation of an actual business's success or failure in dealing with a significant dilemma and a presentation of their own hypothetical alternative solution. In another multi-group-activity, students pose dilemmas to other groups, who can propose responses to be evaluated by a third group; live versions of this activity might be timed or include randomized elements so that students learn to relate adaptive, pro-active thinking to situationally-specific communication styles that require group collaboration.

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:

Some of scenarios and dilemmas include ethical dimensions engaging students' moral principles, provoking self-reflection and self-examination. Multiple approaches to ethical reasoning in business are presented, including fairness, equity, diversity, inclusion, well-being, potential, and thriving. The impact of business activities within and beyond professional environments is addressed, as well as the significance of business relationships between employers and employees, vendor contractors, and stakeholders. Distinctions between concepts of the unethical and the illegal are addressed, discussed, and debated in class and also addressed in written response. Students articulate their own perspectives concerning the relationship (if any) between their own ethical positions and reasoning and the way that they ethically evaluate business decisions. Students compare and contrast various indigenous and Native American ethical orientations with the ethos of Western and globalist business interests, as well as other non-Western (but also not indigenous) ethical models that pertain to business activities, including various ideological and cultural approaches, historical and contemporary. Students ultimately propose a possible model of indigenous business ethics that they (and their classmates) can support and/or critique.

Collaboration Skills, Teamwork, and Value Systems:

Students examine the importance of teamwork and collaboration in the management of business and its close alignment with organizational strategies, values, and mission, reflecting on and self-evaluating their engagement with qualities of open-mindedness, communication, adaptability, organization, time management, creativity, and trust. This supports their study and practice – reflected in personal self-analysis activities such as “Quality Self-Inventory” – of methods and techniques that have been developed by business theories and performance experts to increase these qualities. They compare and contrast these with traditional methods of enhancing those qualities derived from indigenous traditions; students are encouraged (though not required) to identify comparable methods from their own traditions and/or develop methods and techniques for self-development based on their own understanding of, and experience with, their own or other indigenous traditions that interest them. This Quality Self-Inventory is accompanied with an Ethical Value Diary in which students identify ethical qualities and virtues that they regard as significant to their own development and performance and/or that are cultivated within their cultural traditions, comparing and contrasting their impact with various values, virtues, and characteristics that are promoted, cultivated, and encouraged in mainstream business culture. They record the results of the self-application of various methods and techniques claimed to cultivate such qualities, traditional or otherwise. This might include popular trends such as “mindfulness”, traditionally-inspired (but contextually universalized) techniques such as the “incremental self-improvement” developed from Japanese methods, but also traditional indigenous and/or Native American approaches. Ultimately, students propose approaches through which collaborative business leaders can embrace change, new ideas, and challenges while continuing to cultivate their own virtues and values in a way that simultaneously encourages and furthers ethical vision and practice on an organizational level.

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://4.files.edl.io/787b/08/15/19/035151-fb2f656e-d695-4a75-b9a8-9431e7379251.pdf>

Business Social Responsibility Research Essay and PowerPoint Presentation

Identify and Research a Business, evaluating the extent to which the company balances profitability and social responsibility.

Deliverables: (1) 1000 word minimum paper in APA format. Adhere to the following outline.

- a. **Introduction (20 Points):** Begin with a description of the company or organization you have researched, including how long it has been in operation, its milestone achievements, and its primary purpose and/or mission. Be sure to identify its location(s) and its form of ownership: private, sole proprietorship, partnership, LLC, corporation with stock Investors, non-profit organization, etc., as well as the number of employees. Also assess the extent to which the company's policies are influenced by social and/or political concerns regarding diversity and/or similar concepts, and identify any specific examples, including the company's telecommuting/telework policies, flexibility of working hours, childcare considerations, etc. From these examples, proceed to examining its recruitment policies on a larger scale, and also identify any special incentives, internships, scholarships, etc. that it offers, particularly to specific categories or demographics of recipient, and ultimately consider larger-scale considerations such as the extent to which the company embraces ecological and other global concerns. Conclude the introductory paragraph with an evaluation of the extent to which the company is or is not contributing positively towards the greater good *as you define it* (and you should define it clearly). This evaluation becomes your thematic statement that should be consistently supported throughout your essay.
- b. **Thematic Statement Supporting Paragraph (15 Points):** Evaluate the extent to which the company or organization prioritizes profit, being sure to identify whether the company's general primary priority is maximizing profit or instead whether the company's ultimate orientation is toward some other goal toward which its profits are directed. You should also assess whether or not the company actually *is* profitable, giving as detailed an analysis as possible of its operational costs; also examine the extent to which it is *successful* in promoting and/or achieving any other goals that you've identified. Give specific and concrete examples concerning its financial circumstances, achievements, successes, and failures, and do the same for other goals – the more specific and measurable the better. If the company is publicly traded, include its stock data for the past year. Be sure also to examine the extent to which any such ultimate goal is openly stated and promoted by the company as such, or whether it is instead officially distinct from the company, or entirely unstated but instead the major priority of the company's owners, founders, backers, major shareholders, etc. Further, to what extent is the company's pursuit of profits consonant with that goal? Does the content of the goal limit, constrain, or shape the way the company pursues its profits, or are the two orientations treated as independent of each other? If the company focuses only on profit and has no greater goal, to what extent does this exclusive focus on profit disregard social responsibility, legal ramifications, (inter)national and/or global concerns, etc? Contrarily, if you evaluate the company as demonstrating genuine interest in a goal that completely transcends concerns of profitability, how does this influence, affect, enhance, or hinder the company's ability to make a profit and thrive

commercially? Be sure to use specific examples to support your evaluation in this regard and explain why they fit the interpretation that you are proposing. Also note that *this* section of the paper should be primarily descriptive and examine the company's consistency with regard to its own pursuit of profits and/or other goals, stated or otherwise. Your own judgements regarding the social benefits or harms of such goals belong in the *following* paragraphs.

- c. **Advertising, Marketing, and Promotion Analysis (15 Points):** Identify and analyze the organizations primary customer base as well as identifying significant demographics that are likely to be secondary and tertiary customer bases. Explain how the company represents itself and promotes itself to its customers, including how it retains customers that are already established as well as attempts to expand and/or broaden its customer base. Here, you should analyze the techniques that it uses as well as any historical successes and failures that it has had in this area; specific data will enhance your description. After this analysis, you should also identify its primary *competitors* and address its response (or lack of response) to them. Conclude this section with an assessment of its historical and current overall success in this area.
- d. **Further Body Paragraphs of the Essay (15 Points):** Write two or more paragraphs that explain and support your further observations about the benefits and harms that the company produces. You can structure your argument however you think will be most effective and persuasive but it is important that even if you find multiple examples of benefit and harm, you come to a general conclusion as to whether the balance of the company's effects are primary helpful or primary harmful. It is within these two paragraphs that you should also be explaining *and justifying* your own assessment regarding whether or not the company's own aims are beneficial or harmful, and whether or not any benefit or harm produced by the company is in fact consistent with those aims.
- c. **Recommendations (15 Points):** Write one or more recommendations that you think the company chosen could potentially implement to produce more social benefit than it currently does. The best recommendations will be those that you believe would be socially beneficial *as well as in line with the company's own aims and profitability*. If this is impossible (perhaps because the company's aims beyond profit are entirely contrary to what you believe to be socially beneficial), instead argue that abandoning these aims would be *more profitable* than pursuing them and present reasons to support this position. If the company's aims are already beneficial, your suggestions should be oriented toward achieving them even more effectively and/or profitably. If the company has no aim beyond profit, present suggestions that could persuasively advocate that adopting such aims would ultimately increase the company's profits. If no such specific arguments present themselves, or if it is impossible that a socially responsible approach would ever be more profitable to the company within its field, instead use this paragraph to elaborate on how the integration of positive measures into business in general can also serve the community at large (and how this could increase potential avenues of profit in the long run) *and* make arguments (using impactful examples) that the *failure* of company's to take this into account and/or pursue shorter-term profits in disregard of such considerations can backfire spectacularly and potentially bring companies to ruin – either due to the damage to their own reputation, the incitement of public condemnation and government regulation, or such detriment to their own society that their market is irreparably damaged. If you've chosen a

multinational corporation, you may need to be especially creative and think globally in these arguments.

- e. **Conclusion Summary (15 Points):** Write a paragraph that briefly summarizes your evaluation, and extend your argument beyond the single example that you've chosen to suggest arguments about how business organizations could or should balance the need to be profitable while also benefiting society as a whole. Ideally, you can find arguments that these two incentives not only need not be in conflict, but ultimately complement each other.

(2) Fifteen minute PowerPoint presentation: This presentation should cover any significant points from your paper, which will require you to assess which points are significant, and how they can be most efficiently presented. Ensure that your slides *complement* rather than *detract from* your presentation, and remember to take into account what you have learned this trimester regarding effective business presentation style with regard to what you present orally, what you present visually, and what you leave indicated as references for post-presentation follow-up by your audience. Your presentation will be evaluated for effectiveness and persuasiveness as well as accuracy.



New Mexico General Education Curriculum Course Certification Form

Application Number 1619

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	BUSA
Number	1110
Suffix	-
Title	Introduction to Business
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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	BUSA
Number	1110
Suffix	-
Title	Introduction to Business

A. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Explain how business and entrepreneurship affect the quality of life and the world around us.
2. Explain the characteristics of the different forms of business ownership.
3. Perform basic stakeholder analysis concerning accountability, ethics and social responsibility of business.
4. Demonstrate knowledge of the various dimensions of the business environment including political and legal, socio-cultural, environmental, diversity, economic, technological, and global.
5. Describe the purpose and functions of finance, operations, marketing, management, accounting, and information systems.
6. Demonstrate basic skills such as use of common business terminology, information search skills, presentation and writing skills, and team skills.
7. Describe the purpose and content of a business plan.

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

NA

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 are introduced to business terminology, which they practice employing in in multiple modes of communication including oral presentation in person and online, written communication in various formats and styles for consumption as notes in live meetings as well as numerous categories of business documentation. They are also asked to adapt their communication to multiple audiences in activities that simulate business communication in diverse circumstances. This includes not only audiences in different business roles, but also audiences of diverse backgrounds. As our student body is entirely Native American, this offers the opportunity for students to engage in discussion and reflection regarding their own experience of how cultural and subcultural differences can affect

professional communication. Further, because this course also introduces students to the intersection of business with politics, law, journalism, media, society and culture, as well as frequent scenarios in which such interaction occurs – particularly in controversies relating to the environment, technological development, government regulation, and global sociocultural concerns – students also engage in activities and simulations that address the effect of these other contexts on business communications and representations. Modes of communication that favor and foster diversity, equity, and mutual respect will be contrasted with others that do not; further, the effect of the regulation of speech (whether popular or governmental) on business activities will also be discussed.

Strategies for Understanding and Evaluating Messages:

While stakeholder analysis is iconically specific to this component skill, as well as a significant course content skill practiced throughout the course, other approaches to communication analysis will also be included. This applies particularly to student analysis of texts that examine business and commerce from specific disciplinary, academic, scholarly, ideological, and political perspectives. It also applies to cross-cultural comparisons and contrasts with regard to the role of business and commerce, inter-culturally as well as intra-culturally. Students will compare and contrast indigenous and Native American perspectives on business and commerce, and their cultural role and significance, with dominant Western and globalist models, as well as alternative cultural models.

Evaluation and Production of Arguments:

Students will routinely encounter and provide interpretive arguments about the role, significance, and influence of various factors and agents affecting business and commerce. This course includes basic concepts and terminology, but it also requires reflection and discussion regarding theoretical perspectives of historical importance to the development of business as well as those that are currently influential. Because such sources are frequently laden with bias and subjectivity, and often characterized by deliberate distortions, misinformation, propaganda, and fallacy, as well as contradicting each other (and sometimes themselves) while championing the trends and fads of their time, students will have numerous examples and ample opportunity to practice identifying such faults in arguments and also advance their own contrary interpretations. Further, students will examine how and why sources that are not willfully mendacious can still disagree vehemently concerning the role and significance of business and commerce in any and all dimensions of life, and they will respond in writing and discussion to this contrast.

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

Problem Setting:

In a series of course sections focusing on the relevance of business and commerce to other areas of life and society, students select and/or pose questions for discussion, identify possible problems and conflicts worthy of examination and analysis, and reflect on possible topics of controversy. These become the basis of student responses, reflections, and essays, and this practice gives students sufficient experience with the process of problem setting to recognize a viable paper topic and formulate a thesis.

Evidence Acquisition:

Students will be introduced to a variety of sources that contain information and data useful in business study, ranging from academic, scholarly, and theoretical sources, to professional analysis, critical review, disciplinary research, and statistical data, to popular journalistic and media representations that often have significant impact on popular perspective, which reciprocally influences institutional and political factors. Students will practice identifying the best sources to answer sample questions and then practice finding information that will answer questions that they have

posed in discussion; eventually, they will select and consult sources themselves in order to advance their understanding of chosen topics and support their own written and orally presented interpretations.

Evidence Evaluation:

The critical importance of bias detection in business studies suggests a consistent focus on developing this skill throughout the course. Students are routinely asked in discussion and in their written responses to consider multiple interpretations, motives that might support each, and identify who benefits from such interpretations and in what way. They are introduced to the centrally important concept of the “conflict of interests” and presented with a variety of examples ranging from the misleading to the criminal that demonstrate its importance; they also practice responding to potential conflict of interest scenarios presented as hypothetical, and ultimately create their own such scenarios along with explanations of how and why these could be resolved, avoided, or professionally, ethically, and responsibly addressed. They share these in activity and discussion, in order to develop even more practice with this significant skill.

Reasoning/Conclusion:

Students are always expected to support their claims with logical consistency, reasoned evidence, and coherent argumentation. This skill is practiced routinely in writing assignments and encouraged in discussion, but it is particularly honed and exercised in structured debates in which students alternately take conflicting sides of a controversy relating to business and commerce. The selected series of controversies are deliberately chosen based on current, highly contentious issues. The follow-up assignment to this series of activities is not written variations on the same lines, but instead the assignment to select a controversial business-related issue relevant to Native American concerns and argue as effectively as possible whatever position that the student wishes to support.

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:

This course introduces students to the widely varying ways that the concept of ethics is used and misused in business and commercial environments. While they practice making and responding to arguments that attempt to support a variety of interpretations of business ethics, they also examine traditional indigenous and Native American approaches to the same activities and dimensions of culture and examine problems and questions of business from those perspectives in discussion and writing.

Collaboration skills, teamwork, and value systems:

Because business success frequently depends on the ability to collaborate with others, students will engage in multiple low-stakes projects that require collaboration and teamwork to complete effectively. They will subsequently reflect on the process and experience of collaboration, identifying ways in which they can collaborate more effectively.

Information & Digital Literacy. <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	https://4.files.edl.io/787b/08/15/19/035151-fb2f656e-d695-4a75-b9a8-9431e7379251.pdf
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**Grade Rubric for Business Idea
PowerPoint Presentation Assignment**

- I. Think of a Business Idea (for this New Business Generation Assignment) 2 Points**
 - a. Come up with a business idea or product and/or service, or find a solution to a customer need.
 - b. What do you like to do? What kinds of things can you do that are pretty good? Do you have a hobby? What kind of Web site would you like to have? Try to be clear about the purpose of your business idea. What do you want to have at the end - A product design, or provide a business service (or both).
 - c. Develop slide 1 for the PowerPoint assignment presenting the Business Idea

- II. Determine if the Business Idea Fills a Need, Solves a Problem, or Creates Interest 2 Points**
 - a. Identify and explain a problem or need that your business idea could solve.
 - b. Explain how your new business idea could potentially fill the need or satisfy what customers want.
 - c. Develop slide 2 for the PowerPoint assignment presenting the Business Need, problem that the Business Solves, and / or Customer Interest.

- III. Determination of Business Idea Potential Customers – Target Market 2 Points**
 - a. Determine the most likely customers or target market.
 - b. Who would buy the products and/or business services?
 - c. Develop slide 3 for the PowerPoint assignment presenting the Business Idea Potential Customers and Target Market.

- IV. Determination for Business Location and Business Type 2 Points**
 - a. Identification of the Business Idea location(s)
 - b. Form of Business Ownership - Private: Sole Proprietorship, Partnership, LLC, Corporation with Stock Investors, Non-Profit Organization
 - c. Develop slide 4 for the PowerPoint assignment presenting the Business Idea Location(s) and Business Structure Type

- V. Business Idea Competition Analysis 2 Points**
 - a. Determination of the industry type for the new business idea.
Is this a social media, gaming, sales, or service type of business?
What kind of sales or services? (plants, games, computers, etc.)

 - b. Determination and analysis for the market leaders for this kind of business?

Who are the primary competitors? What company would be your closest competitor?

- c. Review and analysis of a similar business that the Business Idea company might be like.
- d. Develop slide 5 for the PowerPoint assignment presenting similar Businesses like the Business Idea being explored.

Grading Policy:

A =	8 Points or above	B =	7 Points or above -
C =	6 Points or above	D =	5 Points or above
F =	Lower than 5 Points		



New Mexico General Education Curriculum Course Certification Form

Application Number 1620

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	ENGL
Number	2510
Suffix	-
Title	Analysis of 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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	ENGL
Number	2510
Suffix	-
Title	Analysis of 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.

Students will be able to:

1. Demonstrate an understanding of biographical, critical, cultural, and historical contexts.
2. Examine how the formal elements of a text create meaning.
3. Identify and apply various critical approaches to analyzing literature.
4. Summarize and evaluate scholarly articles in literary studies.
5. Integrate academic research to produce clear and detailed literary analysis about major texts from the course.

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

NA

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: In addition to discussing, writing with, and writing about numerous models of criticism and applying these across genres, students are also introduced to the relationship between criticism, critical analysis, and rhetoric. Earlier activities invite them to respond to, compare, and contrast pre-modern understandings of, and conceptions of, literature as a mode of rhetorical expression, while later activities engage reflection, discussion, and debate on the extent to which critical analysis itself relies on rhetorical techniques. These activities often include responding to such analysis from multiple viewpoints and also examining ways in which criticism utilizes means of persuasion. In considering the critic as author, students will debate the applicability of critical models to the works of critics themselves (their own and also those of their opponents), and ultimately develop and expression positions on criticism and critical analysis as literature that includes considerations of genre, audience, and so forth.

Strategies for Understanding and Evaluating Messages: This extends to students formally analyzing the arguments and counterarguments articulated by critics, discussing and debating these in class, examining and emulating them in their own work, and applying them to a variety of literature across time-periods, cultures, and genres. Additionally,

students will encounter examples of critical theories that develop, express, and intersect with broader theoretical perspectives across disciplines; some assignments invite or require that students consider the implications and influence of ideologies on, or within, literary criticism, and reflexively the contributions of literary critics to ideologies and interdisciplinary theories. These approaches are particularly relevant to an institutional focus on indigenous worldviews; consequently, students will be introduced to prior attempts to apply literary criticism to literature influenced by or expressive of such worldviews and asked to respond in discussion and in writing, and then asked to attempt this task themselves. Similarly, students will be introduced to theories, genres, and movements that have been influenced by or attempted to include and account for indigenous perspectives, comparing and contrasting these in discussion and in writing to perspectives originating within indigenous worldviews that could be argued as analogous to critical analysis itself.

Evaluation and Production of Arguments: Beyond applying the expected conventions of argumentation to critical claims, and being expected to evidence awareness of these in their own work, this course requires specific and consistent engagement with discussion and debate concerning the authority (actual, assumed, purported, or repudiated) of the literary critic and the reflexive debate regarding the critic as author. This issue is introduced early in discussion, and students are required to produce written reflection on this subject almost immediately, allowing for continued conversation about, and consideration of this issue throughout the course, subsequently enabling students to later reflect on their own experience of producing critical analysis of literary works as well as respond critically to the critical analysis of others. Not only will students respond in writing to the works of literary critics, but students will also respond to each other's work in writing as well as in less formal discussion. Ultimately, students will also reflect on and examine the authority of readers and interpreters generally, addressing increasingly abstract and conceptual debates regarding meaning and its relationship to the medium of literature.

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

Problem Setting: While some assignments pose a question or problem in order to focus responses and/or frame discussion and debate, these are consciously developed as demonstrative examples, proceeding increasingly to require students' own engagement of attention and engagement to formulate their own questions and problems, select their own literary examples to which to apply critical models, and ultimately produce their own works of literary criticism, selecting their own favored models to apply to their own questions and problems. The requirement to do this is not limited to major papers nor even to individual written work. Students will also be required to pose questions to, and to facilitate, discussion and debate. Further, this approach is not limited to student production of their own critical analysis, but also accompanies students' gradual introduction to increasingly abstracted and reflexive modes of criticism, so that they are ultimately required to pose questions about, and identify problems within, the activity of critical analysis so that they can attempt, in advanced assignments toward the end of the course, to apply critical analysis to works of critical analysis – and finally, to their own process of producing work in the course.

Evidence Acquisition: Whenever possible, which is the case for almost every assigned response, students will select their own primary sources with regard to literary works. Similarly, although they will necessarily be introduced to the rationale and method of theories of criticism through the delivery of the course content, they will have access to a range of critical sources, including foundational texts as well as scholarly work demonstrating their use and application. They will also have access to critical and scholarly works that question and/or refute the models and presumption of theories presented. Student work will always need to refer directly to these sources for purposes of citation, so that students become accustomed to the need to produce direct evidence for positions that they attribute to sources that they use. Further, as students become more familiar with group discussions that employ critical analysis, they will decide as a group (or in groups, depending on enrollment) to select texts for in-class analysis. When

efficiency of time demands that multiple critical perspectives are addressed in a given week, students will also individually research and apply specific selected perspectives and/or the works of particular critics to their own selected texts, briefly presenting such examples in class as a contribution to such discussions.

Evidence Evaluation: Related to the consideration of the relationship of rhetoric and criticism that develops throughout the course, students will often be asked to assess the persuasiveness of particular critics and/or models of criticism. Some prompted assignments will require that they distinguish between disagreements of critics working within the same approach to criticism from disagreements between critics working within different models; students will reflect on the extent to which criticism of the arguments of critics relies on criticism of the rhetorical persuasiveness of the individual critics work in contrast to the presumptions of the theories of criticism to which they subscribe. Students will contrast this second-order analysis and criticism with approaches to criticism that presume to find evidence in literary texts in order to support their positions, and introduced to analogies to other familiar subjects that can demonstrate the difference between the use of evidence to prove a position and the use of reasoned persuasion to prove some point about the nature of evidence, the nature of proof, and what can be used as supporting evidence for claims about evidence.

Reasoning/Conclusion: While reflection and deconstructive approaches are introduced and engaged, the majority of assignments will require that students take position and clarify it in conclusions supported by consistent reasoning. Particularly in discussion, they will often be given brief, structured time in which to clearly state their own conclusion in a direct and accessible way; in debates, they will always be asked to summarize their position in concluding statements.

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: Many of the theoretical models to which students are introduced take positions regarding the nature of the author and authority regarding meaning, interpretation, their construction, and their significance and/or impact. Further, some are ideological in character, style, and intention; in many other examples, secondary critical literature and scholarly analyses utilize authority and perspectives on authority, including the deployment of positions that problematize claims of authority, claims about authority, and the concept itself. Students will be routinely asked in discussion and, at least initially, specifically in their written responses, to identify the perspective on authority taken by critical sources that they use, so that once ideological forms of criticism are introduced, students can identify them as such when they appear in scholarly sources.

Information Structures: Students will need to organize and categorize the approaches to literary criticism that are presented in the course. While the structure of the course itself necessarily demonstrates at least one approach to this, students will also be introduced to the ways that literary critics and scholars of criticism have labeled and defined their own work and those of others; relatedly, they will also be introduced to the way that authors of literature have defined their own work in response to, and sometimes in deliberate contradiction of, the way scholarly critics do. Further examples will include authors who have engaged in literary criticism themselves; given the constraints of time and the focus on student self-selection of literature for their own work, assigned examples and those used for demonstration by the instructor will often be literary authors who are also critics, particularly in more “historical” sections of the course. Consequently, at least a few assignments will ask students to evaluate the relationship of concepts such as “author” and “critic” and also compare and contrast different systems of categorizing literary work, critical analysis and scholarship, and broad movements using the same term to categorize both simultaneously, whether as self-categorizing by authors/scholars/critics or as a projection onto the works of others. An iconic example of this phenomenon would be the construction of “Russian Formalism” by that name.

Research as Inquiry: All of the foregoing abstractions are at least periodically in class presentation and discussion distinguished from neutral, descriptive, often interdisciplinary research that poses questions regarding the nature and development of literary criticism and analysis and attempts to answer them accurately. Considering that some scholarly examples of such endeavors have resulted in some examples of literary criticism in particular, or the field in general, being itself criticized and/or critiqued as lacking in standards for research as inquiry (or neutrally categorized as not an approach that employs neutral categorization), such discussions inevitably lead to students being asked to reflect on and evaluate the extent to which research on literary criticism is itself criticism and extent to which scholarly writing on literary criticism is itself literature. Rather than treating the post-colonial and post-modern as a terminus of reflective analysis, this course ensures that students are introduced to, and reflect on in final assignments, the claims of post-criticism, post-critique, and the “metamodern”. In their final reflection, they will engage in self-reflection regarding the extent to which they have intended, and been able to, engage in reasoned inquiry into the meaning literature, and what significance such activity does or does not have in the context of study and scholarship.

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 Essay : Critical Interpretation

Requirements : In this essay, you will support a specific critical interpretation that pertains to multiple literary works (at least one novel, two novellas, and three short stories at minimum, for a total of six works at minimum) that all share something in common. This can be anything: the same author, a shared theme, categorization in the same genre or sub-genre, common cultural origin, being from the same historical period, etc. The specific critical interpretation that you identify must be one that could be supported by *a minimum of three different approaches to, or theories of, literary criticism*. Each need not support the interpretation in the same way (though they might), but each must do so in *some* way. Further, you will need to include original reflection on the interpretation in question. Even if it is common and well-established, you should offer some original perspective on its significance, applicability to something else beyond these literary works (adaptations would be a valid choice), its relevance to some aspect of popular culture and/or personal experience, and so forth.

You will need to present your interpretation and support it in a *minimum* of 1500 words, but there is no maximum. Adhere to MLA format.

No more than 1/8 of the essay can be direct quotations, and no more than 1/6 can be paraphrases. **Avoid all plot summary**. You should presume that the instructor is the audience of the paper, and that the instructor has read (or will [re]-read) any primary or secondary sources that you cite. As such, **do not waste words** on summarizing the plot or contents of any literary works, and only summarize components of an argument to which you are responding if this is absolutely necessary for clarity and coherence. This essay should maximize your original thoughts and interpretations along with your original application of the three or more interpretive models that you selected.

ENGL2510 Rubric for Evaluation of Final Essay

A : Not only does the essay present an original critical interpretation, it examines the implications and applications of this interpretation beyond the specific works included. Further, possible counterarguments and interpretations are considered and addressed.

B: The essay offers an original critical interpretation which is consistently, coherently, and thoroughly supported. However, counterarguments, alternative interpretations, and further implications of this critical interpretation are not considered.

C: The essay contains the minimum of required sources and although no original interpretation is offered, the presentation of other interpretations effectively supports the thesis. Secondary source interpretations are presented in a consistent, coherent, and thorough manner.

D: The essay contains the minimum of required sources but no original interpretation is offered. The presentation of other interpretations is incomplete, inconsistent, or self-contradictory.

F: The essay violates the assignment instructions.



New Mexico General Education Curriculum Course Certification Form

Application Number 1621

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	ENGL
Number	2685
Suffix	-
Title	Twentieth-Century 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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	ENGL
Number	2685
Suffix	-
Title	Twentieth-Century 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.

Students will be able to:

1. Display a working knowledge of the cultural and historical contexts of 20th-century literature
2. Identify and describe distinct literary characteristics of 20th-century literature
3. Analyze literary works for their structure and meaning, using correct terminology
4. Write analytically about 20th-century literature using MLA guidelines
5. Effectively communicate ideas related to the literary works during class and group activities

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

6. Competently discuss the role, significance, and contributions of indigenous authors and cultures within the development of 20th-century literature
7. Evaluate the reception and representation of indigenous cultures, peoples, and worldviews within the landscape of 20th-century literature

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: While being introduced to the significance of genre in a literary context through numerous representative examples, students will also become conversant in various modes of examining and evaluating literature that approach genre from multiple perspectives. This includes learning to recognize conventions appropriate to these vantages, and some response assignments require students to examine or evaluate literature from specific points-of-view and/or to communicate their perspective according to specified stylistic conventions. It also includes practicing (in discussion and in response) the identification of the conventions and vantage points of others who are engaged in literary criticism and analysis, such as scholar, critics, and ideologues variously represented in selected secondary literature.

Strategies for Understanding and Evaluating Messages: Such practice is particularly relevant when students are, later in the course, asked to respond in their own work to the arguments of other interpreters of literature. Further, they are introduced through examples to various 20th-century theoretical/interpretive “isms” and practice identifying

instances of these through discussion and then apply that skill appropriately responding to interpretations offered by secondary courses. Practice in this is assured through response activities that require the student to adopt and/or model particular theoretical perspectives in argument and counterargument.

Evaluation and Production of Arguments: In their major papers, students not only evaluate and respond to argumentative criticism in secondary sources, but also examine and account for the perspectives and ideological biases of these sources themselves.

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

Problem Setting: Students are given instructions, and many examples, that communicate or demonstrate the kind of content that qualifies as literary analysis and literary criticism, and they receive many writing prompts that demonstrate the wide range of possible approaches, but they are never assigned a topic for major papers or even restricted to a particular topical range (other than the limits of the twentieth century itself). Rather, students are required to conceive and propose their own topic for approval, ensuring that the skill necessary to delineate a problem appropriate to literary interpretation is actually being developed.

Evidence Acquisition: Students are required to utilize multiple forms and styles of quotation, paraphrase, summary, and description of primary as well as secondary sources in major papers for the purpose of supporting their own argument and responding to those of others.

Evidence Evaluation: In addition to determining which of a variety of available primary and secondary references will actually be helpful with their selected problems, students will also be expected to have identified, acknowledged, and accounted for authorial bias and prejudice in primary and secondary sources. It will be equally important for students to be able to recognize when it is not present, and some response activities deliberately contain contrasting examples in which very similar content in primary and secondary sources nonetheless differs with regard to the extent and character of authorial bias.

Reasoning/Conclusion: Student papers are expected to form conclusions that support the thesis presented based on reasoned analysis and interpretation of, as well as if necessary response to, selected sources. These conclusions are themselves evaluated based on the accuracy of factual claims, the coherence and consistency of argumentative ones, and their relevance and applicability to the problem selected.

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: The purported authority of scholars, critics, ideologues, and commercial and social interests to categorize, classify, define, and legitimize literature is a central concern of this course to the extent that it is expected that the use of a given secondary source will include contextualization and rationale for its use even if it is a “recognized authority”. Similarly, students will discuss and examine the boundary-making processes, and motivations thereof, that drive genrefication, marginalization, mainstream popularization, and other processes tending to affect 20th century literature.

Information Structures: Although students are consistently encouraged and occasionally required to examine and interrogate these processes and structures of authority, they are equally required to be conversant with the terminology, concepts, and stylistic conventions that have influenced, and presently influence, contemporary literary analysis and criticism. Even in weekly responses, students are expected to learn and practice communicating their ideas in an idiom appropriate to the context, and to do so in a clear and coherent manner.

Research as Inquiry: As stated, students are expected to engage with the full research process for major papers. They become prepared to do this through practicing skills of inquiry is less open-ended prompt-based assignments that nevertheless require them to identify a problem implied or posed by the prompt, and subsequently to determine through inquiry and reflection how various sources are --- or might be --- related to that problem. Practice with forming a reasonable conclusion based on these is practiced in every paper.

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>

ENGL2685

Final Essay : Criticism of the Twentieth Century

Requirements : In this essay, you will employ techniques of critical analysis and critical interpretation to identify, examine, evaluate, and critique a selection of twentieth century literary works in order to support the position that they collectively express, represent, respond to, react against, or in some other way characterize or are characterized by some specific feature or quality distinguishing the twentieth century.

This selection of works must include a minimum of two novels and seven short stories.

You will need to present your argument and support it in a *minimum* of 1500 words, but there is no maximum. Adhere to MLA format.

No more than 1/8 of the essay can be direct quotations, and no more than 1/6 can be paraphrases. **Avoid all plot summary.** You should presume that the instructor is the audience of the paper, and that the instructor has read (or will [re]-read) any primary or secondary sources that you cite. As such, ***do not waste words*** on summarizing the plot or contents of any literary works, and only summarize components of an argument to which you are responding if this is absolutely necessary for clarity and coherence. You should acknowledge and if necessary address or respond to any biases particular to your secondary sources.

ENGL2685 Rubric for Evaluation of Final Essay

A : Not only does the essay support its own thesis effectively and persuasively, it addresses and anticipates plausible counterarguments and alternative interpretations.

B: Although the essay supports its own thesis effectively and persuasively, it fails to anticipate plausible counterarguments and alternative interpretations.

C: The essay fulfills all requirements, including the acknowledgement of secondary source biases, but it fails to support its own thesis effectively or persuasively, utilizing critical analysis and critical interpretation inconsistently or sporadically.

D: The essay fulfills all requirements except that it fails to acknowledge or account for biases present in secondary sources used.

F: The essay violates the assignment instructions.



New Mexico General Education Curriculum Course Certification Form

Application Number 1624

Institution and Course Information

Name of Institution	ENMU-Roswell
Chief Academic Officer Name	Annemarie Oldfield
Chief Academic Officer Email	annemarie.oldfield@enmu.edu
Registrar Name	Chris Meeks
Registrar Email	chris.meeks@enmu.edu
Department	Arts & Science Education
Prefix	AXED
Number	1120
Suffix	-
Title	Intro to Agricultural Communications
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	-
Number	-
Suffix	-
Title	-

New Mexico Common Course information

Prefix	AXED
Number	1120
Suffix	-
Title	Intro to Agricultural Communications

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 classes needed in the degree program and relevant clubs.
2. Recall important times in history of agricultural communication and journalism.
3. Comprehend the communication process and identify its components.
4. Identify effective and efficient media for agricultural communication.
5. Analyze the various roles and uses of media in agriculture communication.
6. Apply theories of communication and journalism to class assignments

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

NA

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 & Medium Awareness, Application & Versatility: Students will identify and communicate by various genres and mediums (oral, written, and digital) in class while reviewing and analyzing agricultural examples of communication and apply the rhetorical strategies (i.e., attending to audience, purpose, and context) gained to appropriate assignments. Examples of student assignments include conducting audience analysis on provided scenarios as well as self-determined assignment topics, writing and recording an introductory podcast series episode, developing interview techniques to write a news story, and creating and editing digital content to further emphasize message topics.

Strategies for Understanding & Evaluating Messages: In order to understand messages, students will act out various verbal and non-verbal cues and discuss how those cues affect the reception of the message. Students will also, develop a crisis communication plan for an agricultural event in which they will seek key arguments, counterarguments, rebuttals, and locate supportive documentation keeping in mind lenses of various stakeholders.

To evaluate messages, students will examine news articles for the essential components of a message (who, what, when, where, why, and how) and apply those components to their own message writing.

Evaluation & Production of Arguments: By examining articles and online platforms, students will develop their ability to evaluate a sources credibility by distinguishing among supported claims, unsupported claims, facts, inferences, and opinions which they will then apply when developing their own campaign (i.e., persuasion, persuasive, information, educational, special event, communication, personal branding). Small groups will be given a topic in which they are to persuade the other group that their topic is better than the other, and as a group, present said argument to the class. Students will also integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA) in arguments.

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

Problem Setting: As the American population has become increasingly removed from agriculture, students will research the history of how communication has been and is being used in agriculture and how, as students, they can contribute by being a voice for agriculture to others.

Evidence Acquisition: In order to identify and gather the necessary information needed to address the communication needs of agriculture, students will analyze different audience scenarios (state legislature vs. fifth grade students) to determine how best to effectively communicate to specific audiences.

Evidence Evaluation: By reviewing examples various from forms of communications (i.e., oral, business, news, online), students will identify effective and efficient types of communication by evaluating for credibility, truth, and relevance of context used in agriculture communication outlets.

Reasoning/Conclusion: Through participation in the multiple processes of communication, students will develop conclusions on effectiveness of communication outlets, solutions to arguments or counterarguments of agriculture messages, and examine outcomes of communication used in agriculture.

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 & Value of Information: Students will review various forms of information and determine source credibility and knowledge value. Students will then apply the knowledge gained when creating their own campaigns (i.e., persuasion, persuasive, information, educational, special event, communication, personal branding).

Digital Literacy: Students will gain an understanding of communicating through digital environments through creating and designing by properly formulating emails, designing a newsletter, capturing images through digital photography and editing with Adobe Photoshop, recording video and audio files and editing with Adobe Premiere, and creating online media content in addition to the utilization of common Microsoft programs.

Information Structure: Students will select, use, produce, organize, and share information by employing appropriate information formats, collections, systems, and applications as discovered through previous assignments to develop their chosen campaign (i.e., persuasion, persuasive, information, educational, special event, communication, personal branding).

Research as Inquiry: Students will engage in an iterative process of inquiry by developing a communication campaign (i.e., persuasion, persuasive, information, educational, special event, communication, personal branding) for a problem or question facing agriculture and presenting their solution to the class.

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

Link to Institution's General Education Assessment Plan	https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf
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Activity 3 - Podcast

Develop a podcast episode introducing a topic in agriculture. The episode should be at least 5 minutes but no longer than 7 minutes. Upload media file to CANVAS along with your script/outline and audience analysis. Editing doesn't have to be perfect. The main idea, at this point, is determining an audience, writing a script, and recording an oral communication.

Here is a simple how to: <https://www.buzzsprout.com/blog/how-to-start-a-podcast#recordLinks to an external site.>

Find script outline examples here: <https://www.buzzsprout.com/blog/write-podcast-script-examplesLinks to an external site.>

Upload:

- Script
- Audience Analysis
- Podcast recording



New Mexico General Education Curriculum Course Certification Form

Application Number 1650

Institution and Course Information

Name of Institution	NNMC
Chief Academic Officer Name	Ivan Lopez
Chief Academic Officer Email	ilopez@nmmc.edu
Registrar Name	Janice Baca
Registrar Email	janice.baca@nmmc.edu
Department	Engineering and Technology
Prefix	ENGR
Number	1101
Suffix	L
Title	Computer Science for All Laboratory
Number of Credits	1

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	ENGR
Number	1101
Suffix	-
Title	Computer Science for All

New Mexico Common Course information

Prefix	-
Number	-
Suffix	-
Title	-

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.

This is an unique course and not a common course. Hence no common course student learning outcomes are listed. Please note that the corequisite theory course, ENGR 1101 Computer Science for All (3 credits) has already been approved as a Gen Ed course and this application is to add the corequisite lab course.

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

The following student learning outcomes are common to all course sections offered at the institutions. These outcomes are also common to both the theory (ENGR 1101) and lab (ENGR 1101L) components of the class.

1. Students will be proficient in performing, documenting, and analyzing computational experiments with interactive models of physical and social processes.
2. Students will be proficient in assessing the veracity and limitations of computational models.
3. Students will be proficient in extending computational models, via code, interface, and documentation, to incorporate new phenomena.

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 is a project-based introduction to Computational Science and Modeling. We use the NetLogo Programming Environment to explore the nature and methods of computational thinking prior to building and testing computational models of interacting agents in problems drawn from the physical and life sciences.

As the course is project-based, computational thinking and reasoning are central to both the laboratory section of this course and its corequisite non laboratory section. To put it another way, the computational platform is a way of thinking, not merely an experimental apparatus. As such, our narratives for these two course components are identical.

Problem Setting; Each week students explore a new model within the NetLogo Model Library. Each model has three parts;

an interface where the user interacts with the model,

an English description of the model – with separate sections on how to use it, what assumptions went into it, and what are its limitations and possible extensions,

the code, with detailed comments, that reads user input, executes the model, and displays salient results.

For example, the Fire Model examines the spread of fire, from a line of burning trees, in a forest of randomly placed trees dependent on only one user specified value, the percentage of the forest occupied by trees.

Evidence Acquisition; In this phase students run the model over a range of input parameters and examine the results. In the Fire Model students discover that the model only spreads fire to immediately adjacent trees and that for tree percentages below 59 much of the forest survives a fire, while for percentages larger than 59 the forest is close to completely destroyed. They are directed in this phase by a weekly quiz that acquaints them with the three parts of the existing model.

Evidence Evaluation; In this phase students confirm the base level functionality of the model and begin to critique its limitations and design extensions and improvements. In the Fire Model they first replace the artificial line of fire with a lightning strike, or lit cigarette, specified by the user's mouse. They next add wind to the model by specifying its average direction and maximal speed. They finally add features to the forest; a road, a river and a log cabin. They accomplish this by adding elements to the interface and by editing existing procedures in code and adding new procedures.

Reasoning/Conclusion; In this phase students write-up, in their model's info tab, the results of their explorations of their improved model. In the Fire Example this includes discussion of the wind conditions sufficient to jump the road and burn the cabin, along with a discussion of the impact of thinning of trees near the roadside may have on the spread of fire ignited by passing cars.

Regarding Evaluation of Student Learning, the three part structure of each project (graphical interface, code and comments, English description) makes it easy to construct rubrics (see attached example). While the interface and code portions of the rubric require significant critical thinking and quantitative reasoning skills it is the info tab (where their English description lies) and their commenting of new lines of code where their ability to integrate critical thinking, quantitative reasoning, and personal and social responsibility is assessed.

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

Communication/Representation of Quantitative Information; This is perhaps the strongest feature of the NetLogo environment. Students simulate the interaction of agents and gather and plot important measures of these interactions. For example, in their extension of the Disease Model they plot, on one graph, against time, the number currently infected and the number currently immune.

Analysis of Quantitative Arguments; In their write-up of their extended model they must reconcile their graphical results with both the underlying model assumptions and their choice of model parameters. In their Disease work they specify the percent chance that an infected agent will transmit to a neighboring agent, the number of initially sick agents, the duration of infection and the duration of immunity. They then discuss under what scenarios the infection will cease or continue.

Application of Quantitative Models; As the course is project based each week is an intense application of a quantitative model. As this is an introductory course, the “world” in which their agents interact is fairly limited and so can appear abstract to many students. The project that comes closest to “real world” is the Maps, Water and Erosion Model. Here students acquire, translate and embed a map of their local elevation into a NetLogo model of rain flow which they then extend to a model of erosion pertinent to their own backyard.

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; Much of the course’s criticism of the existing Fire, Climate Change and Erosion models hinges on construction of a platform in which native, Hispanic, and new-comers can respectfully address the challenges of environmental stewardship. Students are asked to respond in particular to current media reports of the request of a local ski resort to dramatically increase the amount of water it draws from the source that feeds many downstream pueblos and Hispanic farming villages.

Sustainability and the natural and human worlds; The stewardship focus mentioned above addresses the cultural awareness necessary to build consensus among stakeholders not just as means to keep the peace but as a means to develop sustainable solutions.

Ethical reasoning; In the course’s 4-week immersion in Disease Modeling in COVID times students address the impact of masks and quarantine periods on rates of infections over large populations in models of their own construction. They are then asked to formulate recommendations to the community based on their findings, their sense of an individual’s responsibility to the community, and their community’s respect for individual autonomy.

Collaboration skills, teamwork and value systems; Students are expected to gather evidence (and take the weekly quiz) independently. They are then strongly encouraged to work in small groups to critique the existing model and code the extended model and interface. They are then required to independently explore and assess their group’s extended model by composing individual info tab essays.

Civic discourse, civic knowledge and engagement – local and global; This again is best exemplified by our three earth science models. The targeted computational platform is meant to serve as a neutral, fact-based, civic simulation zone where stake-holders co-construct models of their environment and together explore the consequences of their

decisions. Students learn that this is not mere wishful thinking but is the business model of Simtable, a highly successful Santa Fe company and partner in curriculum development.

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.libguides.com/c.php?g=996187&p=7209282
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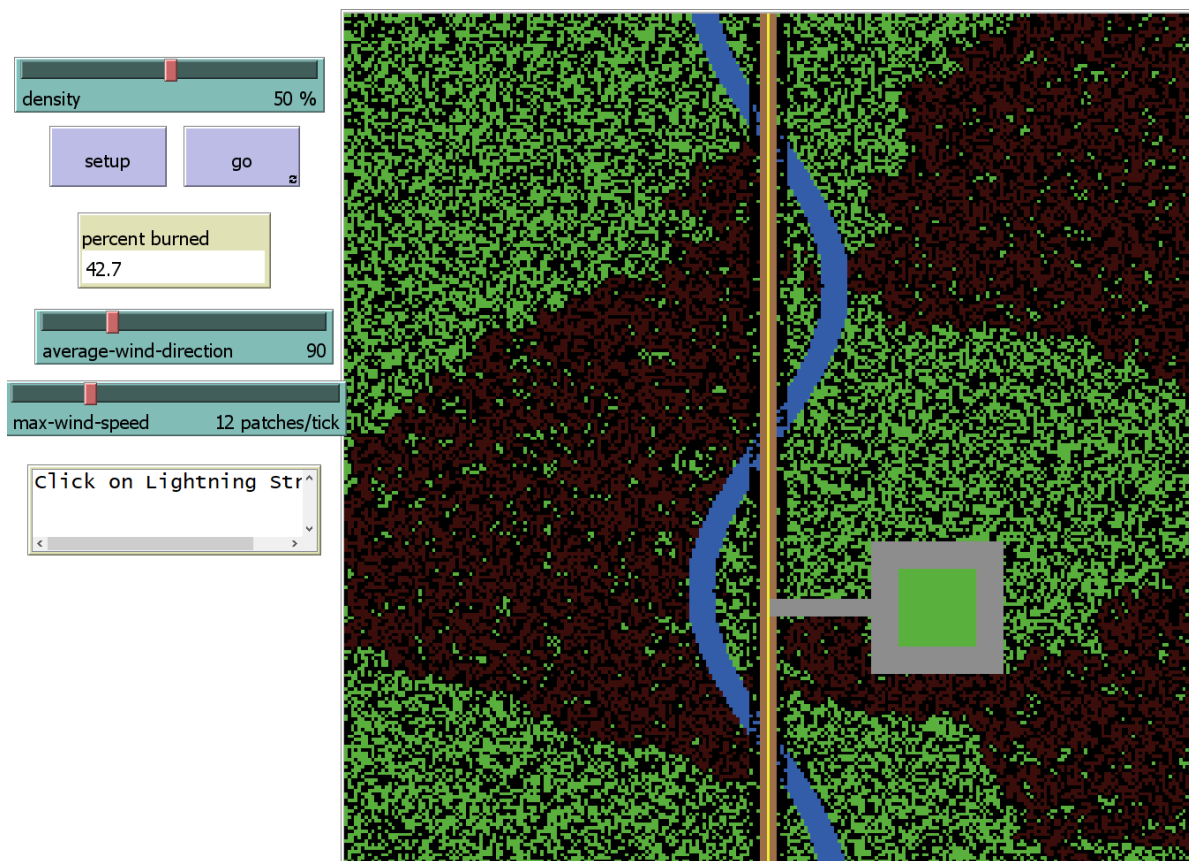
Project 11, Fire

Please explore the NetLogo Fire model under Earth Science before embarking on 3 extensions.

1) Replace the wall of starting fire with a lightning/cigarette strike at a single patch chosen by mouse. Hint: (Ants)(setup)(ask patch mouse-x mouse-y [ignite])

2) Add a winding blue river, a vertical brown road, 5 patches wide, with a yellow center line, through the middle of the forest. Thin out the trees along the road. Add a log cabin with gravel road and gravel perimeter. Hint: (Wind Turbine)(setup)(ask patches with [pxcor < 105 and pxcor > 15 and pycor < 0 and pycor > -50] [set pcolor brown])

3) Add two sliders, **average-wind-direction** (from 0 to 360) and **max-wind-speed** (from 0 to 20 patches/tick) and code to spread fire in that general direction at speeds up to that maximum speed (prior to spreading to neighbors). To code this I would use **patch-at-heading-and-distance**. Hint: (Flocking)(go)(use random to get local wind speed and local wind direction mas o menos 10 or 20)



Grading Rubric.

- 1) Fire spreads from mouse patch. 10 points
- 2) River, 10 points, Road down center, 10 points, thinned trees, 10 points, log cabin with gravel, 10 pts

3) Working wind sliders and code, 20 points

4) Detailed comments on all new code, 15 points

5) Detailed paragraph under Info Tab specifying all 3 extensions AND extensive notes on how these extensions change the performance of the model. Discuss wind at N, S, E and W and discuss the spread of fire in terms of density and wind speed. Address when it can jump the road. Address when it can burn the cabin. Address how roadside tree thinning guards against fires ignited by passing cars. 15 points