



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 1127

Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	MATH
Number	1155
Title	Math for Health Careers
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	MATH
Number	1155
Title	Math for Health Careers

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 Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

1. Add, subtract, multiply and divide integers and simplify expressions of integers and decimals.
2. Add, subtract, multiply and divide rational numbers and simplify rational expressions.
3. Read and write Roman numerals.
4. Apply computational and calculator skills to appropriate applications for health career areas.
5. Apply commutative, associative and distributive laws in simplifying and solving equations involving integers and fractions.

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

6. Use ratios and proportions to solve problems of direct variation in appropriate applications for health career areas.
7. Convert percents to fractions and vice-versa to solve problems in appropriate applications for health career areas.
8. Apply logarithms in appropriate applications for health career areas.
9. Use angles in appropriate applications for health career areas.
10. Appropriately convert units of length, weight, volume and dosage measurement systems (i.e. Metric, English, Apothecaries' and Household).
11. Use and read mathematical medical abbreviations.
12. Use and read military time.
13. Calculate correct dosages for given medications in all forms (i.e. tablets, liquids, intravenous).
14. Be able to read and construct graphs (i.e. table, bar, circle, line, etc.).
15. Understand and apply basic statistics.
16. Compute range, mid-range, median, mode, mean, and standard deviation.
17. Compute 1,2 and 3 standard deviations on either side of the mean of the normal distribution

C. Narrative

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

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

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

Students will learn to communicate with their colleagues, and patients. Students will learn to document appropriately in the healthcare record. Students will practice communication techniques and documentation of findings to include outcomes of calculations and how they were used to determine patient care.

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.

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

Students will develop problem solving skills, learn how to collect evidence and perform calculations. Students will solve problems, use critical thinking skills to evaluate case studies, and review evidence based information to begin to develop clinical judgment 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.

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

Students will be exposed to real life clinical situations through case studies and evidence based articles and perform medical calculations related to the healthcare environment. Students will be asked to check each other's calculations to verify accuracy as they would in the clinical setting. They will interpret data and make decisions related to that data.

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.

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

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.

Information & Digital Literacy. <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>
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https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 1128

Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	COMM
Number	2121
Title	Introduction to Interpersonal Health 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	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	COMM
Number	2121
Title	Introduction to Interpersonal Health 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
 Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

Student Learning Outcomes

1. Identify at least two medical models and their approach to health communication
2. List major issues facing health care and their implications for health communication
3. Understand the impact of health communication on patients' health outcomes
4. Apply concepts of the medical talk in patient-provider simulations
5. List major approaches to effective communication in culturally diverse health care organizations
6. Identify underserved communities and groups and inclusive communication strategies
7. Describe the role of technology in health communication
8. Understand basic methods of health communication research

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

N/A

C. Narrative

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

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

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

Students will learn communication techniques that will help them succeed in the healthcare setting. Students will become familiar with relationship building, problem solving, and cultural understanding through communication. Develop ways to communicate with teams, clients, and learn clear documentation techniques. Conflict resolution and difficult conversations will be explored.

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.

Critical Thinking. <i>Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion</i>
Students will learn to use critical thinking skills to determine best communication techniques to employ. How to research cultural beliefs and to communicate with clients and their families to see what their needs might be within that research.

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.

Quantitative Reasoning. <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>
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This course will allow students to explore different ways to communicate. Develop an understanding of what special needs might be found in a health care setting and how to cope with them. Use technology to assist them with communicating with their clients and the healthcare team.

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.

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

C. Narrative

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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.

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.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf
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Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	HIST
Number	203
Title	New Mexico History
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	HIST
Number	2110
Title	Survey of New Mexico 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 Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Students will be able to **EXPLAIN** in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of New Mexico from pre-Columbian times to the present day. Bloom Taxonomy's Cognitive Process: **REMEMBER AND UNDERSTAND**
2. Students will **DISTINGUISH** between primary and secondary sources, **IDENTIFY** and **EVALUATE** evidence and **EMPATHIZE** with people in their historical context. Bloom Taxonomy's Cognitive Process: **ANALYZE, REMEMBER, EVALUATE, CREATE**
3. Students will **SUMMARIZE** and **APPRAISE** different historical interpretations and evidence in order to **CONSTRUCT** past events. Bloom Taxonomy's Cognitive Process: **UNDERSTAND, EVALUATE, APPLY**
4. Students will **IDENTIFY** historical arguments in a variety of sources and **EXPLAIN** how they were constructed, **EVALUATING** credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: **REMEMBER, UNDERSTAND, EVALUATE**
5. Students will **CREATE** well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: **CREATE, APPLY**
6. Students will **APPLY** historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: **APPLY, ANALYZE**

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

N/A

C. Narrative

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

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

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

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.

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

Students exercise using historical resources for critical thinking by evaluating that evidence, the setting in which the source was created, and reaching conclusions based on those sources and the historical context provided by other course materials. They are assigned primary sources weekly to evaluate sources directly from the historical actors. They are then quizzed on those readings to evaluate their understanding and interpretation of the sources. Many of these sources will clash with one another, which will obligate the students to appraise those historical interpretations in order to construct the most likely picture of what happened.

An example of the reading quizzes is attached.

Students will also visit digital and local archives in order to research a local project based on New Mexico history with an emphasis on how humans in New Mexico shaped their own historical moments, and how those people and their cultures changed from pre-Columbian times to the present or near-present. Students will draft a term paper based on that research that contain well-supported historical arguments and narratives that demonstrate a knowledge and understanding of responsible use of sources and empathy for marginalized groups.

This process satisfies the requirements for items 1, 2, 4, and 5 of the Student Learning Outcomes.

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.

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

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.

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

Students will be required to work with primary and secondary source material to empathize with people in their historical context, evaluate and explain how people shaped their own experiences and culture, create their own arguments, and apply this historical knowledge in order to derive conclusions about what motivated human behavior in the past and use that knowledge to infer what drives human behavior in the present.

Students will select a work of art, including painting, song, film, or other work that qualifies as primary source artwork

of historical value in New Mexico. Using that piece, the student will evaluate the historical context and period that created the work, empathize with its creator, explore the perspective and interpretation of the artist, how their perspective reflects, lauds, or criticizes their contemporaries, and the contribution that the piece adds to the historical conversation. The student will write a short essay evaluating the piece as a source, placing it in its historical context, then analyzing and evaluating the source and its thesis.

This process satisfies items 1, 2, 3, 5, and 6 of the Student Learning Outcomes.

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.

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

Students will access, read, evaluate, distinguish, summarize, and interpret primary and secondary source materials from digital archives and local primary source repositories in order to complete their research and other assignments. Students will learn how to find information from archives and learn how to cite sources, create works cited pages, cite in-text sources accurately and completely, and how to find answers to their own questions using available online research, writing, and citation aids. These tools will carry over into any other college course or professional environment with a writing or research component. Students will learn through the process of crafting a well-supported original historical argument and research paper how to interpret sources and data in their historical context, which resources are more reliable and which ones are less likely to be reliable.

This research process satisfies items 1, 2, 3, 4, and 5 of the Student Learning Outcomes.

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 1138

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Modern Languages
Prefix	SPAN
Number	1110
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	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	SPAN
Number	1110
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 Other

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.

1. Students can participate in conversations on familiar topics using sentences and series of sentences.
2. Students can handle short social interactions in everyday situations by asking and answering a variety of questions.
3. Students can usually say what they want to say about themselves and their everyday life.
4. Students can make presentations on a wide variety of familiar topics using connected sentences
5. Students can write on a wide variety of familiar topics using connected sentences.
6. Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
7. Students can understand the main idea in conversations that they overhear.
8. Students can understand the main idea of texts related to everyday life and personal interests or studies.

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.

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

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.

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter in their daily life when living or working abroad. Upon delineating the scope of the problem, students identify areas of intercultural difference and similarity and then acquire the necessary skills to address its linguistic and cultural barriers. The communicative method serves a two-fold purpose here: first, it allows students to interact with each other and practice vocabulary and grammar in a simulated real-life environment; second, it trains them to be ready for real interactions. Students evaluate the linguistic and cultural information of the situation and resolve it in a lexically and culturally appropriate way.

To assess skill development, students complete a weekly written unit, oral presentations, written cultural comparisons and two semesterly portfolios. They are also required to pass a final written exam and final oral presentation in front of the class. Students watch videos, listen to Spanish songs at home, and write analytic reflections about their theme, characters, vocabulary or cultural impact. These tasks assess students' competence in identifying linguistic and cultural problems before them; and their use of prior cultural and linguistic knowledge of the situation to analyze the possible solutions and solve them.

A full example of this process: we watch a music video about a famous Spanish singer, for example Shakira. We work with the vocabulary and grammar of the video, focusing specifically on the content of the level (greetings, time, weather, numbers, basic verbs such as "ser", "estar", "tener", etc.) . Students get to practice their listening comprehension skills and speaking skills at the beginning level. They also have to analyze the lyrics of the song and reflect about their connection with the images of the video. Finally, they are required to write a comparison between that song and a typical Billboard 100 American song of their choosing. This activity allows them to practice all their communicative skills and understand better the target culture. At the same time, they are able to write and reflect about what they are learning, negotiate the linguistic challenge presented in the activity, and notice the important cultural differences they may encounter. They are trained to become cultural-savvy speakers from the beginning.

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.

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

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.

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter in their daily life when living or working abroad. The communicative method serves a two-fold purpose here: first, it allows students to interact with each other and practice vocabulary and grammar in a simulated real-life environment; second, it trains them to be ready for real interactions. Students evaluate the linguistic and cultural information of the situation and resolve it in a lexically and culturally appropriate way that acknowledges other value systems and communication differences.

To assess skill development, students complete a weekly written unit, oral presentations, written cultural comparisons and two semesterly portfolios. They are also required to pass a final written exam and final oral presentation in front of the class. Students watch videos, listen to Spanish songs at home, and write analytic reflections about their theme, characters, vocabulary or cultural impact. These tasks assess students' competence in identifying linguistic and cultural problems before them; and the use of their prior cultural and linguistic knowledge of the situation to determine possible solutions and solve them. By doing so, students are trained in intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process: the class watches a music video about a famous Spanish singer. The class works with the vocabulary and grammar of the song but, also, with its cultural aspects. Students practice their listening comprehension skills and speaking skills and work in identifying basic cultural differences between their country and the song's: is the song's theme a typical theme in their country? In what ways does the song's lyrics reflect the theme? What kind of words or grammar structures does the singer use? How does the video reflect the lyrics? Do you believe your country's music videos portray the same situations? Since this is an introductory course, the activity proposes very basic points of analysis that, are, however enough for this purpose. Students are trained to become cultural-savvy speaker from the beginning in a cultural respectful way.

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.

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

This beginning Spanish course is designed to present small samples of the Spanish vocabulary, basic grammar, and introductory communicational elements. At the same time, students are encouraged to explore the Spanish culture at large as the class incorporates activities and assignments that require students to look into Hispanic literature, films, songs, art, and design. For this reason, information and digital literacy is important insofar as it provides students with the tools and necessary resources to delve into the target culture.

Students at this level come with little to no understanding of how experts use language resources to enhance their learning and translation abilities without crossing into the realm of plagiarism. In my Spanish class, students are trained in the use of electronic dictionaries and the appropriate use of translation software when needed. Students are provided with access to Spanish cultural resources in Spain and Latin America and use them to watch movies, short films, music videos, video art, etc.

In beginning Spanish, information structures and digital literacy are directly linked. Students need to understand the digital environment in order to learn and practice Spanish as they get familiar with online linguistic resources, information apps, streaming video websites and podcasts. Students communicate, create and design in digital environments as they learn to use digital Spanish input methods to create written work and audio/visual presentations for their peers across platforms such as PowerPoint, Canvas, Prezi, etc.

Information and digital literacy remain difficult outcomes to hit in the first year of Spanish since students are new to a foreign language and need to learn basic vocabulary and grammar first. However, by introducing little by little real communicative sources such as songs or movies in the target language, students' comprehension skills are improved and they become more ready to work with more complex, real materials, in the years to come.

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 General Education Curriculum Course Certification Form

Application Number (HED use only) 1139

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Modern Languages
Prefix	SPAN
Number	1120
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	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	SPAN
Number	1120
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 Other

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.

1. Students can participate in conversations on familiar topics using sentences and series of sentences.
2. Students can handle short social interactions in everyday situations by asking and answering a variety of questions.
3. Students can usually say what they want to say about themselves and their everyday life.
4. Students can make presentations on a wide variety of familiar topics using connected sentences
5. Students can write on a wide variety of familiar topics using connected sentences.
6. Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
7. Students can understand the main idea in conversations that they overhear.
8. Students can understand the main idea of texts related to everyday life and personal interests or studies.

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.

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

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.

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter in their daily life when living or working abroad. Upon delineating the scope of the problem, students identify areas of intercultural difference and similarity and then acquire the necessary skills to address its linguistic and cultural barriers. The communicative method serves a two-fold purpose here: first, it allows students to interact with each other and practice vocabulary and grammar in a simulated real-life environment; second, it trains them to be ready for real interactions. Students evaluate the linguistic and cultural information of the situation and resolve it in a lexically and culturally appropriate way.

To assess skill development, students complete a weekly written unit, oral presentations, written cultural comparisons and two semesterly portfolios. They are also required to pass a final written exam and final oral presentation in front of the class. Students watch videos, listen to Spanish songs at home, and write analytic reflections about their theme, characters, vocabulary or cultural impact. These tasks assess students' competence in identifying linguistic and cultural problems before them; and their use of prior cultural and linguistic knowledge of the situation to analyze the possible solutions and solve them.

A full example of this process: we watch a music video about a famous Spanish singer, for example Maluma. We work with the vocabulary and grammar of the video, focusing specifically on the content of the level (class activities, family members, rooms in a house, stores, etc. and new grammar structures such as irregular verbs, comparisons or affirmative tú commands). Students get to practice their listening comprehension skills and speaking skills at the beginning-intermediate level. They also have to analyze the lyrics of the song and reflect about their connection with the images of the video. Finally, they are required to write a comparison between that song and a typical Billboard 100 American song of their choosing. This activity allows them to practice all their communicative skills and understand better the target culture. At the same time, they are able to write and reflect about what they are learning, negotiate the linguistic challenge presented in the activity, and notice the important cultural differences they may encounter. They are trained to become cultural-savvy speakers from the beginning-intermediate level.

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.

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

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.

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter in their daily life when living or working abroad. The communicative method serves a two-fold purpose here: first, it allows students to interact with each other and practice vocabulary and grammar in a simulated real-life environment; second, it trains them to be ready for real interactions. Students evaluate the linguistic and cultural information of the situation and resolve it in a lexically and culturally appropriate way that acknowledges other value systems and communication differences.

To assess skill development, students complete a weekly written unit, oral presentations, written cultural comparisons and two semesterly portfolios. They are also required to pass a final written exam and final oral presentation in front of the class. Students watch videos, listen to Spanish songs at home, and write analytic reflections about their theme, characters, vocabulary or cultural impact. These tasks assess students' competence in identifying linguistic and cultural problems before them; and the use of their prior cultural and linguistic knowledge of the situation to determine possible solutions and solve them. By doing so, students are trained in intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process: the class watches a music video about a famous Spanish singer. The class works with the vocabulary and grammar of the song but, also, with its cultural aspects. Students practice their listening comprehension skills and speaking skills and work in identifying some cultural differences between their country and the song's at the beginning-intermediate level: is the song's theme a typical theme in their country? In what ways does the song's lyrics reflect the theme? What kind of words or grammar structures does the singer use? How does the video reflect the lyrics? Do you believe your country's music videos portray the same situations? Since this is an introductory-intermediate course, the activity proposes basic points of analysis that, are, however enough for this purpose. Students are trained to become cultural-savvy speaker from the beginning-intermediate level in a cultural respectful way.

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.

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

This beginning-intermediate Spanish course is designed to present small samples of the Spanish vocabulary, basic grammar, and introductory communicational elements. At the same time, students are encouraged to explore the Spanish culture at large as the class incorporates activities and assignments that require students to look into Hispanic literature, films, songs, art, and design. For this reason, information and digital literacy is important insofar as it provides students with the tools and necessary resources to delve into the target culture. Students at this level come with little understanding of how experts use language resources to enhance their learning and translation abilities without crossing into the realm of plagiarism. In my Spanish class, students are trained in the use of electronic dictionaries and the appropriate use of translation software when needed. Students are provided with access to Spanish cultural resources in Spain and Latin America and use them to watch movies, short films, music videos, video art, etc. Since many have already taken Spanish I, this transition to new resources can be easier and they can take advantage of their previous course in order to start assimilating Spanish-speaking cultural products.

In this second course of Spanish, information structures and digital literacy are directly linked. Students need to understand the digital environment in order to learn and practice Spanish as they get familiar with online linguistic resources, information apps, streaming video websites and podcasts. Students communicate, create and design in digital environments as they learn to use digital Spanish input methods to create written work and audio/visual presentations for their peers across platforms such as PowerPoint, Canvas, Prezi, etc.

Information and digital literacy remain difficult outcomes to hit in the second year of Spanish since students' brains are not used to interpret or decode a new foreign language yet. However, students get to work with real materials and start reading and analyzing pieces of news in the media, get to research the Spanish culture when elaborating a cultural portfolio, and work extensively with songs, music videos and internet app.

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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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 1141

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Modern Languages
Prefix	SPAN
Number	2120
Title	Spanish 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	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	SPAN
Number	2120
Title	Spanish 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 Other

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 with ease and confidence in conversations on familiar topics.
2. Students can usually talk about events and experiences in various time frames.
3. Students can usually describe people, places, and things.
4. Students can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
5. Students can make presentations in a generally organized way on school, work, and community topics, and on topics they have researched.
6. Students can make presentations on some events and experiences in various time frames.
7. Students can write on topics related to school, work, and community in a generally organized way.
8. Students can write some simple paragraphs about events and experiences in various time frames.
9. Students can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
10. Students can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed.
11. Students can sometimes follow what they hear about events and experiences in various time frames.
12. Students can easily understand the main idea of texts related to everyday life, personal interests, and studies.
13. Students can sometimes follow stories and descriptions about events and experiences in various time frames.

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

1. Students can participate with ease and confidence in conversations on familiar topics.
2. Students can usually talk about events and experiences in various time frames.
3. Students can usually describe people, places, and things.
4. Students can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
5. Students can make presentations in a generally organized way on school, work, and community topics, and on topics they have researched.
6. Students can make presentations on some events and experiences in various time frames.
7. Students can write on topics related to school, work, and community in a generally organized way.
8. Students can write some simple paragraphs about events and experiences in various time frames.
9. Students can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
10. Students can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed.
11. Students can sometimes follow what they hear about events and experiences in various time frames.
12. Students can easily understand the main idea of texts related to everyday life, personal interests, and studies.
13. Students can sometimes follow stories and descriptions about events and experiences in various time frames.

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.

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

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.

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter in their daily life when living or working abroad. Upon delineating the scope of the problem, students identify areas of intercultural difference and similarity and then acquire the necessary skills to address its linguistic and cultural barriers. The communicative method serves a two-fold purpose here: first, it allows students to interact with each other and practice vocabulary and grammar in a simulated real-life environment; second, it trains them to be ready for real interactions. Students evaluate the linguistic and cultural information of the situation and resolve it in a lexically and culturally appropriate way.

To assess skill development, students complete a weekly written unit, oral presentations, written cultural comparisons and two semesterly portfolios. They are also required to pass a final written exam and final oral presentation in front of the class. Students watch videos, listen to Spanish songs at home, and write analytic reflections about their theme, characters, vocabulary or cultural impact. These tasks assess students' competence in identifying linguistic and cultural problems before them; and their use of prior cultural and linguistic knowledge of the situation to analyze the possible solutions and solve them.

A full example of this process: we watch a music video about a famous Spanish singer, for example Rosalía. We work with the vocabulary and grammar of the video, focusing specifically on the content of the level (parts of the body, sporting events, television programs, hobbies, etc. and new grammar structures such as preterite of irregular verbs, or verbs that use indirect object pronouns, negative tú commands). Students get to practice their listening comprehension skills and speaking skills at the intermediate level. They also have to analyze the lyrics of the song and reflect about their connection with the images of the video. Finally, they are required to write a comparison between that song and a typical Billboard 100 American song of their choosing. This activity allows them to practice all their communicative skills and understand better the target culture. At the same time, they are able to write and reflect about what they are learning, negotiate the linguistic challenge presented in the activity, and notice the important cultural differences they may encounter. They are trained to become cultural-savvy speakers from the high-intermediate level.

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.

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

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.

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter in their daily life when living or working abroad. The communicative method serves a two-fold purpose here: first, it allows students to interact with each other and practice vocabulary and grammar in a simulated real-life environment; second, it trains them to be ready for real interactions. Students evaluate the linguistic and cultural information of the situation and resolve it in a lexically and culturally appropriate way that acknowledges other value systems and communication differences.

To assess skill development, students complete a weekly written unit, oral presentations, written cultural comparisons and two semesterly portfolios. They are also required to pass a final written exam and final oral presentation in front of the class. Students watch videos, listen to Spanish songs at home, and write analytic reflections about their theme, characters, vocabulary or cultural impact. These tasks assess students' competence in identifying linguistic and cultural problems before them; and the use of their prior cultural and linguistic knowledge of the situation to determine possible solutions and solve them. By doing so, students are trained in intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process: the class watches a music video about a famous Spanish singer. The class works with the vocabulary and grammar of the song but, also, with its cultural aspects. Students practice their listening comprehension skills and speaking skills and work in identifying some cultural differences between their country and the song's at the intermediate-high level: is the song's theme a typical theme in their country? In what ways does the song's lyrics reflect the theme? What kind of words or grammar structures does the singer use? How does the video reflect the lyrics? Do you believe your country's music videos portray the same situations? Since this is an intermediate-high course, the activity proposes elaborated points of analysis that, are, however enough for this purpose. Students are trained to become cultural-savvy speaker from the intermediate-high level in a cultural respectful way.

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.

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

This intermediate-high Spanish course is designed to present small samples of the Spanish vocabulary, intermediate grammar, and new communicational elements. At the same time, students are encouraged to explore the Spanish culture at large as the class incorporates activities and assignments that require students to look into Hispanic literature, films, songs, art, and design. For this reason, information and digital literacy is important insofar as it provides students with the tools and necessary resources to delve into the target culture.

Students at this level come with some understanding of how experts use language resources to enhance their learning and translation abilities without crossing into the realm of plagiarism. In my Spanish class, students are trained in the use of electronic dictionaries and the appropriate use of translation software when needed. Students are provided with access to Spanish cultural resources in Spain and Latin America and use them to watch movies, short films, music videos, video art, etc. Since many have already taken Spanish I, II and III, this transition to new resources can be easier and they can take advantage of their previous courses in order to start assimilating Spanish-speaking cultural products from the get-go.

In this fourth course of Spanish, information structures and digital literacy are directly linked. Students need to understand the digital environment in order to learn and practice Spanish as they get more familiar with online linguistic resources, information apps, streaming video websites and podcasts. Students communicate, create and design in digital environments as they learn to use digital Spanish input methods to create written work and audio/visual presentations for their peers across platforms such as PowerPoint, Canvas, Prezi, etc.

Information and digital literacy are plausible outcomes to hit in the fourth year of Spanish since students' brains are getting used to interpret or decode a new foreign language. However, Spanish IV is not usually taught in an immersive or bilingual school so students do not get a lot of opportunities to practice the target language in a real environment. Nevertheless, students are able to work with real materials and analyze pieces of news in the media, research the Spanish culture and finding important information online when writing essays or papers; and get to include more and more real sources on their presentations and works.

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 General Education Curriculum Course Certification Form

Application Number (HED use only) 1155

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Modern Languages
Prefix	SPAN
Number	2515
Title	Contemporary Latino Film
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	SPAN
Number	2515
Title	Contemporary Latino Film

A. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Interpret contemporary Latino/Hispanic culture as presented in film.
2. Know the cultural traits of Hispanics/Latinos worldwide.
3. Identify the important films, filmmakers, and actors that portray contemporary culture of country/region represented.

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

1. Interpret contemporary Latino/Hispanic culture as presented in film.
2. Know the cultural traits of Hispanics/Latinos worldwide.
3. Identify the important films, filmmakers, and actors that portray contemporary culture of country/region represented.

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.

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

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.

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

This film course is designed to promote an understanding of the Latin American film across time and focusing on different, specific set of issues that happen in each country. Students are required to investigate, research and look into the target cultures of each film, read the assigned texts and write a weekly essay on the topics discussed in class. In addition, a different group of three students will be making a presentation on an assigned theme based on some predetermined guidelines every Friday until the end of the semester.

All these activities and assignments are given so students can reflect, think and analyze the weekly content in a thought-provoking manner. The chosen movies are selected for a reason: to discuss a specific issue that affects the target culture. Many of our students are either from the United States or Mexico and are unaware of foreign matters and their severe situations. My assignments are thought to bridge that gap and allow students to get immersed in another mindset and think critically about the issues at hand.

A full example of this process: we watch, for instance, a movie from Colombia, *María llena eres de gracia*. The movie deals with human trafficking, drug smuggling and “mules”, people in charge of bringing drugs from Latin America into the United States. María, our protagonist, is a poor girl in a poor neighborhood in Colombia who has bigger dreams and accepts to swallow a plastic bag with drug inside so she can transport it into America. Students are required to watch the film, think about the characters and their personal situations and read about the issue at hand: drug trafficking and its social problematics. Then, they have to write an essay in which they summarize the movie, analyze the ways the movie tackles the issue and propose their personal opinion on the issue and the film. Finally, they will attempt to propose a solution to the matter.

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.

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

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.

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

The focus of each lesson is the study of a Latin American movie that tackles specific cultural and social issues of the country the movie takes place in. In addition, students are encouraged to compare their personal lives in the States with the lives of the characters depicted on the film in order to comprehend and analyze the situation presented in the film.

To assess skill development, students watch a weekly movie, read texts related to the film and the issue presented on the film, and pass a weekly quiz. On the weekends, they are required to write an essay in which they need to expose their point of view on the issue and analyze its depiction on the film, with examples of scenes and characters. Moreover, each Friday, different groups of students need to present a PowerPoint on the film, its theme and ideas and lead a discussion.

These tasks assess students' competence in identifying linguistic and cultural problems before them; and the use of their prior cultural and linguistic knowledge of the situation to determine possible solutions and solve them. By doing so, students are trained in intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

By watching foreign films from different Latin American countries, students gain competence in multicultural reflection, social differences and specific issues diverse societies must face. This can help them to identify specific situations when travelling abroad or meeting citizens from other Latin American countries in the workplace. In addition, these films help them to identify specific linguistic components, words and idioms they are unaware of so they can improve their Spanish language 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.

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

This film course is designed to promote an understanding of the Latin American film across time and focusing on different, specific set of issues that happen in each country. Students are required to investigate, research and look into the target cultures of each film, read the assigned texts and write a weekly essay on the topics discussed in class. In order to do that, students have to use several digital tools such as YouTube, Wikipedia, LetterBoxd, IMDB, or Google Scholar.

Students need to come prepared to class and use all the tools at their disposal to investigate the society of the countries we read about, their politics, their economics and the issue at hand. For that reason, information and digital literacy is essential insofar as they need to delve into the target culture on a weekly basis.

In my class, I will give them resources to use and teach them how to properly quote the sources of information they use. Also, I will be presenting PowerPoints too and will lead them into how to properly create a good presentation for the whole class. I expect students to be able to perfectly lead a discussion by the 4th week and bring thought-provoking questions for the whole group on a weekly basis.

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 General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
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	1353
Title	introduction to Digital Filmmaking
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	FDMA
Number	1260
Title	Introduction to Digital Media

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 Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Describe and identify the principal components and terminology of digital media.
2. Analyze and examine the use of digital media as a communication tool
3. Plan and implement a digital media project
4. Critique professional digital media products.
5. Create projects using a variety of digital media tools
6. Demonstrate a working knowledge of copyright and usage rights
7. Present completed projects in a professional manner for critique

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

- | | |
|---|------------|
| •
format and basics of screenplay writing | Learn the |
| •
relevant vocabulary pertaining to film and video production | Learn the |
| •
e the ability to handle equipment related to video production | Demonstrat |
| •
and execute the various stages of a video production, pre-production, the shoot, and post-production | Organize |
| •
the basics of visual story telling & basics of writing for broadcast | Understand |
| •
and demonstrate knowledge of visual structure, composition, framing, angles, line of action, camera movements, mise-en-scene | Understand |
| •
e ability to perform multi faceted roles such as director, camera person, lighting person, writer, and audio person | Demonstrat |
| •
effectively in groups | Work |
| •
aware of ethical issues that exist in relation to the scope of course material | Become |

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.*

Note:

This NMMI course, COMM 1353, previously passed the GenEd approval process as a Communications course. However, New Mexico Military Institute has been informed that it should be filed under Creative and Fine Arts. We are therefore resubmitting the application with changes to reflect the NMMI Course Catalog. Thank you for your consideration.

Introduction to Digital Filmmaking is a hands on pre-production, production and post production course. The student learns to write a short script, utilize a digital camera, camera shots, lights, and editing (Genre and Medium Awareness). This class aims to examine the essential elements and understand the general overview of the process of Digital Film Making. Students will obtain hands on experience in writing, using a camera to create effective visual scenes, and putting all the elements together (Application and Versatility). The course will focus on production creating video projects. Students learn to communicate verbally, by text, and visually using the means of video recording.

In Pre-production the students explore and learn to plan, prepare, and write a script, shot list, and storyboard. Students should demonstrate the ability to brainstorm, write and develop a story and write a visual report. Furthermore, students learn to utilize their creative minds to write a story using the paradigm structure. Generating creative story ideas and learning to write a script by studying and reading different dramatic elements to develop and write an exciting and entertaining digital project (Strategies for Understanding and Evaluating Messages).

In production, the student will execute their pre-production documentation, visual report, and script. Furthermore, just prior to the shoot, the student will evaluate the script, ascertain crucial elements versus none important story elements, and make final changes to elevate the quality of the story (Evaluation and Production of Arguments). Not only will they learn to operate a digital camera on a set but more importantly, use it as a visual tool to communicate dramatic elements in their story.

Post Production- The student will observe how to edit a film project on a non-linear system. Students will evaluate, assess, and understand that scenes are arranged in a particular order; sound and special effects and a title page and credits are added.

Assessment: for each phases of production, students receive feedback that would help them improve their film project. Student was given rubric for final film project. For example, in the pre-production phase, the rubric for Creativeness included five categories and level of assessment ranges from novice to mastery. The rubric includes a category for format, insight, creativity, written structure and genre, Effort.

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.

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

Students are tasked to understand, process, deconstruct, synthesize formal text language and transcribe their text to a visual format. Critical thinking aims to consider their audience, articulate their creative vision in mind, and present it most engagingly.

Problem Solving— Students must detect and exclude deficiencies in their papers and adhere to a higher standard. They continue to exam, ascertain and resolve problems in the assignment as well as solve their narrative's protagonist

challenges. One of the course assignments requires students to consider and contemplate challenges and difficulties that a protagonist needs to overcome in order to gain the audience's sympathy.

Evidence Acquisition— They must seek and provide credible evidence and cite their sources. Furthermore, students need to acquire credible sources that support the story structure of the narrative assignment.

Evidence Evaluation— They must evaluate all information gathered to a professional standard, ascertain if it is credible, and provide crucial evidence. Also, as students collect credible information regarding their narrative, they will need to actively evaluate the information and consider its relevance to the story.

Reasoning/Conclusion— Students incorporate their understanding of the world they created in their narrative. They must utilize all credible evidence and consider providing a valid conclusion. Assessment: A grading rubric is used to address students' quality of work with feedback for students to improve.

Assessment: Guideline and rubric for the PowerPoint is provided. Discussion of selection of a film person is discussed. Expectations of identifying crucial and important aspect of a film person life. Student must research and write a general biography. A grading rubric is used for the presentation and paper, as well as rhetoric and mechanics of speaking in front of class. Evidences of persuasiveness and critical thinking skills is evaluated as per rubric.

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.

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

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.

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

The student is required to create several video projects with the opportunity to develop a Public Service Announcements (PSA). A PSA is an educational announcement for the public that informs, educates, and warns the community about a critical issue for the safety, health, and benefit of the public.

1) Sustainability and the natural and human worlds— The student has the opportunity to create a video that deals with social issues or avoidance of the depletion of natural resources to maintain an ecological balance on earth. Students produces a minute spot (30 or 60 second video commercial) that deals with the human issue that deals with civic discourse, civic understanding and knowledge, both in their local (campus) or global environment and provide an insight to help resolve a public concern.

2) Ethical Reasoning— Student has an opportunity to use ethical reasoning to research, analyze, and produce a visual narrative, a video that impacts our life and the human environment. They must consider and reflect on their position and justify their perspective. Students analyze their campus environment and identify a public concern issue and raise awareness (for the public's good and change public attitudes, opinions, and behavior about the problem by creating Public Service Announcements (PSA). This assignment (PSA) is a short 30 or 60 second video of a public concern and awareness.

Assessment: Students create a PSA that address ethics and personal and social responsibility which the instructor and review and evaluate. Pages 2-11 of the attached Assessment document are the Visual Report the students use to plan their Digital Film Project. This Visual Report is used for the following genres: 1) TV/PSA commercial, 2) Basic Music Video, 3) or One of the following - NMMI Promo, Big Video project, Short Story, Documentary, Promo Cultures, or Major Music Video.

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.

Information & Digital Literacy. <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>
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https://www.nmmi.edu/assessment-plans/

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 1192

Institution and Course Information

Name of Institution	NMMI
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	1115
Title	Introduction to 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	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	COMM
Number	1115
Title	Introduction to 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
 Other

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Describe basic communication terms, forms and concepts.
2. Identify basic communication research methods and theories.
3. Explain the significance of ethics and diversity in communication processes.
4. Apply various concepts and skills in multiple communication contexts.

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.*

Note:

This NMMI course, COMM 1115, previously passed the GenEd approval process as a Humanities course. However, New Mexico Military Institute has been informed that it should be filed under Communications. We are therefore resubmitting the application with changes to reflect NMMI's Course Catalog.

Genre and Medium Awareness, Application and Versatility: Through examining the array of scholarly sub-disciplines as well as personal and vocational applications of the knowledge and skills generated therein--students will identify and communicate in various genres and mediums (oral, written, and digital) using strategies tailor-made for the specific communicative challenges they face (i.e., attending to audience, purpose, and context).

Strategies for Understanding and Evaluating Messages: Students will apply strategies suitable to the specific features of their communication challenges, including reading (both literally and figuratively) for main points across a range of message-channels (i.e., text, speech, nonverbal gestures); they will practice discerning key arguments, counterarguments, and rebuttals in the discourse of their interlocutors, as well as gathering supporting materials as evidence for their arguments. They will also learn to sympathetically imagine the unique perspectives of other stakeholders, and apply relevant theories (e.g., cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation.

Evaluation and Production of Arguments: Students will learn to evaluate the credibility of sources employed in their own arguments and those of others; to distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, students will integrate support for their own claims with information from sources that are used and cited ethically and appropriately (in accordance with APA style).

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.

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

Problem Setting: By examining problematic features across a variety of commonplace personal and work-related situations, students will critically analyze the relative merits of various communicative options for overcoming common obstacles to their success. Students will learn to select discursive tactics appropriate to the quality and condition of the relationships as well as the specific features of the conflicts and challenges to satisfaction that they face.

Evidence Acquisition: In their pursuit of optimizing relationships, as well as outcomes across the range of communication contexts (intrapersonal, interpersonal, intercultural, group, organizational, public, and mass), students will clarify, assemble, and apply the information needed to achieve solutions.

Evidence Evaluation: Students will also evaluate evidence (material used to support ideas presented in their major assignments; e.g., when they explore the connection between media they have consumed and their own ethical standards in the Behavioral Modeling project, attached) for credibility, probable truth, and relevance to the particular communicative context, and the changes they seek to realize.

Reasoning/Conclusion: Throughout their efforts to realize favorable results with respect to challenges encountered across the full array of communication contexts in which they participate, students will develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation of those problematic situations and the specific contours of interaction that occur in each.

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.

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

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.

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

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.

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

Authority and Value of Information: Students will be trained to recognize, generate, and employ information that meets scholarly standards across diverse sub-disciplines of communication inquiry and equips them to engage in best practices in communication.

Digital Literacy: In considering the varied domains of communication studies, both theoretical and applied, students will learn to gather, critique, integrate, and distribute information and media through digital channels.

Research as Inquiry: Students will become well acquainted with a representative sample of quantitative, qualitative, and rhetorical modes of inquiry, as well as the utilization of the products of investigation to solve an array of problems across several communication-relevant careers.

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 General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communication and Modern Languages
Prefix	COMM
Number	2103
Title	Introduction to Film Studies
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	FDMA
Number	2110
Title	Introduction to Film Studies

A. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Identify key movements in film history.
2. Demonstrate a basic vocabulary in film production, as well as film studies and criticism.
3. Recognize and identify the specific formal elements that make up a film.
4. Interpret and analyze how formal elements contribute to the implicit meaning of a film.

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

Student Learning Outcomes

1. Develop an understanding of the cultural, historical, and technical contexts for various films.
2. Identify, define, and analyze basic film techniques used in different genres and time periods.
3. Analyze how film uses literature by studying different sources of adaptation.
4. Demonstrate an understanding of film in its various aspects by writing film analysis, reviews, and/or other projects.

Components of Film Studies course work also found in: FDMA 1525. Introduction to Filmmaking Course Description

An introduction to the study and practice of filmmaking. Students will study the formal elements of film through close-reading of significant short films and relevant excerpts from feature-length films. Introductory study is enriched through the applied practice of hands-on filmmaking exercises.

Student Learning Outcomes

1. Students will learn the basic elements of film.
2. Students will learn how to effectively use HD cameras and consumer-level filmmaking software applications to demonstrate a basic comprehension of those elements.
3. Students will learn how to better conceive, create and distribute short film projects.

https://hed.state.nm.us/uploads/documents/Course_Catalog_V7.pdf

Course Outcomes:

- 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

<ul style="list-style-type: none"> • experience and self-confidence presenting one’s ideas and engaging others 	Gain
<ul style="list-style-type: none"> • listening skills 	Develop
<ul style="list-style-type: none"> • critical thinking skills, evaluate source material, and synthesize knowledge 	Enhance
<ul style="list-style-type: none"> • Become aware of ethical issues that exist in relation to the scope of course material and implement ethical standards 	
Departmental Outcomes:	
<ul style="list-style-type: none"> • essential information and meaning regarding task directions, class discussions, lectures, and audiovisual presentations; 	listening for
<ul style="list-style-type: none"> • respectfully to ideas, understandings, and interpretations of peers from diverse cultural and national backgrounds; 	listening
<ul style="list-style-type: none"> • clearly, coherently, relevantly, and forthrightly in individual, small group, and class discussions; 	speaking
<ul style="list-style-type: none"> • functional understanding academic, recreational, and directional print; 	reading with
<ul style="list-style-type: none"> • insightfully for inferred meanings, connotative nuances, embedded prejudices, and flawed logic; 	reading
<ul style="list-style-type: none"> • meaningfully the contextual, grammatical, and mechanical skillfulness of peer drafts and personal revisions; 	evaluating
<ul style="list-style-type: none"> • and evaluating skillfully and correctly those documented sources selected from the library, computer-generated, and personal resources; 	gathering
<ul style="list-style-type: none"> • standard English sentences; 	writing clear
<ul style="list-style-type: none"> • ng appropriate wordplay and tone presentation appropriate to the document and audience; 	demonstrati
<ul style="list-style-type: none"> • rhetorical forms suited to the audience, subject, and purpose. 	using

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.

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

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.

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

The focus of Comm 2103 Introduction to Film Studies 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.

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.

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

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.

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, 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.

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.

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

Students of 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/>



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communication and Modern Languages
Prefix	FREN
Number	1113
Title	Elementary French I
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	FREN
Number	1110
Title	French 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
 Other

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 and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
2. Students can usually handle short social interactions in everyday situations by asking and answering simple questions
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 sometimes 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.
8. Students can identify beliefs, behaviors and cultural artifacts of the French-speaking world.
9. In English, students will engage with social issues confronting

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

- ☑ Gain the rationale behind the importance of acquiring foreign language skills
- ☑ Deepen one's understanding of French pronunciation rules
- ☑ Gain awareness of the categorization and conjugation of French verbs
- ☑ Appreciate French culture in various areas throughout the world
- ☑ Demonstrate an understanding of the geography and culture of French-speaking countries.
- ☑ Gain the ability to read passages in French and respond to questions on assigned passage(s)
- ☑ Understand how to conjugate selected verbs in both simple and compound tenses in French
- ☑ Demonstrate the ability to listen, speak, and write in French
- ☑ Gain the ability to communicate with the professor and classmates on a basic level
- ☑ Read simple passages in French and be able to comprehend and respond to questions regarding the reading.
- ☑ Understand the fundamentals of how words are pronounced in French.
- ☑ Learn how to translate basic sentences from French into English and vice versa.

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.

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

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.

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

The content of each lesson focuses on introducing students to possible linguistic and cultural problems they may encounter when living, working, or studying abroad, say in France or in any other French-speaking country. After having determined the scope of the specific linguistic needs, students acquire the necessary information to address them, as well as other related cultural challenges. Students evaluate these linguistic and cultural information and use reasoning to simulate real-life interactions through practice exercises such as introducing oneself in French to a peer or a simulated French audience. Doing so is imperative, for critical thinking is best taught by focusing on practices that reflect our own lives, not only with examples projected onto a classroom board or printed in a textbook.

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.

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

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.

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

The focus of each lesson is a specific linguistic and cultural problem they will encounter when living/working/studying abroad, for example, introducing oneself in France. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, French honorifics and spoken etiquette. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, introducing oneself to a peer versus a teacher in France.

To assess skills development, students complete written tests, oral presentations, cultural comparisons, as well as vocabulary quizzes. They are also required to participate and maintain in-class dialogues with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads a passage in which a person introduces themselves to a peer and to a teacher in French. The class identifies and carries out civic discourse regarding the cultural differences and differences in values systems. Students make comparisons of the differences between introducing oneself to a peer and a teacher in French with doing the same in their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students also take a written test to assess these competences as well as their ability to recognize different values systems. Students create informal presentations that assesses linguistic competence, intercultural competence, and understanding of different value systems.

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.

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

FREN 1113—Elementary French I course is designed to introduce students to the basics of listening, speaking, reading, and writing, plus areas of usage of the French language and culture. In a broad sense, Elementary French I aims at introducing students to French grammatical concepts that include verb-conjugation in simple tenses, how to greet, possessive and demonstrative adjectives, and above all, how to form a simple sentence that is made up of the basic parts of speech—subject + verb + article + noun. Although this may not sound obvious from the onset, information and digital literacy play an indispensable part in fostering a foreign language acquisition instruction. Elementary French students start with little to no knowledge of how electronic and translation software resources contribute to enhance language acquisition skills. Nonetheless, this course aims to introduce students to the availability and usefulness of these resources. Similarly, students are exposed to reliable podcasts that serve as cultural and linguistic reinforcement in language learning. Examples of such information and digital resources abound, but most prominent among them include the “homard translation English French dictionary Reverso” website, among many others, that allows students to compare translation accuracy with what is offered by other software options such as the Google translation software.

That is, in Elementary French I, information structures and digital literacy are directly linked, for the course exposes students to the varied digital platforms as they become familiar with digital linguistic resources such as the online live-news in French, information apps, and foreign language acquisition podcasts. Students will complement the afore-mentioned resources by learning how their cellphones, in particular, can serve as a requisite language acquisition tool. Content such as this is made for students to see, experience and touch directly on their own smartphones, allowing them to find their own examples on the networks they actually use. These resources, for sure, allow students to communicate, create, and design in digital environments as they learn to use electronic resources to create written work and audio/visual presentations for their peers via platforms that range from PowerPoint to Canvas. Accomplishment of these tasks involves the selection, use, production, organization, and sharing of information via appropriate information collections, formats, and applications.

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 General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communication and Modern Languages
Prefix	FREN
Number	1123
Title	Elementary French II
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	FREN
Number	1120
Title	French 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
 Other

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 write briefly about most familiar topics and present information using a series of simple sentences.
4. Students can understand the main idea in short, simple messages and presentations on familiar topics.
5. Students can understand the main idea of simple conversations that they overhear.
6. Students can understand the main idea of short and simple texts when the topic is familiar.
7. Students can describe and make comparisons between decisions about beliefs, behaviors and cultural artifacts of the French-speaking world.
8. Students will engage with social issues confronting the French-speaking world to continue to develop their sense of personal and social responsibility.

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

- ☑ Master how to conjugate verbs in French compound tenses
- ☑ Deepen one's mastery of adverb/adjective formation
- ☑ Gain expertise in reading/ translating longer and more complex texts
- ☑ Learn how to correctly describe time of the day in French
- ☑ Internalize the difference in context and form when using possessive adjectives and possessive pronouns
- ☑ Enhance understanding of the fundamental rules governing gender in French nouns and adjectives
- ☑ Gain the ability to read passages in French and respond to questions on assigned passage(s)
- ☑ Demonstrate the ability to listen, speak, and write in French
- ☑ Gain the ability to communicate with the professor and classmates beyond the most basic level of French language

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.

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

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.

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

The content of each lesson focuses on introducing students to possible linguistic and cultural problems they may encounter when living, working, or studying abroad, say in France or in any other French-speaking country. After having determined the scope of the specific linguistic needs, students acquire the necessary information to address them, as well as other related cultural challenges. Students evaluate these linguistic and cultural information and use reasoning to simulate real-life interactions through practice exercises such as introducing oneself in French to a peer or a simulated French audience. Doing so is imperative, for critical thinking is best taught by focusing on practices that reflect learners' own lives, not only with examples projected onto a classroom board or printed in a textbook.

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.

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

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.

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, shopping in France. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, when learning the linguistic etiquette involved in speaking with unfamiliar professionals in casual and mercantile settings. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, simulating interactions in a French market.

To assess skills development, students complete written tests, oral presentations, cultural comparisons, as well as vocabulary quizzes. They are also required to participate and maintain in-class dialogues with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads a passage in which a person interacts with merchants in different settings. The class identifies the distinction, reviews the vocabulary, grammar and cultural nuance present in the text necessary to address both situations. Students take a quiz that assesses acquired competences. Students compare differences between shopping etiquette and styles in France versus their home countries. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create informal presentations that assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

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.

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

FREN 1123—Elementary French II—is continuation of FREN 1113, which is designed to advance students' mastery of listening, speaking, reading, and writing skills, as well as a deeper familiarization of the other aspects of the French culture and language. French 1123 begins with a review of topics covered in French 1113, and transition to French 1123. To this end, Elementary French II continues to expose students to more demanding and challenging French grammatical concepts such as verb-conjugation in compound tenses (with emphasis on the *passé composé*) and past tenses (such as the "*l'imparfait*" and the "*passé simple*"). Students also gain exposure to other grammatical concepts that include adverb formation, possessive and relative pronouns, direct and indirect object pronouns, and context for the uses of the "*à*" and "*En*" prepositions. French 1123 equally exposes students to longer and more challenging reading comprehension texts. Although this may not sound obvious from the onset, information and digital literacy play an indispensable part in fostering a foreign language acquisition instruction.

Students start this course with some knowledge of how electronic and translation software resources contribute to enhance language acquisition skills. Thus, French 1123 students gain a deeper understanding of how digital and electronic tools enhance their acquisition of the French language. Similarly, students are exposed to reliable podcasts that serve as cultural and linguistic reinforcement in language learning. Examples of such information and digital resources abound, but most prominent among them include the "*homard translation English French dictionary Reverso*" website, among a host of others.

Stated differently, information structures and digital literacy are directly linked, for the French 1123 exposes students to the varied digital platforms as they become familiar with digital linguistic resources such as the online live-news in French, information apps, and foreign language acquisition podcasts. Students complement the aforementioned resources by learning how electronic resources such as their cellphones can serve as a requisite language acquisition tool. These resources allow students to communicate, create, and design in digital environments as they learn to use digital and electronic resources to create written work and audio/visual presentations for their peers via platforms that range from PowerPoint to Canvas. Accomplishment of these tasks involves the selection, use, production, organization, and sharing of information via appropriate information collections, formats, and applications.

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 General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	SJC
Chief Academic Officer Name	Lisa Perez
Chief Academic Officer Email	perezl@sanjuancollege.edu
Registrar Name	Karen Doughty
Registrar Email	doughtyk@sanjuancollege.edu
Department	Records and Registration
Prefix	ANTH
Number	2335
Title	Anthropology of Religion
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	none
Number	none
Title	none

New Mexico Common Course information

Prefix	ANTH
Number	2335
Title	Anthropology of Religion

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 Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

Student Learning Outcomes Upon successful completion of the course, the student will be able to...

- 1. Understand the basic vocabulary used by anthropologists to describe and discuss the belief systems of various cultures.**
- 2. Understand and appreciate the range of variation within belief systems of peoples around the world, particularly those of non-Western cultures.**
- 3. Apply anthropology's holistic approach to cross-cultural research on belief systems of various cultures.**
- 4. Recognize how the field of anthropology has changed over time and how these changes have affected the way that religion has been studied cross-culturally since its inception as a formal discipline.**

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

- | | |
|--|-------------------|
| 1.
the basic vocabulary used by anthropologists to describe and discuss the belief systems of various cultures. | Understand |
| 2.
and appreciate the range of variation within belief systems of peoples around the world, particularly those of non-Western cultures. | Understand |
| 3.
anthropology's holistic approach to cross-cultural research on belief systems of various cultures. | Apply |
| 4.
how the field of anthropology has changed over time and how these changes have affected the way that religion has been studied cross-culturally since its inception as a formal discipline. | Recognize |

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 take four exams that include multiple choice, short answer, and an essay question. The essay question requires students to synthesize several topics presented from the textbook, class lectures, and activities. Students must write the essay in class and be able to think on the spot, synthesize complex topics, and write an organized essay.

Students also participate in class discussions that require use of class concepts and their own ideas. Students are required to attend class, and face to face discussions take the place in large group and small group settings. The online course requires students to post several times during the semester in graded discussions with their classmates. Graded online discussions require students to post their ideas and respond to one or two classmates. Class discussions help students understand and explore the concepts taught in class. They can use this information when working on their exams and other class assignments.

Students are also expected to give an oral presentation to the class over a research topic. Students must select and read an ethnography about a group's religion. They are required to present their research to the class. The research must include 4 scholarly sources and include correct citations in MLA or APA format.

Students also research a topic of their choosing for their final paper. The paper must include at least 4 scholarly sources and present a thesis or claim that must be supported with their research. The paper must be more than information gathering and present an argument that is backed up by research and their own reasoning. This research and argument must be presented in essay format and include correct citations in MLA or APA format.

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.

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

Many areas of anthropology provide no right and wrong answers, and students learn to evaluate concepts and draw conclusions based on their own reasoning. Through reflective thought, class projects, and class discussions, students use the basic concepts of anthropology and apply them in different contexts. Critical thinking is assessed in the exams. Students are expected to synthesize several topics and form an organized essay. For instance, students learn about globalization and are asked to discuss how globalization can affect indigenous peoples. This essay question requires them to also use knowledge they have of indigenous groups as well as important concepts central to anthropology, like cultural relativism. In another essay question, students must explain the concept of applied anthropology and then discuss different areas where it could be used, like business, health care, or education. They must use evidence acquired in class readings and materials to produce their own conclusions.

Students are required to read two ethnographies about indigenous peoples. Students are expected to compare the similarities and differences between the cultures we learn about and their own culture. For example, must discuss the use of ritual in the religious context. They also must discuss the different types of rituals we see cross-culturally, using at least 2 specific examples of religious rituals and discuss how they are classified (technological, therapy, ideological, revitalization or rites of passage). In another example, student must discuss the differences between myths and legends. They must consider the question: has modern science eliminated the need for myths? This requires knowledge of their own culture and that of others.

Students must also write a final paper using at least 4 outside scholarly sources. Students choose their own topic and then are instructed to research the topic and present an argument based on their own research. Students must critically evaluate sources and present an argument based on their own knowledge from the class and what they have researched. The paper must include citations in either MLA or APA format.

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.

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

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.

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*

Anthropology of religion includes extensive material, lectures, readings, and discussions about the concepts of culture and cultural relativism. Students are taught the methods of anthropology which include participant observation and why this is important when understanding and studying different cultures. Exams assess students' knowledge of these concepts. In addition, the course discusses, in detail, several cultures, including Amazonian groups, the Dobe San, the Ache, the Fore, and Wiccans. Exams assess students' ability to compare the cultures we learn about in class with their own cultures. Students also read two ethnographies about vastly different cultures and are expected to be reflective on the experience.

Students are asked to consider the ethics involved when working with human groups, and learn about the American Anthropological Association code of ethics. All exams and projects must include a discussion of the ethical considerations and dilemmas that anthropologists face. Specifically, students must identify ethical issues that arise in one of our ethnographies and discuss what they would have done differently or the same as the anthropologist.

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.

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.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).pdf
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