



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 1057

### Institution and Course Information

|                              |                                  |
|------------------------------|----------------------------------|
| Name of Institution          | <b>NMMI</b>                      |
| Chief Academic Officer Name  | <b>Orlando Griego</b>            |
| Chief Academic Officer Email | <b>ogriego@nmmi.edu</b>          |
| Registrar Name               | <b>Chris Wright</b>              |
| Registrar Email              | <b>wright@nmmi.edu</b>           |
| Department                   | <b>English</b>                   |
| Prefix                       | <b>ENGL</b>                      |
| Number                       | <b>2610</b>                      |
| Title                        | <b>Early American Literature</b> |
| Number of Credits            | <b>3</b>                         |

**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 | ENGL                  |
| Number | 2610                  |
| Title  | American Literature I |

### A. Content Area and Essential Skills

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

- Communications       Mathematics       Science       Social & Behavioral Sciences  
 Humanities       Creative & Fine Arts       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. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

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

|   |            |
|---|------------|
| <b>Cognition</b>  |            |
| A. identify authorial style and intent.                                     | Define and |
| B. literary influences.   | Identify   |
| C. the truths and misunderstandings of authorial stereotypes.               | Recognize  |
| <b>Reading</b>  |            |
| A. the definition of literary merit.  | Understand |
| B. basic understanding of canonical authors and works.                      | Surpass a  |
| C. ability to read and respond to poetry.                                   | Improve    |
| <b>Research</b>   |            |
| A. understanding and use of literary criticism.                             | Hone       |
| B. the interplay of history and fiction.                                    | Understand |
| C. the interplay of an author's biography and fiction.                      | Understand |
| <b>Writing</b>  |            |
| A. sophistication of reading response.                                      | Improve    |
| B. te the ability to compare and connect multiple different literary texts. | Demonstra  |

|  |                   |
|--|-------------------|
| <b>C.</b><br>and synthesize original and sophisticated research.                             | <b>Conduct</b>    |
| <b>Generation</b>  |                   |
| <b>A.</b><br>te the ability to determine the idiosyncratic qualities of American literature. | <b>Demonstra</b>  |
| <b>B.</b><br>the fictional representation of the American character.                         | <b>Understand</b> |
| <b>C.</b><br>and delineate different movements in American fiction and poetry.               | <b>Recognize</b>  |

### C. Narrative

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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><b>Communication.</b> <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 essential goal of ENGL 2610 is to develop Critical Thinking through the systematic reading and responding to canonical and extra-canonical texts created on the North American continent, from age of exploration through the eras of colonization, revolution and identity creation. The critical analysis of these texts assists in building meaning and understanding the relevance and application of the sentimentalism of the poetry of Anne Bradstreet, the social didacticism of Uncle Tom's Cabin, the political irreverence of Henry David Thoreau, or the realistic impact of The Red Badge of Courage. The relevance of all these texts and others exists in the enduring quest of Literary Studies: To determine if a text possesses a purpose, agenda, or even ulterior motive. From this point, students can begin to develop the ability to critically separate the author from the text itself; to see art for art's sake; or to contextualize the historical purpose and/or effectiveness of any textual intention. In the myriad forms which American literary texts can assume, and given the innumerable "canonical" texts of American Literature from Mary Rowlandson to Frank Norris, students can explore innumerable potential answers. Equipped with the skills acquired in ENGL 1110 and 1120, students can then research the most pertinent and valid sources, read and compare opinions with the primary materials, then synthesize this process into a coherent argument. In this manner, the student can find contemporary relevancy in the works of James Fennimore Cooper, Margaret Fuller, Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, Walt Whitman, Emily Dickinson, and so many others.

### 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.

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| <b>Quantitative Reasoning.</b> <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*

This survey course of early American Literature emphasizes a chronologic reading of American authors beginning before the Colonial period and ending in the final decade of the Nineteenth Century. Students will participate in the traditional English course of assigned reading, classroom discussion, lecture, and presentation, as well as research and essay composition. By comparing literary developments with historical contexts and cultural influences, students should begin to recognize and absorb the many different voices of American literature and to cultivate their own unique voice within a common critical discourse. In this manner, through the development of analysis and response, students will read and learn to comprehend a survey of carefully curated texts, synthesize ideas about theme, authorial intent, historical context, and potentially apply critical schools of thought to the interpretation of these texts. Within or regardless of any potential critical lens, students will consider how texts interact with different epochs of cultural strife and revolution between both empowered and marginalized groups and assess the place of the voices of the privileged, the disenfranchised, and anyone in between. Students should demonstrate the ability to expand on all the skills learned in other Humanities courses: to read, write, persuade, research, and reach carefully considered conclusions to apply within the realm of the emergent and multiple voices of American Literature. Then they may feel emboldened to add their own reasoning and responsible voice to the conversation.

### 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*

In ENGL 2610 students will research, read, and synthesize ideas and definitions of what constitutes American Literature. These three tasks, honed in the prerequisite courses, carry greater meaning as the course reaches the present, after a necessarily chronological survey to include reading primary sources and navigating databases for pertinent secondary sources. At the conclusion of the course, students, fully equipped with their instinctive ability to find the most polarizing issues in the globally interconnected world, can begin to articulate how the legacy of American Literature, in all its iterations, informs the present. Rational and transformative conversations can then take place between the current digital existence and the historied and globally resounding legacy of American literature. Students can emerge from ENGL 2610 with the ability to engage as curious, informed, and ethical participants in the ongoing conversation about story and its part in the development and transformation of civilization.



**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) 1060

### Institution and Course Information

|                              |                                 |
|------------------------------|---------------------------------|
| Name of Institution          | <b>NMMI</b>                     |
| Chief Academic Officer Name  | <b>Orlando Griego</b>           |
| Chief Academic Officer Email | <b>ogriego@nmmi.edu</b>         |
| Registrar Name               | <b>Chris Wright</b>             |
| Registrar Email              | <b>wright@nmmi.edu</b>          |
| Department                   | <b>English</b>                  |
| Prefix                       | <b>ENGL</b>                     |
| Number                       | <b>2630</b>                     |
| Title                        | <b>Early British Literature</b> |
| Number of Credits            | <b>3</b>                        |

**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 | ENGL                 |
| Number | 2630                 |
| Title  | British Literature I |

### A. Content Area and Essential Skills

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

- Communications       Mathematics       Science       Social & Behavioral Sciences  
 Humanities       Creative & Fine Arts       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. Read and discuss representative works of British writers from the representative epochs to understand cultural and historical movements which influenced those writers and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

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

|  |            |
|--|------------|
| <b>Cognition</b>   |            |
| A. identify authorial style and intent.                                  | Define and |
| B. literary influences.  | Identify   |
| C. the truths and misunderstandings of authorial stereotypes.            | Recognize  |
| <b>Reading</b>   |            |
| A. the definition of literary merit.                                     | Understand |
| B. basic understanding of canonical authors and works.                   | Surpass a  |
| C. ability to read and respond to poetry.                                | Improve    |
| <b>Research</b>  |            |
| A. understanding and use of literary criticism.                          | Hone       |
| B. the interplay of history and fiction.                                 | Understand |
| C. the interplay of an author's biography and fiction.                   | Understand |
| <b>Writing</b>   |            |
| A. sophistication of reading response.                                   | Improve    |
| B.   | Demonstra  |
| te the ability to compare and connect multiple different literary texts. |            |
| C. and synthesize original and sophisticated research.                   | Conduct    |
| <b>Generation</b>  |            |

|   |                   |
|---|-------------------|
| <b>A.</b><br>te the ability to determine the idiosyncratic qualities of British literature. | <b>Demonstra</b>  |
| <b>B.</b><br>the fictional representation of the British character.                         | <b>Understand</b> |
| <b>C.</b><br>and delineate different movements in British fiction and poetry.               | <b>Recognize</b>  |

### C. Narrative

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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.

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| <p><b>Communication.</b> <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*

In ENGL 2630, professors introduce students to a survey of British literature, from Anglo-Saxon poetry to the Victorian Age. Students interact with these multiple eras and genres through reading assignments, lecture notes, class discussion, short responses, and research essays. Depending on the focus of the instructor, short films, presentations, creative writing, and/or mixed media assignments enhance the understanding and appreciation of this vast era of British Literature. Professors guide students to search for meaning in themes and subthemes, and utilize web and database sources to augment their understanding and synthesize ideas into informative and/or persuasive essays. Professors also introduce students to different theoretical schools by which to understand and move toward a critique of historical, cultural, and economic influences on texts. Possessed of these skills and encounters, students will improve their capability to interact responsibly in the common critical discourse surrounding any global topic stemming from Britain's immense influence on world affairs, and add a rational voice to the world conversation.

### 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.

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| <b>Quantitative Reasoning.</b> <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*

Within the content of ENGL 2630 (the genres, eras, authors, and milieu), professors ask students to think critically about authorial intent or textual agenda. While novels, plays, poems, etc. are read and studied for their own artistic merit, professors still challenge students to ask “why?”: (why this word, that character name, this setting, that behavior). Literature continues to be the setting for humanity to consider and contemplate the many varieties of existence and critically understand what it means to conduct oneself as a human in the world. The skills inherent in reading, sharing observations, composing responses, and researching assist students with evaluating different human perspectives on each text, writer, context, and character. Simultaneously, students can assess the opinions and inevitable agendas of other readers’ responses through scholarly articles. Eventually this process lends itself to a researched, considered, polished conclusion about the role of British Literature in human thought. While professors are encouraged to guide students to ask specific questions about ethics and leadership in these texts, naturally, the professors expect the students to seize a detail and a perspective and a lens that most leads to a very close exploration of a given text, author, or topic, and reach their own researched conclusions about the literature.



### C. Narrative

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

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

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

The professors of the NMMI Department of English have worked with the librarians of the Toles Learning Center/Horgan Library to provide access to not only multiple databases, but also British newspapers, hundreds of thousands of pages of digitally stored British documents, and the full perquisites of the OED. Access to such a wealth of information complements and enhances student exposure to and understanding of British Literature and the historical contexts in which it existed/exists. Though simple search engine and database research remains part of the process of supplementing an understanding and appreciation of British Literature, professors want students to understand that research and digital literacy far surpasses a mere Google query. Through the modeled and scaffolded techniques adumbrated in the Communication and Critical Thinking processes taught in ENGL 1110 and ENGL 1120, students undertake a process of elevating their understanding from mere comprehension to a polished, idiosyncratic, informed, and evaluative final product.

**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) 1061

### Institution and Course Information

|                              |                                   |
|------------------------------|-----------------------------------|
| Name of Institution          | <b>NMMI</b>                       |
| Chief Academic Officer Name  | <b>Orlando Griego</b>             |
| Chief Academic Officer Email | <b>ogriego@nmmi.edu</b>           |
| Registrar Name               | <b>Chris Wright</b>               |
| Registrar Email              | <b>wright@nmmi.edu</b>            |
| Department                   | <b>English</b>                    |
| Prefix                       | <b>ENGL</b>                       |
| Number                       | <b>2620</b>                       |
| Title                        | <b>Modern American Literature</b> |
| Number of Credits            | <b>3</b>                          |

**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 | ENGL                   |
| Number | 2620                   |
| Title  | American Literature II |

### **A. Content Area and Essential Skills**

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

- Communications       Mathematics       Science       Social & Behavioral Sciences  
 Humanities       Creative & Fine Arts       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. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

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

|   |            |
|---|------------|
| <b>Cognition</b>  |            |
| A. identify authorial style and intent.                                     | Define and |
| B. literary influences.   | Identify   |
| C. the truths and misunderstandings of authorial stereotypes.               | Recognize  |
| <b>Reading</b>  |            |
| A. the definition of literary merit.  | Understand |
| B. basic understanding of canonical authors and works.                      | Surpass a  |
| C. ability to read and respond to poetry.                                   | Improve    |
| <b>Research</b>   |            |
| A. understanding and use of literary criticism.                             | Hone       |
| B. the interplay of history and fiction.                                    | Understand |
| C. the interplay of an author's biography and fiction.                      | Understand |
| <b>Writing</b>  |            |
| A. sophistication of reading response.                                      | Improve    |
| B. te the ability to compare and connect multiple different literary texts. | Demonstra  |
| C. and synthesize original and sophisticated research.                      | Conduct    |

**Generation**

**A.**

te the ability to determine the idiosyncratic qualities of American literature.

**Demonstra**

**B.**

the fictional representation of the American character.

**Understand**

**C.**

and delineate different movements in American fiction and poetry.

**Recognize**

### C. Narrative

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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.

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|--|
| <p><b>Communication.</b> <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 essential goal of ENGL 2620 is to develop Critical Thinking through the systematic reading and responding to canonical and extra-canonical texts created within the still-emerging identity of the late Nineteenth Century United States through to the present. The critical analysis of these texts assists in building meaning and understanding the relevance and application of the confessional of the poetry of Anne Sexton, the social didacticism of *The Crucible*, the political irreverence of Allen Ginsberg, or the fantastic impact of *Slaughterhouse-Five*. The relevance of all these texts and others exists in the enduring quest of Literary Studies: To determine if a text possesses a purpose, agenda, or even ulterior motive. From this point, students can begin to develop the ability to critically separate the author from the text itself; to see art for art's sake; or to contextualize the historical purpose and/or effectiveness of any textual intention. In the myriad forms which American literary texts can assume, and given the innumerable "canonical" texts of American Literature from Willa Cather to Colson Whitehead, students can explore innumerable potential answers. Equipped with the skills acquired in ENGL 1110 and 1120, students can then research the most pertinent and valid sources, read and compare opinions with the primary materials, then synthesize this process into a coherent argument. In this manner, the student can find personal relevancy and resonance in the works of Robert Frost, Sandra Cisneros, John Steinbeck, Richard Wright, Robert Lowell, Thomas Pynchon, Sylvia Plath, and so many others.

### C. Narrative

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

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

|  |
|--|
| <b>Quantitative Reasoning.</b> <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*

This survey course of modern to contemporary American Literature emphasizes a chronologic reading of American authors from approximately the Civil War Era to now. Students will participate in the traditional English course of assigned reading, classroom discussion, lecture, and presentation, as well as research and essay composition. By comparing literary developments with historical contexts and cultural influences, students should begin to recognize and absorb the many different voices of American literature and to cultivate their own unique voice within a common critical discourse. In this manner, through the development of analysis and response, students will read and learn to comprehend a survey of carefully curated texts, synthesize ideas about theme, authorial intent, historical context, and potentially apply critical schools of thought to the interpretation of these texts. Within or regardless of any potential critical lens, students will consider how texts interact with different epochs of cultural strife and societal revolution between both empowered and marginalized groups and assess the place of the voices of the privileged, the disenfranchised, and anyone in between. Students should demonstrate the ability to expand on all the skills learned in other Humanities courses: to read, write, persuade, research, and reach carefully considered conclusions to apply within the realm of the emergent and multiple voices of American Literature. Then they may feel emboldened to add their own reasoning and responsible voice to the conversation.

### 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*

In ENGL 2620 students will research, read, and synthesize ideas and definitions of what constitutes modern American Literature. These three tasks, honed in the prerequisite courses, carry greater meaning as the course reaches the present, after a necessarily chronological survey to include reading primary sources and navigating databases for pertinent secondary sources. At the conclusion of the course, students, fully equipped with their instinctive ability to find the most polarizing issues in the globally interconnected world, can begin to articulate how the legacy of American Literature, in all its iterations, informs the present. Rational and transformative conversations can then take place between the current digital existence and the historied and globally resounding legacy of American literature. Students can emerge from ENGL 2620 with the ability to engage as curious, informed, and ethical participants in the ongoing conversation about story and its part in the development and transformation of civilization.

**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) 1062

### Institution and Course Information

|                              |   |
|------------------------------|---|
| Name of Institution          | <b>NMSU-Main</b>                                      |
| Chief Academic Officer Name  | <b>Provost Dorthy Campbell</b>                        |
| Chief Academic Officer Email | <b>provost@nmsu.edu</b>                               |
| Registrar Name               | <b>Dacia Sedillo</b>                                  |
| Registrar Email              | <b>dapachec@nmsu.edu</b>                              |
| Department                   | <b>Borderlands and Ethnic Studies</b>                 |
| Prefix                       | <b>BEST</b>   |
| Number                       | <b>1110</b>   |
| Title                        | <b>Introduction to Borderlands and Ethnic Studies</b> |
| Number of Credits            | <b>3</b>  |

**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 | BEST   |
| Number | 1110   |
| Title  | Introduction to Borderlands and Ethnic 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. Learn and understand broad histories of social struggles, social movements, and ensuing human relationships.
2. Meaningfully engage classical and new materials from the Borderlands and Ethnic Studies “canon.”
3. Articulate observations using key terms, theories, and concepts in Borderlands and Ethnic Studies.
4. Apply key concepts in “everyday life” via course activities
5. Gain a better understanding of your own worldviews and opinions towards issues of race, class, gender, nationalism, migration, borders, social movements, and resistance
6. Learn mindful and constructive ways to engage peers about sometimes “difficult” topics like race, power, and privilege.

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

NA

### C. Narrative

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

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

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

During the course, students will complete numerous reading reflections, applied assignments, discussion posts, and video and lecture reflections, and will also complete a final essay and final project. Opportunities to demonstrate essential skills are embedded throughout these assignments.

i. (Genre and Medium Awareness...) BEST 1110G allows students to examine the canons of Ethnic Studies, providing them with the awareness and versatility to recognize the often subtle and subconscious messaging of the dominant class through in class discussions and assignments. This will be achieved through assignments related to visual messaging (billboards, ads, movies, commercials, etc.). Students will learn to spot instances of both positive and negative stereotypes perpetrated in a variety of genres, mediums, in both English and Spanish.

ii. (Understanding and Evaluating Messages) Through this course students will acquire the strategies necessary to understand and evaluate historical and modern messages for subtle and subconscious racism, sexism, ageism, lookism, classism, ableism, transphobia, and white privilege that are unique to the borderlands. They will develop traditional and non-traditional communication skills (oral, written, digital, and body language), including but not limited to interchanges of symbolism or signage through interpersonal exchanges and group and public communication.

iii. (Evaluation and Production of Arguments) This course demonstrates are how messages, exchanges of ideas, and opinions are received. During the course, students will implement positive communication skills to effectively support their position regarding Ethnic Studies and racism in the borderlands regions of the United States and Mexico. This will be achieved through assignments in which the students research and create presentations both individually and in group work. These assignments will support student-to-student learning through peer critiques and collaborative reflection.

### 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*

i. **(Problem Setting)** Through assigned readings and a sequence of assignments, students are provided questions requiring critical inquiry and analysis focused primarily on the borderlands (Southern New Mexico, West Texas and Northern Mexico). Students will be required to address current social issues related to race and ethnic relations that are both international and transnational in the borderlands and to formulate and support arguments in response to related research questions.

ii. **(Evidence Acquisition)** Evidence acquisition is a central component of all written- and project-based assignments. This will involve students engaging in library- and web-based research and evaluation of both secondary and primary sources that specifically address issues of importance in Southern New Mexico, West Texas, and Northern Mexico.

iii. **(Evidence Evaluation)** Assignments will integrate the practice of rhetorical evaluation of sources: Students will evaluate secondary sources with attention to authorship, publication venue, strategies of audience engagement, and effective organization, integration of sources, and style.

iv. **(Reasoning/Conclusion)** Students will practice strategies of critical reading, writing, and project creation. To complete assignments successfully, students will synthesize assigned reading materials, secondary source research, and critical analysis

### 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.

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|--|
| <b>Quantitative Reasoning.</b> <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*

**i. (Intercultural Reasoning and Competence)** Intercultural reasoning and intercultural competence is meant to support effective and appropriate interaction in a variety of cultural contexts that are especially important in a region where cultures both collide and coalesce. This course provides an introduction to the social construction of race which helps students to understand and begin to articulate the contours and cultural contexts of racialized societies. By doing so it helps students navigate and understand the importance of cultural context when viewing social phenomena like race and race relations

**iv. (Collaboration/Teamwork)** Through student-to-student and group projects, students will develop collaboration skills necessary in a multicultural, diverse society. Students will be assigned individual tasks within groups on projects that cannot fully be completed without each of the individual components. Additionally, the course will address the various value systems in the borderlands that show both strength and resilience despite a hegemonic system that has attempted to force assimilation throughout the borderlands.

**v. (Civic Discourse...)** In addressing civic knowledge and engagement, this course will include instruction on civic values, processes of government, political ideologies, civic and constitutional rights, and civic dispositions. This class explores local and global dimensions of civic discourse and engagement by understanding the ways social forces located in civic knowledge and engagement have at times contributed to reinforcing and unraveling social constructedness of race and racial relations not only in the borderlands but throughout the world. This will be accomplished through assignments in which students will suss out evidences of the different ways dominant and non-dominant groups are treated or marginalized within their own communities and within social groups.

### C. Narrative

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

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

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

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

|   |   |
|---|---|
| Link to Institution's General Education Assessment Plan | <a href="https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf">https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf</a> |
|---|---|



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

|                              |                                    |
|------------------------------|------------------------------------|
| Name of Institution          | <b>NMMI</b>                        |
| Chief Academic Officer Name  | <b>Orlando Griego</b>              |
| Chief Academic Officer Email | <b>ogriego@nmmi.edu</b>            |
| Registrar Name               | <b>Chris Wright</b>                |
| Registrar Email              | <b>wright@nmmi.edu</b>             |
| Department                   | <b>Communications</b>              |
| Prefix                       | <b>COMM</b>                        |
| Number                       | <b>1213</b>                        |
| Title                        | <b>Interpersonal Communication</b> |
| Number of Credits            | <b>3</b>                           |

**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 | 2120                        |
| Title  | Interpersonal 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. Define and describe basic interpersonal communication terms and concepts
2. Identify and analyze interpersonal communication across a variety of personal and professional contexts in both face-to-face and mediated forms
3. Identify and demonstrate a variety of skills that will enhance interpersonal communication
4. Analyze a variety of purposes of and goals in interpersonal communication interactions
5. Recognize diversity and ethical considerations in interpersonal interactions

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

1. Define and describe basic interpersonal communication terms and concepts
2. Identify and analyze interpersonal communication across a variety of personal and professional contexts in both face-to-face and mediated forms
3. Identify and demonstrate a variety of skills that will enhance interpersonal communication
4. Analyze a variety of purposes of and goals in interpersonal communication interactions
5. Recognize diversity and ethical considerations in interpersonal interactions

### C. Narrative

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

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

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

**Genre and Medium Awareness, Application and Versatility:** Through examining the network of interpersonal attachments within which they live--and developing strategies for mindful, selective participation in mutually beneficial relationship--students will identify and communicate in various genres and mediums (oral, written, and digital) using strategies tailor-made for the specific rhetorical 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 interpersonal interactions, 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, 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:** In examining their cluster of most significant relationships, and by attempting to cultivate others in pursuit of mutual benefit, students will critically analyze their interpersonal communications, identifying discrete obstacles to their success in relationships (including the causes of conflict, stage-specific challenges encountered throughout the relational lifespan, and problematic communicative habits that threaten individuals' health and well-being), while selecting 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 existing relationships, as well as cultivating new ones, students will clarify, assemble, and apply the information needed to achieve solutions. **Evidence Evaluation:** Students will also evaluate evidence for credibility (e.g., preservation from bias, reliability, and validity), probable truth, and relevance to their specific relationships, and the changes they seek to realize. **Reasoning/Conclusion:** Throughout their efforts to optimize existing relationships, and the intentional generation of others, students will develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation of those relationships 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.

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



### C. Narrative

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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><b>Personal &amp; Social Responsibility.</b> <i>Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global</i></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 recognize the value of valid knowledge supported by adequate evidence and use it ethically when selecting, using, and creating information. Students will be trained in how best to provide attribution for source material (e.g., quotations and data) that they include in their messages. **Digital Literacy:** Students will understand, communicate, compute, create and design in digital environments. Students seek out information via interviews (i.e., research as inquiry), as well as on websites and social media (i.e., digital literacy). **Information Structure:** Students will be required to produce texts consistent with the most up-to-date writing standards observed in social science research reporting as expressed in the APA (American Psychological Association) Style Manual, and will become acquainted more generally with the array of guidance for best practices in composition, organization of content, and the expression of ideas available to writers in the Purdue OWL (Online Writers' Lab). **Research as Inquiry:** Students will engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer. Students' life experience will be the subject of their research effort, allowing them to investigate questions that are relevant to the outcomes they are likely to experience in their personal and professional lives.

**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) 1070

### Institution and Course Information

|                              |                              |
|------------------------------|------------------------------|
| Name of Institution          | <b>CNM</b>                   |
| Chief Academic Officer Name  | <b>Dr. Sydney Gunthorpe</b>  |
| Chief Academic Officer Email | <b>sydney@cnm.edu</b>        |
| Registrar Name               | <b>Glenn Damiani</b>         |
| Registrar Email              | <b>gdamiani@cnm.edu</b>      |
| Department                   | <b>Registrar</b>             |
| Prefix                       | <b>MATH</b>                  |
| Number                       | <b>2110</b>                  |
| Title                        | <b>Math for Teachers III</b> |
| Number of Credits            | <b>3</b>                     |

**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 | 2110                  |
| Title  | Math for Teachers III |

### A. Content Area and Essential Skills

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

- Communications       Mathematics       Science       Social & Behavioral Sciences  
 Humanities       Creative & Fine Arts       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. Analyze arithmetic.**

Component 1: Graph functions.

Component 2: Analyze the behavior of different operations.

Component 3: Recognize operations required by problems involving geometric figures.

**2. Apply mathematical concepts.**

Component 1: Recognize growth factors in different dimensions.

Component 2: Solve problems involving congruent and similar objects.

Component 3: Analyze linear functions.

Component 4: Interpret probabilities.

**3. Represent mathematical concepts.**

Component 1: Interpret the results of probability experiments.

Component 2: Design simulations.

Component 3: Draw the image of a polygon given a specific transformation.

Component 4: Create graphs showing data.

Component 5: Create graphs of functions.

**4. Communicate mathematical concepts.**

Component 1: Use correct terminology and notation.

Component 2: Describe geometric objects including shapes and transformations.

Component 3: Translate between symbols, graphs, and verbal description

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

N/A

### C. Narrative

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

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

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

In Math 2110, students learn how to describe mathematical ideas by demonstrating the use of both correct math and math symbols as well as appropriate mathematical representations. Students make connections and communicate the relationship between the math and math representations by both oral and written language. Students demonstrate mathematical ideas visually by using math diagrams, including number lines, tables, graphs, and strip diagrams as well as by manipulating physical objects like algebra tiles. They prepare explanations intended for a variety of audiences with different levels of mathematical knowledge including: a mathematician, a high school graduate (peer), and an elementary/middle school child. They also evaluate arguments presented by real and hypothetical children. This includes interpreting student written work, understanding the child's reasoning, evaluating the validity of the reasoning, and preparing an appropriate response based on their perception of the child's level of understanding. These skills are assessed through written homework, online discussion boards, in-class group activities and presentations. Students frequently participate in group activities during which they communicate mathematical ideas with peers. In many sections they have opportunities to give formal or informal presentations during which they must clearly communicate mathematical knowledge. SAMPLE I requires groups of students to examine a child's argument and respond at the appropriate level with mathematical diagrams. Then the students must discuss their work using mathematical vocabulary at an adult level. Finally, they must communicate and explain mathematical ideas using a variety of formats.

### 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*

In Math 2110, students have frequent opportunities to develop critical thinking skills. They practice solving problems, develop an understanding for why algorithms/formulas make sense, and evaluate the reasoning of others. As stated in the course description "Problem solving is emphasized throughout." When problem solving, students must 1) understand the problem, 2) devise a plan, 3) carry out the plan, and 4) evaluate their results at each step including the conclusion. In addition to solving the problem, these preservice teachers must also deconstruct and explain their reasoning in such a way that a struggling student could understand how to get started on the problem. For future teachers, it is not enough to be able to use critical thinking to correctly solve problems, they must also be able to analyze student work. In MATH 2110 students practice recognizing invalid reasoning, identifying the probable misconception that led to the error, and then devising a strategy to correct the misconception. This essential skill is assessed through homework, in class assignments, and exams. SAMPLE 2 is a homework question that requires students to critically examine three very similar approaches to solving a problem. They must understand why a child might think each method is valid and then be able to explain how to think critically about each approach.

### 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*

In Math 2110, students work towards fluently moving between representations of quantitative information. They practice solving contextual word problems by applying appropriate models and reasoning with numbers, expressions, equations, graphs, and diagrams. They learn to create their own word problems that could model a given expression, equation, or math diagram. Students also analyze real and hypothetical elementary/middle school student mathematical work. This requires a deep understanding of mathematical concepts and quantitative reasoning. They need to be able to develop their own solutions and explanations, understand other possible reasoning, and recognize flawed mathematical arguments. They work towards having depth and breadth in their understanding so they can explain mathematical concepts in a variety of ways and address misconceptions. This important skill is assessed through written homework, online discussion boards, in-class group activities and presentations, as well as exams. Please see the attached SAMPLE 3 which is a midterm question that has students analyze a given scenario using both graphical and non-graphical methods.



### C. Narrative

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

### C. Narrative

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

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

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

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

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



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

|                              |   |
|------------------------------|---|
| Name of Institution          | <b>SJC</b>  |
| Chief Academic Officer Name  | <b>Adrienne Forgette, PhD</b>                                 |
| Chief Academic Officer Email | <b>forgettea@sanjuancollege.edu</b>                           |
| Registrar Name               | <b>Karen M. Doughty</b>                                       |
| Registrar Email              | <b>doughtyk@sanjuancollege.edu</b>                            |
| Department                   | <b>Business, Information Technology &amp; Social Sciences</b> |
| Prefix                       | <b>BUSA</b>   |
| Number                       | <b>2460</b>   |
| Title                        | <b>Business Ethics</b>  |
| Number of Credits            | <b>3</b>  |

**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 | BUSA            |
| Number | 2460            |
| Title  | Business Ethics |

### **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. Explain business ethics in the context of the varying demands and expectations of the organization's stakeholders.
2. Analyze how an organization's leadership impacts the ethical environment and culture of the workplace and the business decisions made by organizational members.
3. Examine the difference between personal ethical values and those of a business organization.
4. Discuss the ethical dilemmas presented by technology.
5. Discuss the consequences of unethical and ethical business decisions.
6. Examine the role of corporate social responsibility in the business enterprise.
7. Recognize the variety of social/ethical norms exhibited by business organizations internationally.
8. Develop a methodology for making ethical business decisions.

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

**BROAD AND SPECIALIZED LEARNING**

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

**CRITICAL THINKING**

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

**CULTURAL AND CIVIC ENGAGEMENT**

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

**EFFECTIVE COMMUNICATION**

Students will exchange ideas and information with clarity in multiple contexts.

**INTEGRATING TECHNOLOGIES**

Students will demonstrate fluency in the application and use of technologies, information, or resources in multiple contexts.

### C. Narrative

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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.

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| <p><b>Communication.</b> <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.

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

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|---|
| Students build and apply critical thinking skills using a variety of assignments that examine ethics and ethical dilemmas in relationship to the organization and its culture, stakeholders, and society. |
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| Problem Setting – Students practice weekly with dilemmas that require them to identify conflicting values, ethical problems, and questions involved. They are asked to state these in their own words to ensure the appropriate context of the situation is understood. They also analyze actual events in case studies through the lens of ethical business decision-making, while identifying legal, political, sociocultural, economic, and environmental considerations and problems. |
|---|

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| Evidence Acquisition – In practice dilemmas and case studies, students use ethical decision-making tools after first identifying relevant information and data that can be used to address the ethical problem/question. Sorting through and identifying relevant from irrelevant information and data can often be difficult for students at first; however, as they progress through the semester and work with more dilemmas and case studies, they improve this skill. |
|--|

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| Evidence Evaluation – Throughout the semester students use articles from journals, newspapers, magazines, and the Internet to demonstrate their ability to evaluate sources for credibility and relevance including their own personal assumptions and biases, while also identifying minority opinions and critical information, and assessing agreement among authorities. |
|--|

|   |
|---|
| Reasoning/Conclusion – While working with dilemmas, case studies, articles, and an ethics proposal, students develop conclusions, solutions, and outcomes. In the case study analysis students weigh facts and circumstances, recognize affected stakeholders, identify solutions, state specific strategies, and use credible evidence to support their reasoning. In the ethics proposal, students examine the difference between personal and/or social ethical values and those of an organization, conduct research, and develop an understanding of the logical relation between the evidence they collect and the conclusion(s) they reach. Their evaluations improve the more they work through ethical situations. |
|---|

### 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.

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| <b>Quantitative Reasoning.</b> <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*

**Ethical Reasoning - Students identify ethical issues and weigh multiple perspectives to make informed decisions. To build their ethical reasoning skills, they are introduced to ethical principles and philosophical frameworks and other ethical decision-making tools in the first two weeks. Throughout, they are then given opportunities to build and reinforce skills by applying these principles, frameworks, and tools using practice dilemmas, article reviews, case study analysis, ethical dilemma response presentation, and ethics proposal.**

**Collaboration skills, teamwork and value systems - Opportunities to build collaboration skills are embedded throughout, including specifics on building team member skills, to allow demonstrated personal and mutual accountability and make use of individual strengths in meeting group objectives. These include group discussions and activities, team exercises and a team ethical dilemma response presentation. In the team ethical dilemma response assignment, each team is assigned one of 13 business ethics challenges and required to present to the class during their assigned week. The team must carefully consider conflicting values in the ethical dilemma and consider the needs and interests of the various stakeholders, as well as legal and financial considerations. Students are assessed on demonstrating their ability as a team to formulate and test plausible principles and apply them to derive a course of action. Peer evaluation is included in the assessment.**

**Throughout, students explore what values are, identify their own core values, and create a personal code of ethics. They explore ways in which value systems are shared by different societies and cultures and identify challenges in a workplace with a variety of cultures that may see right and wrong differently. This cumulates in an assignment investigating ideas for incorporating a new value from another culture into an organization to bring about success (using a covered case study as an example).**

### 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** - A multitude of activities and assignments throughout the course require online research. In each case, students must evaluate authority, information, formats, and sources, differentiating between reliable and convenient information. Article analysis, team presentation, ethics proposal, case studies and a filter bubble assignment all specifically address and builds skills for the conscientious use of digital sources. In them students identify and evaluate negative effects on the authority and value of information when researching online and develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview while learning the value of diverse ideas.

**Digital Literacy** - Students discuss, evaluate, and analyze, from multiple perspectives, online privacy, security, and tracking. They are then introduced to search algorithms and the concept of "filter bubbles," which curates information they are exposed to online, amplifying cognitive biases, including confirmation bias, that negatively impact critical thinking and ethical decision-making. After engaging in scaffolding activities, students engage in research, reflection, and analysis to identify and document their own filter bubble, strategies they can use to burst it, and an analysis of its connection to ethical reasoning and decision-making.

**Research as Inquiry** - Embedded in multiple lessons and assignments is a reflection prompt on insights gained and additional questions they have or want to explore about the topic. Asking questions, seeking answers, and exploring complex problems is modeled throughout the class in discussions, activities, and exercises. As students progress through the class, they are prompted to ask increasingly complex questions to guide their discussions, analysis, and research. In the case study analysis and ethics proposal assignments, they engage in an iterative process of inquiry to define ethical business dilemmas and generate reasonable solutions.

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

|   |   |
|---|---|
| Link to Institution's<br>General Education<br>Assessment Plan | <a href="https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).pdf">https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).pdf</a> |
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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 1089

### Institution and Course Information

|                              |                                |
|------------------------------|--------------------------------|
| Name of Institution          | CCC                            |
| Chief Academic Officer Name  | Dr. Robin Jones                |
| Chief Academic Officer Email | jonesr@clovis.edu              |
| Registrar Name               | Kari Smith                     |
| Registrar Email              | smithk@clovis.edu              |
| Department                   | Academic Affairs               |
| Prefix                       | HIST                           |
| Number                       | 1180                           |
| Title                        | Survey of Modern Latin America |
| Number of Credits            | 3                              |

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

Yes       No

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

Yes       No

### Co-Requisite Course Information

|        |     |
|--------|-----|
| Prefix | n/a |
| Number | n/a |
| Title  | n/a |

### New Mexico Common Course information

|        |                                |
|--------|--------------------------------|
| Prefix | HIST                           |
| Number | 1180                           |
| Title  | survey of Modern Latin America |

### A. Content Area and Essential Skills

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

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     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 Latin America from independence to the present.  
Bloom Taxonomy's Cognitive Process: **REMEMBER AND UNDERSTAND**
2. Students will **DISTINGUISH** between primary and secondary sources, **IDENTIFY** and **EVALUATE** evidence and **EMPATHIZE** with people in their historical context.  
Bloom Taxonomy's Cognitive Process: **ANALYZE, REMEMBER, EVALUATE, CREATE**
3. Students will **SUMMARIZE** and **APPRAISE** different historical interpretations and evidence in order to **CONSTRUCT** past events.  
Bloom Taxonomy's Cognitive Process: **UNDERSTAND, EVALUATE, APPLY**
4. Students will **IDENTIFY** historical arguments in a variety of sources and **EXPLAIN** how they were constructed, **EVALUATING** credibility, perspective, and relevance.  
Bloom Taxonomy's Cognitive Process: **REMEMBER, UNDERSTAND, EVALUATE**
5. Students will **CREATE** well-supported historical arguments and narratives that demonstrate an awareness of audience.  
Bloom Taxonomy's Cognitive Process: **CREATE, APPLY**
6. Students will **APPLY** historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."  
Bloom Taxonomy's Cognitive Process: **APPLY, ANALYZE 20**

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

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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.

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

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

Across the semesters, during class discussions, examining scholarly works, and writing, students will learn to reflect, analyze, and compare and contrast the historical, political, social, cultural, and economic influences of various perspectives on Modern Latin America. This will be achieved by providing students with multiple views (Indigenous, European, African, and Asia, as well as male, female,...) to gain a greater understanding and appreciation for Latin America's nuances from independence to present. This will be assessed using multiple assessment tools: discussions, précis, quizzes, research essay, multimedia presentation, and midterm and final exams. In addition, students will use their acquired knowledge of the period to assess how humans shaped their moments and how those moments shaped the people of Latin America, and how those cultures changed over time. This will be achieved through a research-based essay and accompanying multimedia presentation. Students will integrate their learned knowledge from various areas (historical knowledge, and research of primary/secondary sources) to substantiate their arguments and analyses. Through various course activities and assessments, students will recognize the influence that drives and motivates human behavior.

### 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.

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|--|
| <b>Quantitative Reasoning.</b> <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 gain a greater appreciation and understanding of the complex social and cultural interactions by exploring a variety of perspectives. Students will demonstrate their knowledge of Latin American history from independence through present in discussions, quizzes, essays, and exams. Students will be evaluated on their ability to recognize differing perspectives, as they exist across multiple cultures and periods through two written essays and multiple discussions.**

### 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 be encouraged to utilize campus resources to conduct research to find alternative perspectives to analyze a specific event or person in Modern Latin American History. Students will be required to use the library's digital resources, including e-Books and electronic articles, in addition to the class readings for the research-based essay. Students will also complete a multimedia project to accompany the research-based paper in an effort to provide a visual representation of the research. Students will be required to utilize the Canvas for submitting assignments, communicating with their peers and their instructor. Students will also be provided with several resources (videos, tutorials, samples, etc.) to encourage them to utilize online support for writing via the institution's available online tutoring services.

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

Link to Institution's General Education Assessment Plan

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



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

|                              |                                    |
|------------------------------|------------------------------------|
| Name of Institution          | <b>NMMI</b>                        |
| Chief Academic Officer Name  | <b>Orlando Griego</b>              |
| Chief Academic Officer Email | <b>ogriego@nmmi.edu</b>            |
| Registrar Name               | <b>Chris Wright</b>                |
| Registrar Email              | <b>wright@nmmi.edu</b>             |
| Department                   | <b>Humanities</b>                  |
| Prefix                       | <b>COMM</b>                        |
| Number                       | <b>1003</b>                        |
| Title                        | <b>Intro to Mass Communication</b> |
| Number of Credits            | <b>3</b>                           |

**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 | 1150                        |
| Title  | Intro to Mass 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.

**COMM 1150 Introduction to Mass Communication HED Course\_Catalog\_V18.pdf**

**Course Description** This course introduces students to the history, models, theories, concepts, and terminology of mass communication, focusing on various media and professions. The course will enable students to develop media literacy skills to interpret mass communication and understand the effects of media on society and their lives.

**COMM 1150. Introduction to Mass Communication Student Learning Outcomes**

1. Explain various applications of media literacy knowledge and skills
2. Identify components that guide the creation, distribution and exhibition of media.
3. Describe the goals and methods of various media industries
4. Analyze current mass media issues, including ethical issues.
5. Describe the evolution of media and its cultural, social, geopolitical and economic impact.

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

|  |             |
|--|-------------|
| • what mass communication is and does  | Determine   |
| • and why mass communications evolved  | Learn how   |
| • impact of mass communications on society   | Analyze the |
| • new vocabulary and terminology   | Understand  |
| • ethical and regulatory issues of mass communication  | Study the   |
| • structure and function of the Federal Communications Commission                                      | Explore the |
| • about past and current media leaders   | Learn       |
| • business aspects of mass communication   | Learn the   |
| • the career prospects of mass communication   | Discover    |
| • critical thinking skills, evaluate source material, and synthesize knowledge                         | Enhance     |
| • aware of and put into practice ethical issues that exist in relation to the scope of course material | Become      |

### C. Narrative

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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.

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

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

**Problem Setting:** Early in the semester, we define media literacy and learn ways to be life-long developers of media literacy as a major goal. One assignment to address these outcomes involves reading chapter 1 and thinking critically about how this information applies to a real world setting. The textbook argues that the media literate person develops sensitivity to media content trends as a means of learning about his or her culture. Will all media content always clarify the way you understand your culture, or can exposure to some types of media content make you less aware of your personal cultural identity? Explain. Give examples to support your answer.

**Evidence Acquisition:** Students are required to research their position and use at least three credible sources to support their position. The students also have to state what makes their sources credible in the bibliography. We cover proper MLA source citation, including in-text citations. I also have the students take notes while we view the instructional video Internet Research: What's Credible? Produced by Films for the Humanities & Sciences. See assessment of MLA source citation.

**Evidence Evaluation:** The students will evaluate the evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation. While finding the evidence to support their arguments, students will evaluate these sources using the CRAAP test to determine legitimacy and credibility. See Part 3 in Rubric for media content/literacy paper.

**Reasoning/Conclusion:** Students will develop conclusions, solutions, and outcomes that reflect and informed and well-reasoned evaluation. After finding 3 credible sources that support their positions, they will draw a conclusion that ultimately supports or possibly disproves their hypothesis. See Part 4 in Rubric for media content/literacy paper.

### 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.

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



### C. Narrative

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

**Intercultural Reasoning and intercultural competence –**

**Film as social commentary assignment -** During week 6, the class covers film as a form of mass communication. We observe how movies are often a vehicle to engage an audience to think critically about societal issues and a reflection of what is happening in society. For example, we view the 2004 movie *Crash* in class and discuss the issues of race, distrust, and ethnocentrism. I then have the students research a movie of their choosing and write a paper explaining what their movie is saying about social issues. One that stands out was a student's review of *The Joker* and how it dealt with the lack of funding for mental health and the resulting effects that can have on society as a whole. See attached rubric Media Content/Literacy Paper.

Another assignment that measures this outcome ties into the module dealing with music as a form of mass communication. I put the students in teams and have them choose a song by and artist that is a form of protest addressing an important societal issue and research that issue to offer solutions to address the issue. The students then write and present a paper on the societal issue being addressed and what message the artist is attempting to convey. We then listen to the song and study the lyrics in class to analyze the message while the student presents their research findings. One example students have presented is the song *Fortunate Son* by Creedence Clearwater Revival which addresses societal issues such as war, privilege, and elitism. I also have them create a fictitious music festival that is designed to create awareness of a social cause such as domestic violence, hunger, literacy, etc.

**Ethical Reasoning –**

**Stereotypes in the media assignment –** During week 5, we view and discuss the video *Reel Bad Arabs: How Hollywood Vilifies a People* by Dr. Jack Shaheen. The video illustrates how tropes and stereotypes of a group of people are constantly perpetrated in mass media – film, tv, advertising – which cause the media consumer to have a skewed and often false perception of that group. The students are then asked to research and a group of people of their choosing and write about how that group is often inaccurately portrayed in the media and suggest what media could do to better represent these groups. Some of the topics the students write about include how media portrays Hispanics, women, athletes, policemen and other demographic categories.

### 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 recognize the independent nature of the authority and value of information and use it ethically when selecting, using, and creating information. They are taught how to determine proper attribution of quotes or data (Authority and Value of Information). Students are taught the CRAAP test to measure credibility of sources. See attachment.

**Digital Literacy:** Students will understand, communicate, compute, create and design in digital environments. Seeking out information via interviews (Research as Inquiry) or government data bases (digital literacy). Through practical application via research papers, students will further develop their media and digital literacy skills by becoming more efficient at research through practice.

**Information Structure:** Students will select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications. Students will share their research finding with their classmates and present the information and findings to include a multimedia presentation discussing their topic and how it applies to the world around them. For instance, one student related Lazarsfeld's Attitude Change Theory by describing how watching Fox News made his grandpa to become agitated and yell at the television.

**Research as Inquiry:** Students will engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer. Increased media literacy is accomplished through the iterative process meaning that the more the students study it, the more literate they become. This is demonstrated through comparing their early work in the semester to their later work which is far more intuitive.

Students learn to measure source credibility by using the CRAAP test (evaluating Currency, Relevance, Authority, Accuracy, and Purpose of a source) through a series of research papers to measure information literacy (Authority and Value of Information). Students investigate research topics, primarily through Internet research (Digital Literacy) with an established set of parameters (Information Structure) to create research questions (Research as Inquiry) citing credible sources and properly attributing sources during a student led presentation in order to demonstrate research conclusions.

**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/>