



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

830

### Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	MUSC
Number	2790
Title	Digital Music Production and Design I
Number of Credits	3

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

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

☒ Yes ☐ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	MUSC
Number	2790
Title	Digital Music Production and Design 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.**

- Create original musical work using by transforming recording sounds in a Digital Audio Workstation
- Utilize a knowledge of audio fundamentals to implement standard DAW components fluently
- Demonstrate a capacity to make rich, personal choices through detailed manipulation of DAW tools
- Develop collaborative communication skills through discussion and critique of original work in small groups.
- Integrate basic music theory principles into an original music track.

**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.

<b>Communication.</b> <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i>
<b>Communication will central to the course as students develop musical projects designed to have a maximum impact on their pieces' audience. They will need to think about how musical contexts they composer will affect the message of their work.</b>

### 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>
Critical Thinking will be addressed in how students choose to respond to critiques and learning how to integrate different kinds of (sometimes contradictory) suggestions. They will need to account for differences of goals & taste in their discussions and evaluations and try to articulate these distinctions. They will also be developing a sound project which confronts an issue they are interested in and formulate an argument for how sound can be used proactively and meaningfully.

### 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.

<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>
--

<b>Personal &amp; Social Responsibility will be stressed in small work groups which will be critiquing fellow students' work. Students will be accountable to each other and will need to offer constructive criticism in a collegial spirit.</b>
---

### 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>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="http://assessment.unm.edu/">http://assessment.unm.edu/</a>
---	---





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

Application Number (HED use only) 918

### **Institution and Course Information**

Name of Institution	ENMU-RU
Chief Academic Officer Name	Coda Omness
Chief Academic Officer Email	Coda.Omness@enmu.edu
Registrar Name	Amy Dewey
Registrar Email	Amy.Dewey@enmu.edu
Department	History, Humanities and Social Sciences
Prefix	PSCI
Number	2160
Title	State and Local Government
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	PSCI
Number	2160
Title	State and Local Government

### **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. Understand the general ideals, values, rights, and responsibilities of US citizenship;
2. Explain the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions;
3. Explain the US federal system, the basics of federalism, and the changing relationship of state and federal power;
4. Describe similarities and differences within the power, structure and operation of the main institutions of federal, state, and tribal governments;
5. Gain skills, knowledge and motivation to become an active part of the state and local government and politics; and
6. Explain the power of the primary state grassroots movements, interest groups, cultural considerations, and corporate influence.

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

- |  |              |
|--|--------------|
| 1.   | Understand   |
| the general ideals, values, rights, and responsibilities of US citizenship;  |              |
| 2.   | Explain the  |
| content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions; |              |
| 3.   | Explain the  |
| US federal system, the basics of federalism, and the changing relationship of state and federal power;   |              |
| 4.   | Describe     |
| similarities and differences within the power, structure and operation of the main institutions of federal, state, and tribal governments;     |              |
| 5.   | Gain skills, |
| knowledge and motivation to become an active part of the state and local government and politics; and  |              |
| 6.   | Explain the  |
| power of the primary state grassroots movements, interest groups, cultural considerations, and corporate influence.                            |              |

### 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.*

Student assignment research includes case studies, course communications, course discussion postings, op-eds, summaries of professional articles, governmental studies, and white papers. All students participate in course discussion forums and receive peer and instructor feedback regarding discussion topics, postings, and issues. Students use MLA formatting for all papers, and must accurately cite quoted material within discussion forums. Using these methods, students learn to present as professional academic peers. Students are required to use peer-reviewed data sources and statistics from government or professional institutions. They are required to formulate arguments and conclusions based on sound data within the discussion forums, and to cite their sources according to MLA standards. Within the discussion forum, they may be challenged by the instructor or other students to factor in other issues or data as part of the reasoning process.

Guidelines presented by the instructor encourage participation by all students, cultural sensitivity in remarks, and the consideration of varied viewpoints. Peer-reviewed articles, court opinions, and respected op-ed pieces by contemporary thinkers are required to all provide a varied and reasoned backdrop for ethical discussions and papers. The instructor provides informal feedback and factors for additional consideration throughout discussions. Students use websites of extreme bias to identify agendas, use fact-checking bibliographies to harvest primary evidence sources, and use award-winning journalism to build arguments. They also must utilize peer-reviewed articles to develop strong annotated bibliographies as foundations for their own conclusions. Finally, they are required to use primary sources such as Congress.gov to explore current and past legislation on issues under discussion.

### 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>
---

<p>The course begins by exploring state-wide institutional components within the context of healthy democratic structure, the strengths and weaknesses of federalism, and individual participation as citizens. Students apply these measures as they move through each module in discussion postings, reflection papers and summary essays. Once identified and assessed, students explore the way issues are interwoven and affected by structural tensions. For instance, in a pandemic situation, education, child care, health, and labor issues are tightly interwoven, and are greatly affected by the tensions between federal, state, and workplace politics and protocols, media representation, and individual interpretation of the situation as a whole. Each element affects the economy, and credibility in social, political, and economic institutions.</p>
--

<p>Each module integrates ways that issues contribute to the challenges and strengths of the democratic system as a whole. In this way, students learn gestalt principles of civic engagement, and of issues as nuanced and complex, rather than as simplistically represented through propaganda.</p>
--

<p>The course research paper is developed from a topic list provided by the instructor, and includes two segments. The first segment is an annotated bibliography of the five peer-reviewed sources that will be used for the final paper. The annotated articles must include two pro, two con, and one neutral article. These choices offer an opportunity to develop evidence acquisition skills. The final paper integrates the articles into a conclusion in which they evaluate the article content for credibility, bias, accuracy, and relevance to the topic. These assignments dovetail to help students differentiate fact and fact-based conclusions from ungrounded opinion and propaganda. The two assignments require students to set aside simplistic sound bites in favor of scholarly explorations of socio-cultural, economic, and political issues impacting local, state, or regional populations. Student papers and discussions must conclude by addressing contributing materials in terms of credibility. Such conclusions demonstrate an understanding of the difference between an unsupported opinion or bias, and a position supported by researchable facts from reliable and reputable sources.</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>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*

Student discussion exercises surround local, state, and regional social challenges, perspectives, worldviews, and policies. The exercises look at creative alternatives and solutions either suggested through NGOs or found in policies and programs with a proven track record in other states and which might reasonably be adapted to address local, state, and regional challenges. Each module includes a focus on individual contribution and social responsibilities related to the health of regional governance. Discussions focus on various contemporary issues which may shift according to the local state, or regional focus during the course. This allows the course to remain relevant in real time, and to demonstrate the importance of strong intergovernmental and social responses as they relate to the issue of the day. For instance, during contemporary discussions within the module on tribal affairs, the current public focus might address casino economics, presidential succession, educational challenges, or other issues under public discussion at the time. Discussions on the relationship between state representation might center on the effects of a congressional vote on local constituents, or on the effects of state gerrymandering efforts. Judicial matter receiving contemporaneous attention.

Guidelines presented by the instructor encourage participation by all students, cultural sensitivity in remarks, and the consideration of varied viewpoints. Peer-reviewed articles, court opinions, and respected op-ed pieces by contemporary thinkers are offered to provide a varied and reasoned backdrop for ethical discussions. The instructor provides informal feedback and factors for additional consideration throughout 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.

<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	<b>ENMU-Ruidoso Assessment Plan Pending</b>
---	---





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

Application Number (HED use only) 982

### **Institution and Course Information**

Name of Institution	MCC
Chief Academic Officer Name	Joel Kiser
Chief Academic Officer Email	joelk@mesalands.edu
Registrar Name	Brian Bailey
Registrar Email	brianb@mesalands.edu
Department	Academic Affairs
Prefix	HIST
Number	2050
Title	American History through Film
Number of Credits	3

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

☐ Yes ☒ No

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

☐ Yes ☒ No

### **Co-Requisite Course Information**

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

### **New Mexico Common Course information**

Prefix	HIST
Number	2050
Title	American History through Film

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

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

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

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☒ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Understand the general ideals, values, rights, and responsibilities of US citizenship;
2. Explain the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions;
3. Explain the US federal system, the basics of federalism, and the changing relationship of state and federal power;
4. Describe similarities and differences within the power, structure and operation of the main institutions of federal, state, and tribal governments;
5. Gain skills, knowledge and motivation to become an active part of the state and local government and politics; and
6. Explain the power of the primary state grassroots movements, interest groups, cultural considerations, and corporate influence.

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.

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

<b>Critical Thinking.</b> <i>Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion</i>
Students exercise using historical resources (in this case films which represent historical memory) for critical thinking by evaluating that evidence, the setting in which the films were created, and reaching conclusions based on those sources and the historical context provided by the films, contextual readings, and lectures. Using these primary and secondary sources, students will consider the motivations and efficacy of films as tools of historical memory, the perception of films as conveyors of historical memory, and the role of revisionism in history. Students will also critically evaluate the films based on their historical merit in order to evaluate the utility of using film to convey historical subject matter. The students will then summarize these evaluations in the form of film reviews of no less than four of the films studied during the course of the semester. Students will cite the films evaluated according to MLA guidelines and compose their reviews according to the attached rubric.

### C. Narrative

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

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

<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 have to wrestle with questions and issues relative to the relationship between film, the government, civilians, and marginalized populations. These issues pertaining to American expansion, diplomacy, politics, economic, and the modern security state will prepare students to draw personal and socially responsible and ethical conclusions regarding the dynamics between those with power and those without. Through the self-reflection in the film review, essay, and readings, students will experience examples of ethical and unethical behavior, how the film industry strives to portray history, and how that portrayal is received by American audiences.

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

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

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

Link to Institution's General Education Assessment Plan	<a href="https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf">https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf</a>
---	---





## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 987

### Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communication and Modern Languages
Prefix	CHIN
Number	1110
Title	Mandarin Chinese I
Number of Credits	3

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

☒ Yes ☐ No

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

☒ Yes ☐ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	CHIN
Number	1110
Title	Mandarin Chinese 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.

At the conclusion of this course, students should be able to:

1. Approach a novice-mid proficiency (ACTFL) in speaking, listening, reading, writing, as well as to develop their cultural awareness
2. Demonstrate knowledge of the phonetic system in Mandarin Chinese
3. Pronounce Chinese pinyin in correct tones
4. Demonstrate the mastery of the most commonly used characters (approximately 400-500)
5. Use basic Mandarin vocabulary, introductory phrases and sentences in both oral and written forms
6. Understand greetings in China, countries and nationalities, Chinese family values, hobbies, and being someone's guest in China
7. Apply the language to greet each other, identify countries and nationalities, talk about his/her family, discuss important dates, talk about hobbies, and visit a friend in China
8. Develop basic reading and writing skills in Chinese
9. Develop initial understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities

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

At the conclusion of this course, students should be able to:

- |    |   |
|----|---|
| 1. | Approach a novice-mid proficiency (ACTFL) in speaking, listening, reading, writing, as well as to develop their cultural awareness  |
| 2. | Demonstrate knowledge of the phonetic system in Mandarin Chinese  |
| 3. | Pronounce Chinese pinyin in correct tones   |
| 4. | Demonstrate the mastery of the most commonly used characters (approximately 400-500)  |
| 5. | Use basic Mandarin vocabulary, introductory phrases and sentences in both oral and written forms  |
| 6. | Understand greetings in China, countries and nationalities, Chinese family values, hobbies, and being someone's guest in China  |
| 7. | Apply the language to greet each other, identify countries and nationalities, talk about his/her family, discuss important dates, talk about hobbies, and visit a friend in China |
| 8. | Develop basic reading and writing skills in Chinese   |

<b>9.</b> initial understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities	<b>Develop</b>
---	----------------

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, introducing oneself in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, Chinese honorifics and spoken etiquette. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, introducing oneself to a peer versus a teacher in Chinese.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in which a person introduces themselves to a peer and to a teacher. The class identifies this distinction, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to properly address both situations. Students then take two quizzes that assess acquired competences. Students write a comparison of the differences between introducing oneself to a peer and a teacher in China with doing the same in their home. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

### C. Narrative

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

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

<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*

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

To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which a person introduces themselves to a peer and to a teacher in Chinese. The class identifies and carries out civic discourse regarding the cultural differences and differences in values systems present in the dialogues. Students take two quizzes that assess acquired competences. Students write a comparison of the differences between introducing oneself to a peer and a teacher in China with doing the same in their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.

### C. Narrative

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

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

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

This beginning Mandarin Chinese course is designed to introduce the Mandarin sound system, basic vocabulary, Chinese characters, and basic grammatical concepts and structures. While this may not immediately appear to lend itself well to the study of information and digital literacy upon first review, there is in fact great need for the incorporation of these skills into language learning. However, practice of these skills does not take on the typical form associated with other humanities courses in which students operate at the highest levels and registers of language.

Students at this level come with little to no understanding of how experts use language resources to enhance their learning and translation capabilities while not crossing into the realm of plagiarism and/or inaccurate/inappropriate translations. Therefore students are trained in the use of electronic dictionaries and the appropriate use of translation software for competency in assessing resources' and ethical use in a professional setting. Students are also provided with access to reputable podcasts that serve as cultural, new, and linguistic resources for future study. Examples of this are; students access mdbg.net to identify the main radical of a given Chinese character; training in the use of handwriting and optical character recognition software; comparing translations made by Google Translate's software to human translations, discussing the ethics of passing off its work as their own and the real-world and language acquisition consequences of doing so.

In beginning Mandarin Chinese, information structures and digital literacy are directly linked. Students understand digital environments as they become familiar with digital language resources such as online linguistic resources, character training/information apps, and podcasts. Students communicate, create and design in digital environments as they learn to use digital Chinese input methods to create written work and audio/visual presentations for their peers across platforms including PowerPoint, Canvas, and others. These tasks directly involve the selection, use, production, organization, and sharing of information employing appropriate information formats, collections, systems, and applications. Examples of this are; students identify a reputable Chinese language podcast and create an audio/visual presentation in which those topics are explored.



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

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



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communication and Modern Languages
Prefix	CHIN
Number	1120
Title	Mandarin Chinese II
Number of Credits	3

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

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

☒ Yes ☐ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	CHIN
Number	1120
Title	Mandarin Chinese 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.

At the conclusion of this course, students should be able to:

1. Maintain a novice-mid and approach a novice-high proficiency (ACTFL) in speaking, listening, reading and writing, as well as to enhance their cultural awareness
2. Demonstrate continued mastery of the four tones used in Mandarin Chinese
3. Demonstrate continued mastery of the most commonly used characters (approximately 500-600)
4. Apply basic grammatical concepts and structures, and begin exploring intermediate grammatical concepts
5. Demonstrate continued growth in vocabulary and expressions necessary for conversation in and about real life situations
6. Understand basic phone calls, discussion of studies, school life, shopping and transportation
7. Continue developing basic reading and writing skills in Chinese
8. Develop further understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities

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

At the conclusion of this course, students should be able to:

- |    |  |
|----|--|
| 1. | Maintain a novice-mid and approach a novice-high proficiency (ACTFL) in speaking, listening, reading and writing, as well as to enhance their cultural awareness |
| 2. | Demonstrate continued mastery of the four tones used in Mandarin Chinese   |
| 3. | Demonstrate continued mastery of the most commonly used characters (approximately 500-600)   |
| 4. | Apply basic grammatical concepts and structures, and begin exploring intermediate grammatical concepts   |
| 5. | Demonstrate continued growth in vocabulary and expressions necessary for conversation in and about real life situations  |
| 6. | Understand basic phone calls, discussion of studies, school life, shopping and transportation  |
| 7. | Continue developing basic reading and writing skills in Chinese  |
| 8. | Develop further understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities |

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

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

The focus of each lesson is a specific linguistic and cultural problem they will encounter when living/working/studying abroad, for example, shopping in China. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, Chinese honorifics and spoken etiquette. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, introducing oneself to a peer versus a teacher in China. To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which two people interact with two different merchants in different settings. The class identifies and carries out civic discourse regarding the cultural differences and differences in values systems present in the dialogues. Students take two quizzes that assess acquired competences. Students compare differences between shopping etiquette and styles in China versus their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.

### C. Narrative

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

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

<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*

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

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in which two people interact with two different merchants in different settings. The class identifies this distinction, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address both situations. Students then take two quizzes that assess acquired competences. Students compare differences between shopping etiquette and styles in China versus their home countries. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

### C. Narrative

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

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

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

This second-semester beginning Mandarin Chinese course is designed to introduce the Mandarin sound system, basic vocabulary, Chinese characters, and basic grammatical concepts and structures. While this may not immediately appear to lend itself well to the study of information and digital literacy upon first review, there is in fact great need for the incorporation of these skills into language learning. However, practice of these skills does not take on the typical form associated with other humanities courses in which students operate at the highest levels and registers of language.

Students at this level come with little to no understanding of how experts use language resources to enhance their learning and translation capabilities while not crossing into the realm of plagiarism and/or inaccurate/inappropriate translations. Therefore students are trained in the use of electronic dictionaries and the appropriate use of translation software for competency in assessing resources' and ethical use in a professional setting. Students are also provided with access to reputable podcasts that serve as cultural, new, and linguistic resources for future study. Examples of this are; students access mdbg.net to identify the main radical of a given Chinese character; training in the use of handwriting and optical character recognition software; comparing translations made by Google Translate's software to human translations, discussing the ethics of passing off its work as their own and the real-world and language acquisition consequences of doing so.

In beginning Mandarin Chinese, information structures and digital literacy are directly linked. Students understand digital environments as they become familiar with digital language resources such as online linguistic resources, character training/information apps, and podcasts. Students communicate, create and design in digital environments as they learn to use digital Chinese input methods to create written work and audio/visual presentations for their peers across platforms including PowerPoint, Canvas, and others. These tasks directly involve the selection, use, production, organization, and sharing of information employing appropriate information formats, collections, systems, and applications. Examples of this are; students identify a reputable Chinese language podcast and create an audio/visual presentation in which those topics are explored.



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

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



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 989

### Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communication and Modern Languages
Prefix	CHIN
Number	2110
Title	Mandarin Chinese III
Number of Credits	3

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

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

☒ Yes ☐ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	CHIN
Number	2110
Title	Mandarin Chinese 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. Maintain a novice-high and approach an Intermediate-low proficiency (ACTFL) in speaking, listening, reading and writing, as well as to enhance their cultural understanding
  2. Pronounce the four tones used in Mandarin Chinese comfortably
  3. Demonstrate continued mastery of the most commonly used characters (approximately 600-800)
  4. Apply intermediate grammatical concepts and structures
  5. Demonstrate continued growth in vocabulary and expressions in a variety of conversations in and about real life situations
  6. Understand topics including but not limited to simple weather reports, dining, directions, birthday party stories, and seeing a doctor
  7. Apply the language to talk about weather, order food, ask and give directions, describe birthday parties, and see a doctor (theses are suggested topics, no intention to limit the topic range)
  8. Continue developing paragraph-length reading and writing skills in Chinese
- Deepen understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily, and build stronger links among communities

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

- |    |   |
|----|---|
| 1. | Maintain a novice-high and approach an Intermediate-low proficiency (ACTFL) in speaking, listening, reading and writing, as well as to enhance their cultural understanding                     |
| 2. | Pronounce the four tones used in Mandarin Chinese comfortably   |
| 3. | Demonstrate continued mastery of the most commonly used characters (approximately 600-800)  |
| 4. | Apply intermediate grammatical concepts and structures  |
| 5. | Demonstrate continued growth in vocabulary and expressions in a variety of conversations in and about real life situations  |
| 6. | Understand topics including but not limited to simple weather reports, dining, directions, birthday party stories, and seeing a doctor  |
| 7. | Apply the language to talk about weather, order food, ask and give directions, describe birthday parties, and see a doctor (theses are suggested topics, no intention to limit the topic range) |
| 8. | Continue developing paragraph-length reading and writing skills in Chinese  |
- Deepen understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily, and build stronger links among communities



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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, discussing the weather and understanding weather forecasts in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, how to interpret colloquial language regarding weather compared to the abbreviated language used in print and media. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, simulating discussions of and reports about the weather in China.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in which two people discuss the current weather and the weather forecast as well as view several weather reports. The class identifies this distinction, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address both situations. Students then take two quizzes that assess acquired competences. Students compare differences between colloquial speech and that in print and media. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

### C. Narrative

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

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

<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*

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, discussing the weather and understanding weather forecasts in China. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, how to interpret colloquial language regarding weather compared to the abbreviated language used in print and media. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, simulating discussions of and reports about the weather in China.

To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which two people discuss the current weather and the weather forecast as well as view several weather reports. The class identifies and carries out civic discourse regarding the cultural and linguistic differences and similarities present in the dialogues. Students take two quizzes that assess acquired competences. Students compare differences between colloquial speech and that in print and media in China versus their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.



### C. Narrative

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

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

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

This third-semester Mandarin Chinese course is designed to continue developing students' competencies with the Mandarin sound system, approach intermediate vocabulary, Chinese characters, and grammatical concepts and structures. While this may not immediately appear to lend itself well to the study of information and digital literacy upon first review, there is in fact great need for the incorporation of these skills into language learning. However, practice of these skills does not take on the typical form associated with other humanities courses in which students operate at the highest levels and registers of language.

Students at this level often have little understanding of how experts use language resources to enhance their learning and translation capabilities while not crossing into the realm of plagiarism and/or inaccurate/inappropriate translations. Therefore students are trained in the use of electronic dictionaries and the appropriate use of translation software for competency in assessing resources' and ethical use in a professional setting. Students are also provided with access to reputable podcasts that serve as cultural, new, and linguistic resources for future study. Examples of this are; students access mdbg.net to identify the main radical of a given Chinese character; training in the use of handwriting and optical character recognition software; comparing translations made by Google Translate's software to human translations, discussing the ethics of passing off its work as their own and the real-world and language acquisition consequences of doing so.

In this Mandarin Chinese course, information structures and digital literacy remain directly linked. Students understand digital environments as they become familiar with digital language resources such as online linguistic resources, character training/information apps, and podcasts. Students communicate, create and design in digital environments as they learn to use digital Chinese input methods to create written work and audio/visual presentations for their peers across platforms including PowerPoint, Canvas, and others. These tasks directly involve the selection, use, production, organization, and sharing of information employing appropriate information formats, collections, systems, and applications. Examples of this are; students identify a reputable Chinese language podcast and create an audio/visual presentation in which those topics are explored.

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

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



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 990

### Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communication and Modern Languages
Prefix	CHIN
Number	2120
Title	Mandarin Chinese IV
Number of Credits	3

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

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

☒ Yes ☐ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	CHIN
Number	2120
Title	Mandarin Chinese IV

### A. Content Area and Essential Skills

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

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

**Which essential skills will be addressed?**

☐ Communication

☒ Critical Thinking

☒ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

At the conclusion of this course, students should be able to:

1. Maintain an intermediate-low and approach an intermediate-mid proficiency (ACTFL) in speaking, listening, reading and writing, as well as strengthen their cultural understanding
2. Pronounce the four tones used in Mandarin Chinese fluently
3. Demonstrate continued mastery of the most commonly used characters (approximately 800-100)
4. Apply more intermediate grammatical concepts and structures
5. Demonstrate continued growth in vocabulary and expressions in a variety of conversations in and about real life situations as well as simple academic settings
6. Demonstrate language skills that would help them travel or live in China
7. Understand topics including but not limited to dating, renting an apartment, sports, traveling, conversations at an airport
8. Apply the language to extend/decline invitations, rent an apartment, talk about sports, travel, check in and arrive at an airport
9. Continue developing multiple-paragraph-length reading and writing skills in Chinese
10. Deepen understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily life, and build stronger links among communities

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

At the conclusion of this course, students should be able to:

- |  |            |
|--|------------|
| 1.   | Maintain   |
| an intermediate-low and approach an intermediate-mid proficiency (ACTFL) in speaking, listening, reading and writing, as well as strengthen their cultural understanding |            |
| 2.   | Pronounce  |
| the four tones used in Mandarin Chinese fluently   |            |
| 3.   | Demonstra  |
| te continued mastery of the most commonly used characters (approximately 800-100)  |            |
| 4.   | Apply more |
| intermediate grammatical concepts and structures   |            |
| 5.   | Demonstra  |
| te continued growth in vocabulary and expressions in a variety of conversations in and about real life situations as well as simple academic settings                    |            |
| 6.   | Demonstra  |
| te language skills that would help them travel or live in China  |            |
| 7.   | Understand |
| topics including but not limited to dating, renting an apartment, sports, traveling, conversations at an airport   |            |

8.	language to extend/decline invitations, rent an apartment, talk about sports, travel, check in and arrive at an airport	Apply the
9.	developing multiple-paragraph-length reading and writing skills in Chinese	Continue
10.	understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily life, and build stronger links among communities	Deepen

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, renting an apartment in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, how to interpret colloquial language regarding renting compared to the abbreviated language used in print and media. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, simulating discussions of and reports about the weather in China.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in which people discuss and negotiate renting, utilities, and security deposits. The class identifies the distinction between this in China and their home communities, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address both situations. Students then take two quizzes that assess acquired competences. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

### C. Narrative

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

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

<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*

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, renting an apartment in China. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, how to interpret colloquial language regarding renting compared to the abbreviated language used in print and media. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, discussing rental practices in both communities as well as reading print advertisements.

To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which two people discuss renting, utilities, and security deposits. The class identifies and carries out civic discourse regarding the cultural and linguistic differences and similarities present in the dialogues. Students take two quizzes that assess acquired competences. Students compare differences between colloquial speech and that in print and media in China versus their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.

### C. Narrative

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

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

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

This fourth-semester Mandarin Chinese course is designed to continue developing students' competencies with the Mandarin sound system, intermediate vocabulary, Chinese characters, and intermediate grammatical concepts and structures. While this may not immediately appear to lend itself well to the study of information and digital literacy upon first review, there is in fact great need for the incorporation of these skills into language learning. However, practice of these skills does not take on the typical form associated with other humanities courses in which students operate at the highest levels and registers of language.

Students at this level often have little understanding of how experts use language resources to enhance their learning and translation capabilities while not crossing into the realm of plagiarism and/or inaccurate/inappropriate translations. Therefore students are trained in the use of electronic dictionaries and the appropriate use of translation software for competency in assessing resources' and ethical use in a professional setting. Students are also provided with access to reputable podcasts that serve as cultural, new, and linguistic resources for future study. Examples of this are; students access mdbg.net to identify the main radical of a given Chinese character; training in the use of handwriting and optical character recognition software; comparing translations made by Google Translate's software to human translations, discussing the ethics of passing off its work as their own and the real-world and language acquisition consequences of doing so.

In intermediate Mandarin Chinese, information structures and digital literacy remain directly linked. Students understand digital environments as they become familiar with digital language resources such as online linguistic resources, character training/information apps, and podcasts. Students communicate, create and design in digital environments as they learn to use digital Chinese input methods to create written work and audio/visual presentations for their peers across platforms including PowerPoint, Canvas, and others. These tasks directly involve the selection, use, production, organization, and sharing of information employing appropriate information formats, collections, systems, and applications. Examples of this are; students identify a reputable Chinese language podcast and create an audio/visual presentation in which those topics are explored.

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

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



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 991

### Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communication and Modern Languages
Prefix	CHIN
Number	1806
Title	Accelerated Chinese I
Number of Credits	3

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

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

☒ Yes ☐ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	CHIN
Number	1130
Title	Mandarin Chinese I Intensive

### 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. Approach a novice-high proficiency (ACTFL) in speaking, listening, reading, writing, as well as to develop their cultural awareness
2. Demonstrate knowledge of the phonetic system in Mandarin Chinese
3. Pronounce Chinese pinyin in correct tones
4. Demonstrate the mastery of the most commonly used characters (approximately 500-600)
5. Understand basic Chinese grammatical concepts and begin exploring intermediate grammatical concepts
6. Use basic Mandarin vocabulary, introductory phrases and sentences in both oral and written forms
7. Demonstrate growth in vocabulary and expressions necessary for conversation in and about real life situations
8. Understand basic phone calls, discussion of studies, school life, shopping and transportation
9. Apply the language to make simple phone calls, discuss studies, talk about school life, go shopping and use transportation
10. Understand greetings in China, countries and nationalities, Chinese family values, hobbies, and being someone's guest in China
11. Apply the language to greet each other, identify countries and nationalities, talk about his/her family, discuss important dates, talk about hobbies, and visit a friend in China
12. Develop basic reading and writing skills in Chinese
13. Develop initial understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities

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

- |    |   |
|----|---|
| 1. | Approach a novice-high proficiency (ACTFL) in speaking, listening, reading, writing, as well as to develop their cultural awareness |
| 2. | Demonstrate knowledge of the phonetic system in Mandarin Chinese  |
| 3. | Pronounce Chinese pinyin in correct tones   |
| 4. | Demonstrate the mastery of the most commonly used characters (approximately 500-600)  |
| 5. | Understand basic Chinese grammatical concepts and begin exploring intermediate grammatical concepts                                 |
| 6. | Use basic Mandarin vocabulary, introductory phrases and sentences in both oral and written forms                                    |
| 7. | Demonstrate growth in vocabulary and expressions necessary for conversation in and about real life situations                       |

<b>8.</b> basic phone calls, discussion of studies, school life, shopping and transportation	<b>Understand</b>
<b>9.</b> language to make simple phone calls, discuss studies, talk about school life, go shopping and use transportation	<b>Apply the</b>
<b>10.</b> greetings in China, countries and nationalities, Chinese family values, hobbies, and being someone's guest in China	<b>Understand</b>
<b>11.</b> language to greet each other, identify countries and nationalities, talk about his/her family, discuss important dates, talk about hobbies, and visit a friend in China	<b>Apply the</b>
<b>12.</b> basic reading and writing skills in Chinese	<b>Develop</b>
<b>13.</b> initial understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities	<b>Develop</b>

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, introducing oneself in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, Chinese honorifics and spoken etiquette. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, introducing oneself to a peer versus a teacher in Chinese.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in which a person introduces themselves to a peer and to a teacher. The class identifies this distinction, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to properly address both situations. Students then take two quizzes that assess acquired competences. Students write a comparison of the differences between introducing oneself to a peer and a teacher in China with doing the same in their home. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.



### C. Narrative

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

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

<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*

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

To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which a person introduces themselves to a peer and to a teacher in Chinese. The class identifies and carries out civic discourse regarding the cultural differences and differences in values systems present in the dialogues. Students take two quizzes that assess acquired competences. Students write a comparison of the differences between introducing oneself to a peer and a teacher in China with doing the same in their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.

### C. Narrative

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

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

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

This accelerated beginning Mandarin Chinese course is designed to introduce the Mandarin sound system, basic vocabulary, Chinese characters, and basic grammatical concepts and structures. While this may not immediately appear to lend itself well to the study of information and digital literacy upon first review, there is in fact great need for the incorporation of these skills into language learning. However, practice of these skills does not take on the typical form associated with other humanities courses in which students operate at the highest levels and registers of language.

Students at this level come with little to no understanding of how experts use language resources to enhance their learning and translation capabilities while not crossing into the realm of plagiarism and/or inaccurate/inappropriate translations. Therefore students are trained in the use of electronic dictionaries and the appropriate use of translation software for competency in assessing resources' and ethical use in a professional setting. Students are also provided with access to reputable podcasts that serve as cultural, new, and linguistic resources for future study. Examples of this are; students access mdbg.net to identify the main radical of a given Chinese character; training in the use of handwriting and optical character recognition software; comparing translations made by Google Translate's software to human translations, discussing the ethics of passing off its work as their own and the real-world and language acquisition consequences of doing so.

In beginning Mandarin Chinese, information structures and digital literacy are directly linked. Students understand digital environments as they become familiar with digital language resources such as online linguistic resources, character training/information apps, and podcasts. Students communicate, create and design in digital environments as they learn to use digital Chinese input methods to create written work and audio/visual presentations for their peers across platforms including PowerPoint, Canvas, and others. These tasks directly involve the selection, use, production, organization, and sharing of information employing appropriate information formats, collections, systems, and applications. Examples of this are; students identify a reputable Chinese language podcast and create an audio/visual presentation in which those topics are explored.

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

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



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 992

### Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communication and Modern Languages
Prefix	CHIN
Number	2806
Title	Accelerated Chinese II
Number of Credits	3

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

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

☒ Yes ☐ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	CHIN
Number	1140
Title	Mandarin Chinese II Intensive

### 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.

At the end of this course, students should be able to:

1. Maintain an intermediate-low and approach an intermediate-mid proficiency (ACTFL) in speaking, listening, reading and writing, as well as to strengthen their cultural understanding
2. Pronounce the four tones used in Mandarin Chinese fluently
3. Demonstrate continued mastery of the most commonly used characters (approximately 800-1000)
4. Apply intermediate grammatical concepts and structures
5. Demonstrate continued growth in vocabulary and expressions in a variety for conversation in and about real life situations as well as simple academic settings
6. Understand topics including but not limited to simple weather reports, dining, directions, birthday party stories, and seeing a doctor
7. Apply the language to talk about weather, order food, ask and give directions, describe birthday parties, and see a doctor (these are suggested topics, no intention to limit the topic range)
8. Demonstrate language skills that would help them travel or live in China
9. Understand topics including but not limited to dating, renting an apartment, sports, traveling, conversations at an airport
10. Apply the language to extend/decline invitations, rent an apartment, talk about sports, travel, check in and arrive at an airport (these are suggested topics, no intention to limit the topic range)
11. Develop multiple-paragraph-length reading and writing skills in Chinese
12. Deepen understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily life, and build stronger links among communities

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

At the end of this course, students should be able to:

- |   |           |
|---|-----------|
| 1.  | Maintain  |
| an intermediate-low and approach an intermediate-mid proficiency (ACTFL) in speaking, listening, reading and writing, as well as to strengthen their cultural understanding |           |
| 2.  | Pronounce |
| the four tones used in Mandarin Chinese fluently  |           |
| 3.  | Demonstra |
| te continued mastery of the most commonly used characters (approximately 800-1000)  |           |
| 4.  | Apply     |
| intermediate grammatical concepts and structures  |           |
| 5.  | Demonstra |
| te continued growth in vocabulary and expressions in a variety for conversation in and about real life situations as well as simple academic settings                       |           |

6.	Understand
topics including but not limited to simple weather reports, dining, directions, birthday party stories, and seeing a doctor	
7.	Apply the
language to talk about weather, order food, ask and give directions, describe birthday parties, and see a doctor (these are suggested topics, no intention to limit the topic range)	
8.	Demonstra
te language skills that would help them travel or live in China	
9.	Understand
topics including but not limited to dating, renting an apartment, sports, traveling, conversations at an airport	
10.	Apply the
language to extend/decline invitations, rent an apartment, talk about sports, travel, check in and arrive at an airport (these are suggested topics, no intention to limit the topic range)	
11.	Develop
multiple-paragraph-length reading and writing skills in Chinese	
12.	Deepen
understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily life, and build stronger links among communities	

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, renting an apartment in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, how to interpret colloquial language regarding renting compared to the abbreviated language used in print and media. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, simulating discussions of and reports about the weather in China.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in which people discuss and negotiate renting, utilities, and security deposits. The class identifies the distinction between this in China and their home communities, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address both situations. Students then take two quizzes that assess acquired competences. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

### C. Narrative

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

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

<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*

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, renting an apartment in China. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, how to interpret colloquial language regarding renting compared to the abbreviated language used in print and media. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, discussing rental practices in both communities as well as reading print advertisements.

To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which two people discuss renting, utilities, and security deposits. The class identifies and carries out civic discourse regarding the cultural and linguistic differences and similarities present in the dialogues. Students take two quizzes that assess acquired competences. Students compare differences between colloquial speech and that in print and media in China versus their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.

### C. Narrative

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

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

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

This accelerated intermediate Mandarin Chinese course is designed to continue developing students' competencies with the Mandarin sound system, intermediate vocabulary, Chinese characters, and intermediate grammatical concepts and structures. While this may not immediately appear to lend itself well to the study of information and digital literacy upon first review, there is in fact great need for the incorporation of these skills into language learning. However, practice of these skills does not take on the typical form associated with other humanities courses in which students operate at the highest levels and registers of language.

Students at this level often have little understanding of how experts use language resources to enhance their learning and translation capabilities while not crossing into the realm of plagiarism and/or inaccurate/inappropriate translations. Therefore students are trained in the use of electronic dictionaries and the appropriate use of translation software for competency in assessing resources' and ethical use in a professional setting. Students are also provided with access to reputable podcasts that serve as cultural, new, and linguistic resources for future study. Examples of this are; students access mdbg.net to identify the main radical of a given Chinese character; training in the use of handwriting and optical character recognition software; comparing translations made by Google Translate's software to human translations, discussing the ethics of passing off its work as their own and the real-world and language acquisition consequences of doing so.

In intermediate Mandarin Chinese, information structures and digital literacy remain directly linked. Students understand digital environments as they become familiar with digital language resources such as online linguistic resources, character training/information apps, and podcasts. Students communicate, create and design in digital environments as they learn to use digital Chinese input methods to create written work and audio/visual presentations for their peers across platforms including PowerPoint, Canvas, and others. These tasks directly involve the selection, use, production, organization, and sharing of information employing appropriate information formats, collections, systems, and applications. Examples of this are; students identify a reputable Chinese language podcast and create an audio/visual presentation in which those topics are explored.

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

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



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 996

### Institution and Course Information

Name of Institution	SFCC
Chief Academic Officer Name	Margaret Peters
Chief Academic Officer Email	margaret.peters@sfcc.edu
Registrar Name	Bernadette Gonzales
Registrar Email	bernadette.gonzales@sfcc.edu
Department	English, Reading, and Communications
Prefix	ENGL
Number	2560
Title	Introduction to Native American Literature
Number of Credits	3

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

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

☐ Yes ☒ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	ENGL
Number	2560
Title	Introduction to Native American Literature

### A. Content Area and Essential Skills

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

☐ Communications
 ☐ Mathematics
 ☐ Science
 ☐ Social & Behavioral Sciences  
☒ Humanities
 ☐ Creative & Fine Arts
 ☐ 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 representative texts by Native American authors from various indigenous cultures and historical backgrounds.**
- 2. Identify the historical and cultural forces that have shaped Native American literature.**
- 3. Demonstrate an understanding of the diversity of oral traditions, written texts, and other media used in Native American literature**
- 4. Explain how Native American cultural norms and values are illustrated through the written, spoken, and sung word.**

**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.

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

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

#### **Problem Setting**

Students practice problem-setting in frequent reader-response journal assignments, oral classroom discussions, and/or written discussions in Canvas. These routine oral and written assignments ask students to apply foundational concepts and methods of understanding and analyzing diverse literary texts and performances (as “texts”), interviews, and readings created and shared by Native American authors: memoir/autobiography, fiction, poetry, drama, videotaped readings/lectures/performances, and more.

The concepts and methods of understanding and analyzing literary texts include addressing questions such as the following: Who is the author? When was the text written? What structures and literary devices is the author using in the creation of the literary work? What effects result from the author’s choices? What are the major features of the text (ie for fiction & drama setting, point of view, character, plot, and theme(s), and for poetry images, diction, rhythm, meter, figurative language, formal structure, etc.). What are the strengths and limitations of the text?

Problem-setting throughout the course engages students in analysis of how each literary work shows and embodies the strategies that diverse Native American cultures have applied in surviving rapid and drastic cultural change while maintaining their own values, beliefs, and cultural practices. In culminating, formal essays (instructors may assign shorter analytical papers at midterm and final and/or a longer research-based analytical term paper), students refine thesis statement(s) that “set the problem” by delineating a central problem or question that the paper will discuss.

#### **Evidence Acquisition**

Throughout the course, students practice finding and identifying in the primary sources (the literary works at hand) specific examples of each of the key aspects of a text’s form and effects. In discussions (oral and/or written), quizzes, and short writing assignments, students practice logically supporting analytical claims about specific poems, plays, and stories with evidence and discussion drawn from the primary sources—the literary works themselves.

Students’ understandings of the literary works at hand are broadened and deepened through the use of multiple research methods and resources to access evidence about the personal, cultural, and intercultural contexts of diverse Native American authors and their literary creations. Evidence accessed may include materials such as the following:

### 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*

**Intercultural Reasoning and Intercultural Competence** (Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives)

Students will read, study, discuss, and write about the Native American and non-native world views articulated by the Native American authors of the literature studied. Journal entries, class discussions, and analytical papers ask the students to compare their own world views and cultural perspectives with the contexts, content, and forms of Native American literature across multiple centuries and among different tribal cultures.

**Sustainability and the Natural and Human Worlds** (Examine the relationships among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.)

Students will read and analyze narratives of tribal peoples who have survived their own natural, cultural, and economic apocalypses as carried out by colonizing outsiders. Tribal peoples view whole world around them as alive and interconnected, which clearly contrasts with the isolation/atomism and objectification of the natural world that is implicit in Western societies' world views.

Students will discuss and include in their journaling and more formal analytical writing comparisons of how Native American and other cultures' world views are implicit in the language used to describe the interrelationships between the human and natural world. For example, in the dominant Western perspective, natural resources are under the dominion of human beings. Plants and animals exist to be "harvested" by human beings. In the Native world view, humans are accountable to the animals they "kill," maintaining balance by giving thanks and prayers to non-human lives. Such expressive differences are part of the Native American environmental ethic of interconnectedness and interactivity, which plays essential roles in the contexts and content of Native American writing.

### 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*

Experiences and acknowledgment of Native American world views are essential in student learning about Native American literature. In research assignments, written journal entries, oral and/or written discussion, analytical papers, oral presentations and other assignments, students compare their own cultural and intercultural experiences with those of Native American memoirists, poets, fiction writers, dramatists, and scholars. Writing prompts and discussion topics emphasize the importance of students' listening to their own internal compasses as well as respecting the authority of Native American historical testimonies, literary artists, and scholars. With questions as apparently simple as "Have you ever been alone in the woods?" students engage in explicit discussion of different ways of being, knowing, and surviving that challenge European, Western perspectives. Spiritual, cultural, and emotional literacies (as well as research and evaluation of evidence—see above) are brought to bear in the study of each literary work at hand.

Information Structure (Selecting, using, producing, organizing, and sharing information employing appropriate information formats, collections, systems, and applications.)

Native American world views regarding information structures are employed in the research and supplementary materials that students use to contextualize their analyses of literary works. "Texts" studied, writing prompts, discussion questions, oral presentation methods, and analytical essay assignments include multiple ways (beyond print) of creating and consuming literature and other information, such as

- \*storytelling and oral traditions that don't follow the strictures of Western literature;
- \*pictography, video, and multimedia communication; and
- \*use of code-switching and multiple languages to experience and express Native American world views.

In addition, students may use SFCC's library databases to access peer-reviewed literary criticism and other scholarly articles that add to students' understandings of the primary source literary texts; this information illuminates the historical, social, artistic, and other contexts of the literary work, and also demonstrates the range of scholarly and critical lenses that may be used in studying, understanding, and analyzing the literary works at hand.

Research as Inquiry (Engaging in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.)

During the course of the semester, students use an iterative process of inquiry to explore the Native American literature at hand. A sequence of routine journal entries and/or discussions (oral and/or written) guides students through

- \*study of the structural and thematic aspects of literary works (primary sources) and
- \*consideration of the intersectional (personal, cultural, historical, spiritual, aesthetic, intercultural etc.) contexts of creating and consuming Native American literature
- \*individual and social, oral and written reflection on how each literary work shows and embodies the strategies that diverse Native American cultures have applied in surviving rapid and drastic cultural change while maintaining their own values, beliefs, and cultural practices.

In culminating, formal essays students

- \*refine thesis statement(s) that “set the problem” by delineating a central problem or question
- \*select and analyze the evidence to support their thesis statements, and
- \*draw conclusions about the nature, features, and effects of Native American literary arts.

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

Link to Institution's General Education Assessment Plan	<a href="https://www.sfcc.edu/54536-2/">https://www.sfcc.edu/54536-2/</a>
---	---



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 997

### Institution and Course Information

Name of Institution	NMSU
Chief Academic Officer Name	Provost Dorthy Campbell
Chief Academic Officer Email	provost@nmsu.edu
Registrar Name	Dacia Sedillo
Registrar Email	dapachec@nmsu.edu
Department	Business
Prefix	BUSA
Number	2230G
Title	Human Relations
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	BUSA
Number	2230
Title	Human Relations

### A. Content Area and Essential Skills

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

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

**Which essential skills will be addressed?**

☒ Communication

☒ Critical Thinking

☐ Information & Digital Literacy

☐ Quantitative Reasoning

☒ Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Identify and describe the relevance and development of human relations theories as they apply to management, interpersonal interactions, leadership, conflict resolution, and other behaviors in the workplace.
2. Critically examine how individual beliefs, values, attitudes, and perceptions of the world are formed and discuss how they affect self-esteem and human interactions in the workplace individually and in formal and informal groups.
3. Recognize differing communication styles and apply effective communication skills to various workplace situations.
4. Examine the interrelationships between self, culture, ethnicity, gender, and personal environment and analyze their effects on the development of individual work behaviors.
5. Articulate the factors that influence the development of communication, self-esteem, motivation, trust, leadership, and conflict resolution skills.
6. Apply knowledge of human behavior and its origins to the analysis of workplace case studies and the development of solutions to workplace dilemmas.
7. Apply ethical decision-making in business situations.

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.*

i. **Genre and Medium Awareness, Application and Versatility:** Students will participate and present, both written and oral, using discussions, writing assignments, case studies, presentations, and projects. During case studies, students are making decisions based on specific business situations given information such as background and stakeholders involved. Decisions will be based on information learned in the textbook, lectures, student experience, and research. In the writing process research will be evidenced using APA style.

ii. **Strategies for Understanding and Evaluating Messages:** Students will use concepts in human behavior such as communication style and what shapes human behavior that leads to their business decisions. Concepts such as self-esteem, personal values that influence ethical choices, attitudes that shape behavior, motivating themselves and others, achieving emotional balance, and building stronger relationships within business will be used in studying businesses that excel in specific areas. Case studies and other business scenarios will be used to apply concepts learned in human behavior that affect business decisions.

iii. **Evaluation and Production of Arguments:** Assessments and evaluation take place in individual and group discussions given case studies and specific business situations. These will also be used in individual assignments, presentations, and projects. Students will use evidence given in the situation, what they have learned from the textbook and lectures, their own experiences, and research to critically think through situations for the best decision for the majority of the stakeholders and the business. Students will also compare their decisions with others through discussions, critically think about their decision and adjust their decision based on what they have learned if necessary.

### 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:** Students investigate and describe alternative solutions to the issue based on the points of view of various business stakeholders, comparing and contrasting the alternate solutions using the constituents' perspectives. Students will communicate concepts in human behavior related to business decisions, working with others in business, and using what they have learned to form a plan for effective human relations. Assessment: in-class/online discussions, formal and informal writing assignments, and exams.

ii. **Evidence Acquisition:** Students will research business situations related to human relations and use the studies to summarize what they have learned as it applies in a business in a business setting. Some of the required information is provided for the students, some of the information comes from student research, and some comes from interview of business professionals. This occurs through some individual study and other times through teamwork where they share experiences and research.

iii. **Evidence Evaluation:** Students are responsible for reviewing sources for reliability and credibility which is listed as a necessary skill in the course and reviewed within the course. All sources of information are required to be cited using appropriate APA formatting.

iv. **Reasoning/Conclusion:** Students will use evidence to support decisions in business situations as it pertains to human behavior such as valuing workplace and inclusion, the changing roles of men and women, responding to workplace stress, and resolving conflict, etc. Assessment: team and individual discussions, writing assignments, and oral presentations.

### 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*

iii. **Ethical Reasoning:** Students will analyze and distinguish between personal values, moral intelligence, and ethical choices in a business environment and the impact it has on stakeholders. Students will work on case problems that require them to resolve ethical issues involving other employees or business associates. Students watch videos and discuss different ways to handle unethical behaviors and how they would handle the behavior. Students respond to situations in which they identify how they appropriately handle business situations while under personal and work-related stress. Assessment: online/in-class discussion, formal and informal writing assignments, case studies, and exams.

iv. **Collaboration skills, teamwork, and value systems:** Students will learn leadership strategies and team building skills which include how to collaborate effectively both in their personal lives and in their professional lives. An instructor provided lecture informs students of proper team collaboration skills. Students watch videos to witness proper team collaboration. Students will discuss the importance of teamwork and collaboration in their professional lives. Students not only learn about collaboration and teamwork in a face-to-face environment but also learn about the barriers in the virtual environment. Students will work together in formal or informal groups to discuss how course material relates to their personal and professional lives, articulate original examples of course concepts, and/or compare and contrast related concepts from the course. Students reflect on their own participation in the group and critique the participation of their team members' participation. Assessment: in-class/online discussions, team member evaluations, formal/informal writing assignments, and exams.

### 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>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/r">https://gened.nmsu.edu/r</a>
---	---



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 998

### Institution and Course Information

Name of Institution	<b>NMSU</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>Interdisciplinary Studies</b>
Prefix	<b>BEST</b>
Number	<b>1110G</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	1110G
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.

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.*

For this course, developing communication skills in oral, written, and digital communications, including interchanges of symbolism or signage through interpersonal exchanges and group and public communication. Learning outcomes include logical explanations, analysis and select appropriate ethical communication strategies, and identifying supporting citations supporting information. This course strengthens students' academic proficiencies and equips them to engage in the job market after their studies. Additional communication aptitudes this course demonstrates are how messages, exchanges of ideas, and opinions are received. This course by implementing positive communication settings creates encouraging learning strategies for students.

### C. Narrative

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

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

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

<b>I. Problem Setting.</b> Through assigned readings and a sequence of assignments, students are provided questions requiring critical inquiry and analysis. Students are required to address current social issues related to race and ethnic relations and the borderlands and to formulate and support arguments in response to related research questions.
--

<b>II. Evidence Acquisition.</b> A central component of all written- and project-based assignments is required secondary source research. Students will engage in library- and web-based research and evaluation.
---

<b>III. Evidence Evaluation.</b> 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.
---

<b>IV. Reasoning/conclusion.</b> 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.

<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*

**Intercultural reasoning and intercultural competence** Intercultural reasoning and competence is meant to support effective and appropriate interaction in a variety of cultural contexts. 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. V. Civic discourse, civic knowledge and engagement – local and global Civic knowledge and engagement includes 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 throughout the world.

### 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>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

<https://gened.nmsu.edu/r>



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 999

### Institution and Course Information

Name of Institution	NMSU
Chief Academic Officer Name	Provost Dorthy Campbell
Chief Academic Officer Email	provost@nmsu.edu
Registrar Name	Dacia Sedillo
Registrar Email	dapachec@nmsu.edu
Department	Interdisciplinary Studies
Prefix	CCST
Number	2110G
Title	Introduction to Chicana/o Studies
Number of Credits	3

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

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

☒ Yes ☐ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	CCST
Number	2110G
Title	Introduction to Chicana/o 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. Apply various transdisciplinary perspectives and processes to understand humanist expressions through a variety of creative productions.
2. Assess and apply social, historical, economic and cultural perspectives as they impact diverse populations over a period of time.
3. Explain the ways in which narratives help people understand one another more clearly and profoundly across ethnic and cultural groups.
4. Design projects that foster and increase a full understanding of a subject in order to promote change in their own and listeners' attitudes, values, beliefs, or behaviors.
5. Apply qualitative and numerical data to explain diverse human actions in an everyday context of life.

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.

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

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

<p>CCST 2110 is a course that features curriculum that integrates the four components of the General Education criterion of Critical Thinking: I. Problem Solving; II. Evidence Acquisition; III. Evidence Evaluation; IV Reasoning/Conclusion. Problem Solving. Through assigned readings and a sequence of assignments, students are provided questions requiring critical inquiry and analysis. Students are required to address social issues related to Chicana/o experience and to formulate and support arguments in response to related research questions. Evidence Acquisition. A central component of all written- and project-based assignments is required secondary source research. Students will engage in library- and web-based research. 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. 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.</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>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 intercultural competence** Intercultural reasoning and competence is meant to support effective and appropriate interaction in a variety of cultural contexts. This course provides opportunity to consider Chicana/os as population, forms of Chicana/o cultural expression, and Chicana/o-related social and political policy in the broader realm of the U.S as nation state.

**II. Sustainability and the natural and human worlds** Current trends in environmental degradation from human activities is accelerating at a rate that is not sustainable. This course addresses how Chicana/o culture foregrounds principles and practices attentive to this acceleration.

**III. Ethical reasoning** Ethical reasoning is the ability to identify, assess, and develop ethical arguments from a variety of ethical positions. This course examines ethical arguments as extrapolated in multiple genres. Students are also encouraged to make textual arguments that reflect their understandings of ethos as central to making such arguments.

**IV. Collaboration skills, teamwork and value systems** One of the main benefits of developing collaboration skills and building teamwork and value systems is that students (even with vastly different skill sets) can mentor and teach each other their skills. This course incorporates this by centering discussion, classroom and virtual, as an essential epistemological method.

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

<p>This course strengthens students' informational skills by encouraging them to identify possible motives and intentions of multimodal texts. The course provides students with the tools to engage in discussion, to understand compositional choices made by cultural producers across modes, and to compare strategies in required reading materials. The course strengthens students' digital literacy skills, teaching them to recognize diverse agendas and identify tones and biases and instilling productivity, communication, and assistive tools. Teaching research as inquiry asks students increasingly complex questions and asks them to develop additional questions of their own. Students will discover and refine critical concepts in Chicana/o Studies and understand the processes of Chicana/o Studies research approaches.</p>
---

**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/r">https://gened.nmsu.edu/r</a>
---	---



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 1000

### Institution and Course Information

Name of Institution	NMSU
Chief Academic Officer Name	Provost Dorthy Campbell
Chief Academic Officer Email	provost@nmsu.edu
Registrar Name	Dacia Sedillo
Registrar Email	dapachec@nmsu.edu
Department	Interdisciplinary Studies
Prefix	NATV
Number	1150G
Title	Introduction to Native American Studies
Number of Credits	3

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

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

☒ Yes ☐ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	NATV
Number	1150G
Title	Introduction to Native American Studies

### A. Content Area and Essential Skills

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

☐ Communications
 ☐ Mathematics
 ☐ Science
 ☐ Social & Behavioral Sciences  
☒ Humanities
 ☐ Creative & Fine Arts
 ☐ 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. Recognizing and evaluating unstated assumptions/cultural biases found in scholarship or popular information about native peoples.**
- 2. Evaluating academic and non-academic resources and writing about Native American issues for cultural appropriateness and accuracy**
- 3. Develop scholarly skills to study Native American communities from multiple perspectives.**
- 4. Develop effective communication skills through writing, oral presentations, in class activities and discussion.**

**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.

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

<b>Critical Thinking.</b> <i>Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion</i>
Through assigned readings and a sequence of assignments, students are provided questions requiring critical inquiry and analysis. Students are required to address social issues related to Native American experience and to formulate and support arguments in response to related research questions. A central component of all written- and project-based assignments is required secondary source research. Students will engage in library- and web-based research. 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. 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.

<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*

**Intercultural reasoning and competence support effective and appropriate interaction in various cultural contexts. This course provides the ability to recognize and adapt to cultural differences and similarities. It involves “(a) the cultivation of deep cultural self-awareness and understanding (i.e., how one’s own beliefs, values, perceptions, interpretations, judgments, and behaviors are influenced by one’s cultural community or communities) and (b) increased cultural other-understanding (i.e., comprehension of the different ways people from other cultural groups make sense of and respond to the presence of cultural differences). Current trends in environmental degradation from human activities is accelerating at a rate that is not sustainable. This course addresses the difference between indigenous environmental knowledge and Western science today and discuss challenges that arise from these differences.**

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

<b>This course will provide students with authority and value of information skills to identify possible motives and intentions of technology. Provides the tools to engage in discussion, select certain words, and compare required reading materials. The course gives the digital literacy skills to recognize diverse agendas and identify tones and biases. Instilling productivity, communication, and assistive tools. Research as inquiry asks students increasingly complex questions and develops additional questions. Students will discover and refine critical concepts in Native studies and understand how the process of indigenous research approaches.</b>
--

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

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/r>



## New Mexico General Education Curriculum Course Certification Form

1002

### Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	PHIL
Number	2225
Title	Digital Music Production and Design I
Number of Credits	3

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

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

☒ Yes ☐ No

### Co-Requisite Course Information

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

### New Mexico Common Course information

Prefix	PHIL
Number	2225
Title	Greek Thought

### 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.**

**At the conclusion of the course, students should be able to:**

- 1. Identify and discuss major intellectual or philosophical themes within the assigned works.**
- 2. Discuss the assigned works within the context of ancient Greek cultural attitudes, intellectual thought, history, or some combination thereof.**
- 3. Discuss ways in which ancient Greek attitudes and intellectual ideas connect to or differ from those of the modern world.**

**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.

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

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

Philosophy 2225: Greek Thought is a centrally important course in building students' critical thinking through engagement with the Western philosophical tradition. The attached assignment provides evidence of how students demonstrate their critical thinking in an assessment. Students learn through course readings, discussion, assessments, and model reasoning how to cultivate critical reading skills, locate and understand the most important points in an argument, and sharpen their ability to evaluate the merits and drawbacks of a philosophical argument. 1) Problem Setting: Because the ancient Greek tradition is centered around critical reflective philosophical thinking on core problems of human life, it is an especially fitting historical period on which to focus students' critical attention. By engaging ancient Greek texts, students are asked to think about how we should live an ethical life, the problems of understanding humanity's place in the natural order, and the fundamental problems of human existence. Students are encouraged to pursue these problems in dialogue with the Greeks in their own thought and writing. As the attached sample assignments demonstrate, students explain in their own words in assessments the central arguments of Greek texts and reflect on their relevance today. Students distill the most important aspects of an argument before critically responding to it. 2) Evidence Acquisition: Original historical, literary, and philosophical texts are used to model and teach skills of close reading and textual and historical interpretation which students then put into practice in class discussion and assessments. Classroom discussion is essential to modeling good reading practices for students. Learning to read Ancient Greek texts, even in translation, takes time, patience, and repetition. The instructor models how to read the texts with an eye toward bringing the most important points into relief and helping students trace the arc of an argument. 3) Evidence Evaluation: As students cultivate the capacity to read texts from a different culture and historical moment than their own, they also strengthen their capacity to critically assess the validity of a text's arguments and the relevance of the argument to their own cultural and historical location. The study questions and quizzes assigned every week are a low-stakes way to strengthen students' evaluative skills. 4) Reasoning/Conclusion: As this is a course in which students do not only learn about – but actually do – philosophy, the modes of assessment focus on developing critical thinking practices of reasoning and arriving at philosophical conclusions in close dialogue with the historical texts and with students' own engaged reflection and considerations about core problems of human life. All four of the “component skills” of Critical Thinking are addressed in class discussions and in the reading questions (samples attached) that are assigned to students every week. This guarantees that students are regularly engaged in critical thinking individually and as a group.

### 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*

#### **Personal and Social Responsibility (2 of 5)**

**1) Intercultural reasoning and intercultural competence.** Course material is grounded in the Hellenistic world from roughly 700 BC to the third century AD. Reading and engaging with historical and philosophical texts in context requires a high degree of cross-cultural competence in comprehending reasons and motivations first given in a very different cultural and historical context to our own. Class discussions and interactions encourage students to maintain awareness of cultural differences and culturally specific perspectives on core philosophical questions. For instance, to respond to one of the study questions in the attached sample assignment, students need to explain two aspects of Athenian democracy that differ from modern democracies. Exercises such as these build student reflection on their own historical moment and cultural location in reference to ancient cultures. **2) Sustainability and the natural and human worlds.** The role that humans played in the natural world was one of the central philosophical touchstones of Ancient Greek thought. Every Ancient philosopher taught in PHIL 2225 was concerned with the nature of the relationship between humans and the natural world. As such, the students respond to and ask questions about our place in nature. The Greeks were particularly fascinated by what separated humanity from nature; this way of thinking is now called into question, but the exploration of Ancient ideas of regarding the place of humanity in the natural world is requisite for understanding our present and students learn to communicate the difference between Ancient Greek and contemporary definitions of humanity and the natural world in discussion and written assessments. **3) Ethical reasoning** Socrates' pursuit of an essential reflection on ethics in the form of the question of the nature of the life well lived for human beings is a centerpiece of the course both thematically and methodologically. Students are introduced to the main ethical questions about the pursuit of life and the nature of the Good through the texts of Plato that first systematically pursued these questions in the Western tradition and then through key works of Aristotle, including inter alia Aristotle's main ethical work, the *Nicomachean Ethics*. Throughout the course, students engage in ethical reasoning about their own lives and the determination of goals, ends, and pursuits of human life. As the attached sample assignments attest, students demonstrate their ethical thinking skills; they contemplate what ethics is, and how ethics is understood differently in ancient and modern cultures.

### 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*

#### **Information and Digital Literacy (3 of 4)**

**1) Authority and Value of Information:** Students read and engage closely with original sources and discuss and determine the context, credibility, and philosophical merit of historical texts and sources. Students typically read secondary and scholarly material in the form of introductions to contextualize and locate the relevant sources. As the attached assignments and study questions indicate, the students learn to summarize what they understand an author to be claiming (in itself no easy task when the texts were written almost three millennia ago) but also to distill the evolution of an argument, and to respond to it in their own words. **2) Information Structures:** Reading and understanding ancient texts takes time and repetition. In PHIL 2225, students think carefully about the writings to which they are responding, including focusing on the analogies that are used and why, and on why the Greeks used particular images and allegories to demonstrate their points. Several of the attached study questions ask students to parse how the readings are structured and the rhetorical tools used by the philosophers to communicate their points. **3) Research as Inquiry:** Beginning with the Pre-Socratic Greek philosophers and continuing through Socrates' historical examination of the nature of human life, critical inquiry is the heart of philosophical activity as it is understood and taught in this course. In the course, students encounter a variety of models of inquiry into fundamental questions, including empirical methods, critical reflection, research into the structure and nature of linguistic meaning, metaphysical reasoning and historical, political, and cultural contextualization. Students then use and evaluate these models of inquiry in multiple assessments across the span of the course. Ultimately, the exposure to different models enables students to demonstrate their ability to engage in philosophical discussion, analysis, and argumentation as tools of inquiry into the world and ourselves. In PHIL 2225, students are asked to research ancient texts to find answers to the most fundamental questions of human existence: what is a good life? What does it mean to be good? How should one act? What is the end of political life? Students not only provide answers to these questions in reference to the texts but critically assess those answers from their own perspectives. Again, as the sample assignments indicate, this inquiry occurs across a range of activities, from in-class discussion to study questions to exams.

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

Link to Institution's General Education Assessment Plan	<a href="http://assessment.unm.edu/">http://assessment.unm.edu/</a>
---	---